

The George Washington University / School of Nursing

# GW NURSING

FALL 2016



## **Footprints to the Future**

*Creating New Paths and  
Destinations for Nursing*

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# From the Dean

## *Our Explorations Continue*



*“Do not go where the path may lead, go instead  
where there is no path and make a trail.”*

—RALPH WALDO EMERSON

Working with faculty, students, staff, alumni, donors and students over the past 18 months has been a journey of excitement, discovery and productivity. Together we have made significant strides in identifying and addressing areas where we need to grow, pursue opportunities or embrace change as we take the George Washington School of Nursing (GW SON) to a new destination.

Our continuing efforts to enhance and strengthen the school, our programs, research initiatives and student learning have begun to brand us as a newly emerging school that is increasingly recognized in national rankings. Yet, we acknowledge that we are just beginning our explorations; the choices, challenges and directions facing us become more urgent and complex with each step we take.

In preparing to take those steps toward a re-imagined GW SON, we asked: “How do we lead the school—and the profession—in a new direction while remaining a premier destination for nursing education?”

We debated: “What can we do better to support the needs and expectations for faculty and friends and to expand our footprint, visibility and contributions to constituents and the community?”

And we questioned: “What does a GW SON graduate look like?”

In response, leaders, faculty and students determined: “Our nursing programs should be preparing our students with competencies in health policy and, most importantly, the PhD program we will build and launch in 2018 should center on health policy with foci on the areas of health quality, workforce and health disparities.”

This summer, we took a few big steps forward in expanding our physical footprint. Our Foggy Bottom office moved into a greatly expanded workspace on 1919 Pennsylvania Avenue, a stone’s throw from GW’s central administrative offices and the White House. At the same time, we strategically built out our facilities on the Virginia Science and Technology Campus, providing more resources and expanding service areas to promote collaboration across GW SON’s two campuses.

The time is right, and this exhilarating new trail is ours to blaze.

*Pam Jeffries, PhD, RN, FAAN, ANEF*  
Dean and Professor

# GW Nursing News



Work begins on the new School of Nursing location on the Foggy Bottom, Washington, D.C., campus.

## EXPANDING THE NURSING FOOTPRINT

Pennsylvania Avenue, the famous Washington, D.C., boulevard that connects the White House and the U.S. Capitol, is now the address of a new occupant: the George Washington School of Nursing (GW SON).

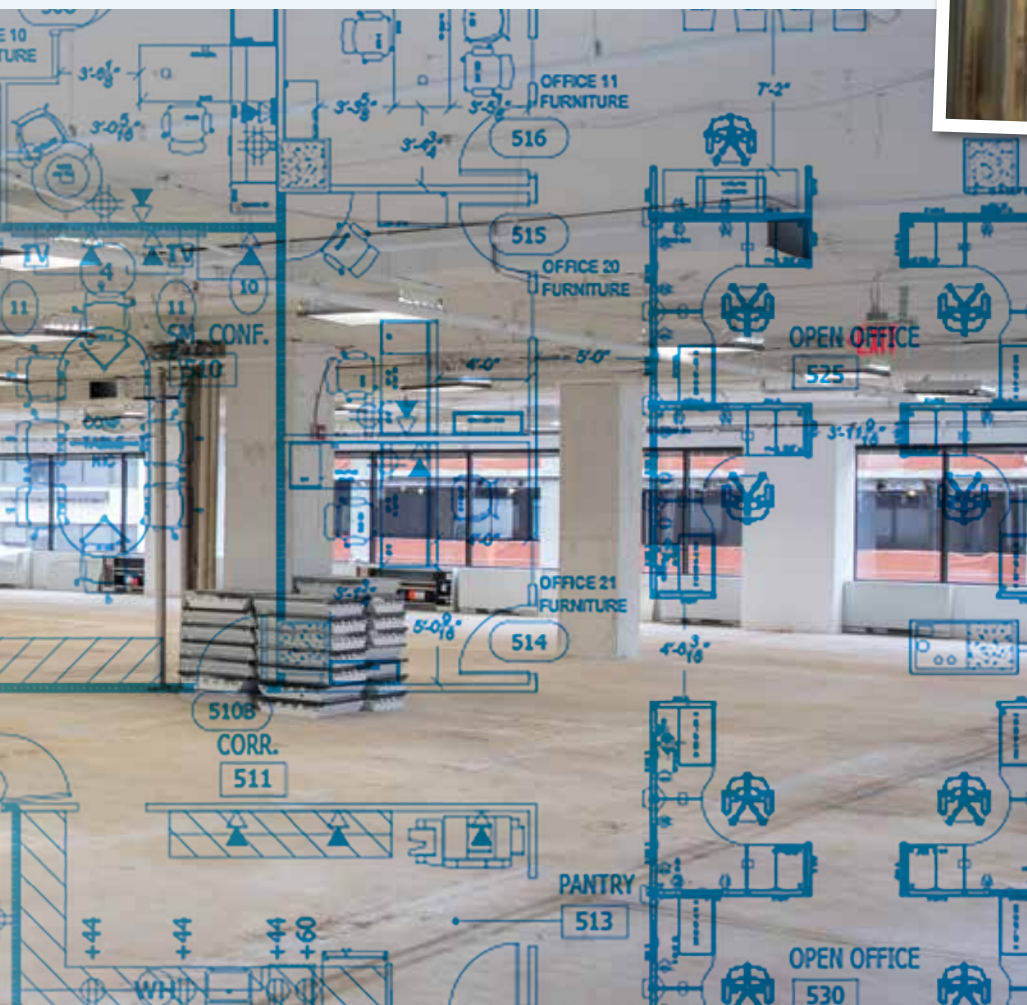
Just steps from the White House—and the GW Foggy Bottom campus—the

prestigious 1919 Pennsylvania Avenue location increases the SON's footprint in downtown D.C. by more than 50 percent.

The sale of 2030 M Street, GW SON's former Washington, D.C., location, provided an opportunity "to review our current footprint and make strategic decisions about our future in Foggy

Bottom," said Joe Velez, GW SON director of operations. "Our decision to invest in a larger, leased office space... was made with careful consideration to the growth of the School of Nursing."

The most appealing option—found at 1919 Pennsylvania Avenue—offered the opportunity to build out



## SPACE NUMBERS



days under construction



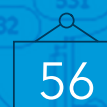
4,030  
more square feet  
(53% INCREASE)



2  
more conference rooms



50%  
more storage space



56  
new signs

space that specifically met the needs of the SON. Working with Intec Group, Inc., space was designed to “intentionally encourage collaboration while presenting a professional and attractive academic office,” Mr. Velez said.

On the Aug. 1, move-in day, faculty, students and staff found that, in addition to the customized design, the new space offers amenities not found in SON’s former

location, including numerous and larger meeting spaces, break-out rooms for small group discussions and communal space. But the feature Mr. Velez and colleagues were most excited about is the building’s rooftop terrace overlooking the famous avenue. “We’ll use it for events, lunches or even just to escape the office and enjoy the weather outside while checking email.” [GW](#)





## FIRST GW SON MOOC IS LED BY HEALTH CARE QUALITY TEAM

Jean Johnson and Greg Pawlson, experts who have spent decades working on health care quality improvement, are the first SON faculty to teach a GW massive online open course (MOOC). Launched in May and offered through Coursera, “Leading Healthcare Quality and Safety” is aimed at all members of health care teams. The course is continuously open for “just-in-time” learning and, depending on needs and schedules, participants can complete its requirements in three or more weeks.

“MOOCs are powerful tools that allow someone’s expertise to reach much further than in a traditional classroom,” said Dean Pamela Jeffries, who developed numerous MOOCs prior to coming to GW. “Offering the experience through the team approach

of Dr. Johnson, a nurse, and Dr. Pawlson, a physician, brings multiple perspectives and effectively reflects how patients are now treated by teams.”

Dr. Johnson has long emphasized quality in health care education. As the founding SON dean, she initiated the first graduate-level degree in health care quality. “Health care is complicated; the system is complex. Our population is aging and often experiencing multiple health challenges and complex treatment regimens. It’s no wonder that medical error is such a critical problem,” she said. “We know we can do better with heightened attention to better systems of care and getting all health care workers focused on safety and quality.”

Her team colleague, Dr. Pawlson, was executive vice president of the National Committee for Quality Assurance for 11 years and chair of the Department of Health Care Sciences in the GW School of Medicine and Health Sciences (SMHS) for 10 years. He is now a senior medical consultant for Saxton Stump and SE Healthcare Quality Consulting with a focus

on patient safety and quality improvement, and continues to serve as an SMHS clinical professor and an SON adjunct professor.

Guest faculty joining the MOOC team include Margaret (Peggy) O’Kane, the founding and current president of the National Committee for Quality Assurance; Jesse Pines, the director of the Office for Clinical Practice Innovation, a professor of emergency medicine in GW SMHS and a professor of health policy and management at GW Milken Institute School of Public Health; and Esther Emard, who has more than 30 years of health care executive leadership.

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For more information about “Leading Healthcare Quality and Safety” and other GW MOOCs, visit <https://online.gwu.edu/moocs>

## IN BRIEF

### *Virginia Honors the SON*

In celebration of the school's fifth anniversary, Delegate John Bell (D-District 87) submitted to the Virginia General Assembly a commending resolution to congratulate the GW School of Nursing. In June, Delegate Bell visited the school to present a framed format of the resolution to Dean Pamela Jeffries and Associate Dean Billinda Tebbenhoff. A similar commending resolution was presented to Drs. Jeffries and Tebbenhoff at a July meeting of the Loudoun County Board of Supervisors. Supervisor Suzanne Volpe submitted the resolution that applauded the school's community service and offered congratulations on the anniversary.

To read Delegate Bell's resolution, visit <http://lis.virginia.gov/cgi-bin/legp604.exe?161+ful+HJ526ER>



Dean Pamela Jeffries, center, and Associate Dean Billinda Tebbenhoff welcome Delegate John Bell.

### *SON Joins National Aging Center*

The SON Center for Aging, Health & Humanities has joined the National Hartford Center of Gerontological Nursing Excellence. SON will partner with the center in its mission of enhancing and sustaining the capacity

and competency of nurses to provide quality care to older adults through faculty development, advancing gerontological nursing science, facilitating adoption of best practices, fostering leadership and designing and shaping policy. SON faculty and students will have access to leaders in the aging and gerontological nursing field, receiving individualized guidance and the opportunity to take advantage of educational resources designed to strengthen the SON programs.

To learn more, visit <http://www.nhcgne.org>

### *SON to Offer New Programs—Accelerated BSN Summer Entry and Psychiatric Nurse NP*

Although most students and faculty traditionally think of school beginning in the fall, summer is a perfect time to begin the SON's accelerated second degree nursing program. The May 2017 program entry—offered in addition to the current August (fall) and January (spring) programs—allows students to start in mid-May 2017 and finish in August 2018. The program of study is the same as other entry points, the clinical opportunities are abundant, and the class size is limited to 30 students.

The new psychiatric mental health nurse practitioner (PMHNP) certificate program will begin in the fall of 2017. PMHNPs, also referred to as Psychiatric Mental Health Advanced Practice RNs, are one of the nursing specialties most sought after by hospitals, clinics and other care centers. Students in the first class (fall 2017) will already be certified as Advanced Practice Nurses and will be able to complete the program in as little as one calendar year.

For more information, visit <https://nursing.gwu.edu/pursue-career-nursing>

## NURSES WEEK— MAY 6-12, 2016

### *FACULTY REFLECT ON STEPS TO NURSING*

Each year during Nurses Week—which begins on May 6 and ends on May 12, Florence Nightingale's birthday—faculty members have an opportunity to reflect on their choice of nursing and how their careers led them to their current roles.

Assistant Professor **Linda Briggs**, who worked to launch GW SON's newest field of study in adult gerontology acute care nurse practitioner, became a nurse because she wanted to help patients and their families achieve the best possible outcomes while taking into account their situations. "I made nursing my career because I've seen the significant impact nurses can have on patients, their families and the health care system."

Senior Associate Dean for Academic Affairs **Mary Jean Schumann** wanted to be a nurse as far back as she can remember, she said. "Nursing is a wonderful choice of profession. Regardless of setting or position, the building blocks of advanced knowledge, skills and passion for nursing have allowed me to contribute to nursing practice, nursing education and policy."

"Why nursing? Because it was the field I was drawn to early in my education, the one in which I grew and followed my passion for education, and the one I continue to explore today," said Dean **Pamela Jeffries**.

## TURNING IDEAS AND OPPORTUNITIES INTO PRODUCTS AND REVENUE

How does a nursing school use the ever-present creativity and expertise, intellectual capacity and innovative spirit of its faculty and staff as an initiative to benefit those potential entrepreneurs and the school?

At the George Washington School of Nursing (GW SON), a new division has been formed to do just that. The Division of Entrepreneurial Enterprises (DEE), led by Ronna Halbgewachs, the SON assistant dean responsible for entrepreneurial enterprises and strategic initiatives, is now operational and actively packaging and promoting SON ideas and opportunities.

Among the DEE's most recent offerings are two partnership initiatives: a faculty- and staff-led nurse leader executive program with UnitedHealth Group and a national youth leadership forum for promising high school students with Envision. Current programs are prerequisites for prospective nursing and other health profession students, massive open online course (MOOC), certified nurse educator prep course and the use of simulation space by other organizations. And more products and programs are in the pipeline.

As the ideas stream in, each is being evaluated and prioritized. "We use criteria developed and recommended to the dean by the DEE advisory launch team of faculty, staff and business consultant advisers," said Ms. Halbgewachs. "These criteria were modeled on the GW Innovation Task Force Exploration Committee criteria and reflect the mission of the school and charge of the DEE."

The early success of the DEE can be

attributed to the careful advance planning by Ms. Halbgewachs and the launch team, said Dean Pamela Jeffries. "They were charged with creating a unit that focuses on revenue production, enhanced SON visibility, reinforcement of the SON brand and leveraging the capacity of the SON. And that unit, the DEE, is delivering."

Dean Jeffries is now planning use of the DEE revenue with the priority being reinvestment in academics, research and infrastructure; continued revenue diversification and growth; and other strategic SON initiatives. As Ms. Halbgewachs urged her colleagues, "Keep those ideas coming, the opportunities are everywhere and for everyone."

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For questions or to offer an idea or opportunity, please email [sondee@gwu.edu](mailto:sondee@gwu.edu)



Assistant Dean Ronna Halbgewachs reviews SON entrepreneurial strategies with Dean Pamela Jeffries.



# NEW FACULTY, STAFF ADD TO SON EXPERTISE

2016 has seen the addition of two new faculty and four additional staff, bringing the full-time faculty to 60 and staff to 28.

## SON WELCOMES...

### FACULTY:

**Ashley Darcy-Mahoney** and **Dana Hines** are assistant professors on the research track. Both joined the faculty in July. *See their profiles on page 15.*

### STAFF:

**Jaclyn Crosby** is the newest admissions coordinator on the SON Student Affairs team. Prior to joining the SON, she worked for the pharmacy program at the Shenandoah University's Ashburn, Va., location, right next to SON at Innovation Hall on the Virginia Science and Technology Campus (VSTC).

**Patsy Deyo**, the clinical placement manager, holds an MSN from GW SON, a BSN from George Mason University and a BA in management from Gettysburg College. She previously was a nurse consultant to the GetWellNetwork. She will supervise the clinical placement coordinators and assist graduate students in securing clinical placement sites.

**Brian Keenan** is the simulation lab manager on the VSTC. He is a graduate of the Shenandoah University BSN program and most recently served as an administrator for the Loudoun Endoscopy Group in Lansdowne, Va.

**Miro Liwosz** is the director of online learning and instructional design. He brings to the SON over 12 years of experience in higher education with a focus on advancing teaching and learning pedagogies through distance learning and educational technology initiatives. In his most recent position at Alvernia University in Reading, Pa., he was responsible for the oversight of the Distance Learning division.

**Natalia Mikheeva** is the administrative assistant for the Division of Undergraduate Studies where she provides assistance to faculty, staff and students. She is originally from Russia, where she earned a master's in economics with a specialty in accounting and auditing from Mari El State University.

**Reese Rackets** is the communications and marketing specialist. He previously worked as an editor at University of Missouri Extension, where he specialized in organizational storytelling and academic publishing.

## AND SON SAYS FAREWELL TO—

**Deborah Chapa**, assistant professor and DNP program director, who has accepted a position as an associate professor with Florida Atlantic University in Boca Raton.

Assistant professor and founding faculty member **Nancy Falk**, who is exploring other opportunities in academia and practice.

**Jason Fararooci**, director of digital and visual marketing and communications, who has returned to his home and former company in North Carolina.

**Jessica Greene**, professor and associate dean for research, who was named the Luciano Chair of Health Care Policy at Baruch College School of Public Affairs in New York City.

DNP program coordinator **Sarabeth Morofsky**, who is now the assistant director of admissions and student success at the University of Denver-Daniels College of Business.

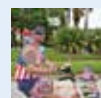
**Juana Vergara**, the clinical placement coordinator at the Foggy Bottom campus, who worked in student services on the Ashburn campus.

# Trending Now



GW School of Nursing @gwNURSING - May 20

We hope @VaSecofHealth enjoyed his meeting with @GWDeanJeffries & @BillindaT today! #GWU #nursing @GWVirginia



Steven Rozecki @StevenRozecki - Apr 16

@gwNURSING Nala checking out the new issue of GW Nursing



GW School of Nursing @gwNURSING

We have faculty in the studio today practicing interviews so they're ready to share their expertise more broadly! #GWU #GWnursing #nurses



GW School of Nursing @gwNURSING

A photo from Haiti, where three of our BSN students participated in an interdisciplinary healthcare team! #GWU #GWnursing #nursing #healthcare #nursingschool #BSN #Haiti



# WALKING THE WALK IN NURSING RESEARCH





BY TEDDI FINE

The George Washington School of Nursing (GW SON) has dedicated itself to a different kind of nursing scholarship, whether in education, clinical care or research. In its first five years, the school hasn't just talked the talk; it has walked the walk. A distance-learning graduate program with a national, if not global, footprint and a unique accelerated baccalaureate program for veterans were among the first offered by a school of nursing. The simulation labs continue to expand and support clinical learning while collecting data that contributes to the scholarship of simulation education. Now, under the leadership of Dean and Professor Pamela Jeffries, the SON is taking its next big step: building a respected research presence around health policy and workforce development (access, preparation and cost), quality of care and health disparities.

When she joined the SON, Dr. Jeffries found a natural springboard for expanding the SON research program, particularly in the faculty's collaborative nursing education and data analysis already underway. Over the past year, she has promoted and supported both mentorships and interdisciplinary partnerships to build a critical mass for scientific inquiry. Similarly, new faculty workload guidelines delineating time spent on scholarship, teaching and research have been completed and adopted by the faculty and will foster research by including set-aside time for scholarship.

Educational innovation and workforce sustainability are as central to the SON's research agenda as they have been to the overall vision and mission of the SON. The most robust element of faculty inquiry, educational research, also dovetails with Dr. Jeffries' area of expertise in experiential learning, innovative





teaching strategies and the delivery of technology-driven educational content.

The SON is moving toward its goal of becoming the preeminent school for educational research with the addition of new research scholars, among them Angela McNelis, professor and associate dean for scholarship, innovation and clinical science. Dr. McNelis is renowned for her educational research, including work that has resulted in a call to overhaul both hands-on and classroom learning to prepare nurses to deliver safer, higher-quality patient care, as well as investigation that focuses on interprofessional education. And as the SON builds toward the launch of a PhD program, her ongoing research will help identify and implement best practices in post-graduate education to build the next generation of faculty and researchers of excellence.

GW SON is “poised to help make nursing education more efficient and effective by identifying best practices in nursing education that can be modeled elsewhere, such as, ‘How much simulation can be exchanged for practicum face-to-face work?’” says Dr. McNelis. “And given the stature of the SON in the forefront of distance learning, we have a perfect petri dish for testing when, where and what aspects of nursing education can take place most effectively in a ‘virtual’ classroom.”

That kind of research is underway, based on the school’s unique educational graduate and undergraduate structures. Assistant professors and undergraduate program faculty leaders Majeda El-Banna, Malinda Whitlow and Billinda Tebbenhoff are exploring the effectiveness of accelerated degree nursing students’ satisfaction with the “flipped classroom” model, an

alternative-learning model that stands traditional didactic education on its head. It shifts from primary classroom instruction to a learner-centered model that begins with topic-specific student study followed by class-time content application and exploration that can nurture more meaningful, deeper learning.

Dr. Jeffries emphasizes that this type of educational research informs policies that can better prepare the nursing workforce to provide ever-safer high-quality care. “Research, practice and education are essential partners to national and international health care policy development and implementation,” she says. “Through a powerful and symbiotic relationship, each has a major role in shaping and impacting the other.”

Other areas of educational research, similarly are poised to help the GW SON and other nursing programs “educate smarter.” Limited simulation classroom availability and the SON’s emphasis on graduate distance learning have led associate professors Laurie Posey and Christine Pintz to undertake a grant-funded study that examines whether telehealth-enabled (“virtual”) clinical encounters with standardized patients are as effective an educational tool as more traditional face-to-face standardized encounters.

A second study—on which Drs. Posey and Pintz are joined by Dr. McNelis and faculty members Pearl Zhou, Karen Lewis and Pam Slaven-Lee—is underway to determine whether these telehealth-enabled encounters provide sufficient predictive information for educators to assess distance-learning students’ diagnostic reasoning competence.

Research on the impact of scope-of-practice rules on nurse



“And given the stature of the SON in the forefront of distance learning, we have a perfect petri dish for testing when, where and what aspects of nursing education can take place most effectively in a ‘virtual’ classroom.”

—ANGELA MCNELIS



Professor and Associate Dean for Scholarship, Innovation and Clinical Science Angela McNelis will contribute to the launch of a SON PhD program through her ongoing research, collaboration and scholarship.

## NEW SHOES ON THE GROUND IN GW NURSING RESEARCH

The blueprint of a robust research capacity at the GW School of Nursing is taking shape. Two assistant professors who joined the faculty in July are bringing added depth and direction to the SON's research capacity-building initiative. And their respective areas of research concentration have significant implications for future health care programs, policies and education.



**Dana Hines**, whose research focuses on community health, HIV/AIDS and population studies, earned her MSN and PhD from Indiana University. Her groundbreaking dissertation on discrimination in health care among trans women (born male) living with HIV earned her a Ruth L. Kirschstein National Research Fellow Award from the National Institute of Nursing Research. She is also a Center for Population Health Research fellow, working with its lesbian, gay, bisexual and transgender (LGBT) health predoctoral mentoring program.

She has devoted the majority of her career to public health, directing her energies and expertise to community public health interventions among those with or at risk for HIV/AIDS. For nearly a decade, Dr. Hines worked with the Department of Public Health in Marion County, Ind., to improve community standards of care and patient outcomes for local, marginalized individuals living with HIV/AIDS.



**Ashley Darcy-Mahoney**, the 2014 March of Dimes Nurse of the Year and a Robert Wood Johnson Nurse Faculty Scholar, has dedicated her research career to studying infant health. Formerly on faculty at Emory University's Nell Hodgson Woodruff School of Nursing, she earned her neonatal nurse practitioner MSN and PhD from the University of Pennsylvania and works in developmental outcomes for high-risk infants, including those born preterm or diagnosed with an autism spectrum disorder.

In addition to her SON duties, she is a Children's National Medical Center (CNMC) Conway Fellow, working with Pamela Hinds, director of the CNMC Department of Nursing Research. This fall, she will join GW's Autism and Neurodevelopmental Disorders Institute headed by Kevin Pelphrey and created in partnership with CNMC. As the director of infant research, she will help boost cross-departmental initiatives.

In welcoming the new faculty, Dean Pamela Jeffries noted that each brings a valued research perspective and portfolio to GW. She added, “Each will demonstrate the impact nurse researchers have on advancing science and health care practice. And they will contribute to GW Nursing's unique history of excellence in nursing education, policy, clinical care and the spirit of inquiry.”

# STEPPING ONTO FERTILE SOIL: GROWING RESEARCH INTO PRACTICE

The GW SON faculty members are not only conducting research but are working to translate it to practice and policy. The faculty's inquiries have the potential to effect change in health care education, lead to new best practices in care and better serve underserved populations.



To help newborns get the best possible start, assistant professor **Mayri Sagady Leslie** is assessing if U.S. physicians and nurse midwives are delaying umbilical cord clamping by two to five minutes for pre- and full-term newborns, a practice that can lower risks for infections, anemia and potential learning delays.



**Beverly Lunsford**, assistant professor and director of the GW Center for Aging and Health, leads a series of studies to improve health care practices and outcomes for older adults. The goals are to assess how and what kinds of “meaningful activity” for older patients in long-term care facilities can help improve their mental health; explore the effectiveness of an evidence-based falls curriculum in changing health professional falls assessment and prevention practices for older adults; and determine if an interdisciplinary palliative care services framework can improve the care of older adults with multiple serious illnesses.



With a nursing and health services research background, assistant professor **Jeongyoung Park** is evaluating the effect of new care models on the health care workforce. One of her recent Health Resources Services Administration-funded studies found that when adopting a patient-centered medical home model—now becoming a best practice—community health centers expand by adding nurse practitioners, medical assistants and care coordinators.



At the request of the World Health Organization, SON research instructor **Edward Salsberg**, who also directs health workforce studies at the multidisciplinary GW Health Workforce Institute, has developed a critical policy brief on the future demand and distribution of the global health workforce in a rapidly aging world.



“... our research also will stamp  
a nursing footprint on health  
policy and advocacy.”

— DEAN PAM JEFFRIES

practitioner (NP) autonomy and future workforce growth has distinct implications for policy and workforce deployment and, as a result, has been central to SON faculty activity. In addition to the publication of a broad-based paper on the topic by a collaborative group of faculty, assistant professor Linda Briggs is surveying recent NP graduates to learn if and how state scope-of-practice laws may have influenced where they sought employment.

Associate professor Ellen Kurtzman is preparing the publication of her study comparing NP-delivered care in states with and without restricted scope of practice. The study assesses the effect practice restrictions may or may not have on quality of care, service utilization and referral patterns. And in a recent *American Nurse Today* article, adjunct professor Nancy Rudner reports that professional autonomy for female-dominated professions, such as nurse practitioners, lags markedly in states that didn't support the Equal Rights Amendment of the 1980s. Only 20 percent of non-ERA adopting states support full practice authority for NPs compared with over 50 percent among ERA-adopting states. The health professional glass ceiling remains a challenge, despite the dearth of front-line clinicians in many areas of the country.

The footprint of SON research has been growing rapidly and flourishing. “The school's aspiration to be the preeminent nursing school for educational research is in the hands of its faculty,” says Dean Jeffries. “Our research future and strength are ours to build and to own. With our unique geographic location and capacity, our research will be similarly unique. Not only will we shine a spotlight on the triple aim of health care cost, quality and access in workforce development and service delivery, but our research also will stamp a nursing footprint on health policy and advocacy.” [GW](#)



# ACADEMIC PROGRAMS

Academic opportunities at the GW School of Nursing reflect the changing nature of the field and the increasing diversity of the nursing profession. The school offers opportunities for nurses in all stages of their careers through several Bachelor of Science in Nursing (BSN) options, the Master of Science in Nursing (MSN), the Doctor of Nursing Practice (DNP), multiple post-graduate certificates and extensive distance-based learning programs.

## Bachelor of Science in Nursing (BSN)

- + Accelerated Bachelor of Science in Nursing (ABSN)
- + Veterans Bachelor of Science in Nursing (VBSN)
- + RN Pathways
- + RN to BSN
- + RN to BSN/MSN
  - » Family Nurse Practitioner
  - » Adult Gerontology Primary Care Nurse Practitioner
  - » Nurse Midwifery
- + RN to MSN - Bridge (includes all MSN tracks)

## Master of Science in Nursing (MSN)

- + Family Nurse Practitioner
- + Adult Gerontology Primary Care Nurse Practitioner
- + Adult Gerontology Acute Care Nurse Practitioner
- + Nurse Midwifery
- + Nursing Leadership & Management

## Doctor of Nursing Practice (DNP)

- + Post-BSN DNP Family Nurse Practitioner
- + Post-BSN DNP Adult Gerontology Primary Care Nurse Practitioner
- + Post-BSN DNP Adult Gerontology Acute Care Nurse Practitioner
- + Post-MSN DNP (Generic)
- + Post-MSN DNP Executive Leadership
- + Post-MSN DNP Health Care Quality
- + Post-MSN DNP Nursing Education

## Post-Graduate Certificates

- + Family Nurse Practitioner Certificate (FNPC)
- + Adult Gerontology Primary Care Nurse Practitioner Certificate (AGPCNPc)
- + Adult Gerontology Acute Care Nurse Practitioner Certificate (AGACNPc)
- + Nursing Education Certificate
- + Psychiatric/Mental Health Nurse Practitioner Certificate (PMHNPc)

## GW SON VOICES

*"I chose the GW MSN-FNP program because I had such a wonderful experience in my ABSN program here... The GW name in the D.C. nursing/medical community is very well respected...making clinical rotations easier and really carrying a lot of weight when applying for jobs outside of the D.C. area."*

—WILL SMITH, BSN '14, MSN FNP '16, Primary Care Family Nurse Practitioner, Erie Family Health Center, Chicago, Ill.

*"The simulation laboratory run by the faculty truly mimicked real-life situations that nurses encounter on a daily basis. Practicing on the mannequins helped me learn the necessary skills so as to ease my transition into the clinical setting... I credit my nursing success to GW SON."*

—MELISSA BRODER, BSN '14, Registered Nurse, High Risk Perinatal Unit, Holy Cross Hospital, Silver Spring, Md.

*"GW SON encourages and supports dreams. The DNP program helped to open my mind to all kinds of possibilities and experiences both nationally and internationally...and the location at the very center of the free world incorporates and encourages a very diverse student population."*

—KELLEY MILLER WILSON, DNP '15, Clinical Associate Professor, University of South Carolina College of Nursing, Columbia, S.C.

## APPLY NOW

### Office of Admissions

571-553-0138

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## REQUEST INFORMATION

[NURSING@GWU.EDU](mailto:NURSING@GWU.EDU)

### Graduate Programs

1919 Pennsylvania Ave., NW, Ste. 500, Washington, D.C., 20006, 202-994-7901

### Undergraduate Programs

Innovation Hall, 45085 University Dr., Ste. 201, Ashburn, VA, 20147, 571-553-4498

# CONTINUING TO SERVE

*Students  
in Veterans  
Program  
Find Personal  
Connections,  
Professional  
Paths*



School of Nursing  
THE ORGE WRIGHT UNIVERSITY



As a Special Forces communications sergeant, Jeff Graham was cross-trained in every function of his unit, including weapons, engineering and demolitions. But he had a particular gift for medical work, serving in combat as a backup medic in case his team's medic was injured.

Now Mr. Graham is a student in the Veterans Bachelor of Science in Nursing (VBSN) program at the George Washington University School of Nursing (GW SON).

In spite of the heart-stopping challenges he faced on the battlefield, Mr. Graham said becoming a full-time nursing student was not automatically a walk in the park.

"In terms of the technical stuff, the hands-on of nursing, it's very different to treat a trauma patient in the field than someone in the hospital," Mr. Graham explained. "If someone was hurt on the side of the road, I could probably stop the bleeding or help identify a collapsed lung. But on day one [of class], I felt just as inexperienced as somebody who'd never seen a syringe before," he said, laughing.

### ★ *An Easier Path to Education*

The VBSN, an intensive, full-time accelerated degree program based at GW's Virginia Science and Technology Campus in Ashburn, Va., began in 2014 with a \$1 million grant from the U.S. Health Resources and Services Administration (HRSA).

"The premise goes back to a presidential initiative to help fast-track military veterans into the civil workforce," said Gretchen Wiersma, a 10-year Army veteran and the director of the VBSN program. "The idea was to look at what veterans did within the military and figure out how to build on those skills instead of reinventing the wheel."

An accelerated BSN not targeted specifically to veterans has existed at SON since 2009, Dr. Wiersma said. The nursing field is a promising one for workforce entrants, with projections from the Bureau of Labor Statistics estimating a 16 percent growth in employment of registered nurses between 2014 and 2024—much faster than the average for all occupations.

But the VBSN takes a unique admissions approach to streamline veterans' transitions to school and, eventually, to a career. Veterans can receive credit not only for university-level courses they have taken, but also for their military and professional experience. And the program is open to all veterans, not just those with a medical background. Applicants just need 60 credit hours of college-level classes as well as certain prerequisite courses.

"We have some students who went to West Point or the Naval Academy or have a master's degree," Dr. Wiersma explained. "And we have others who do not have a bachelor's degree, who may have an associate degree or may not."

Admissions staff work directly with veterans and service members to help them figure out what classes they need to take and how they can get access to them. That guidance is important, since veterans themselves say that the approach to coursework during military service can be anything but cohesive.

Peter Hart, SON's associate director of enrollment management and primary logistics officer for the VBSN program, said he and his staff try to give each prospective student a

"customized game plan" to make sure they are prepared to apply and to enter the school. That individual-level support continues when students start at GW, he said.

"We want every student to have a specific point person they always talk to, from the time they enter to the time they graduate," he said. "It's a simple thing, but it makes a difference."

### ★ *Shared Experiences Along the Way*

Allen Bigornia, a Navy veteran and current VBSN student, said that personal connection has been "instrumental," in more ways than one, in getting him to and through nursing school.

Admissions staff went "above and beyond the call of duty" in helping Mr. Bigornia apply and be accepted to the VBSN program, he said. But beyond that, working with fellow veterans has helped give him a sense of community as he studies across the country from his family. He now sees his wife and young son mostly over Skype and on occasional visits from their home in San Diego.

"It felt like we knew each other from day one, and we're like a big family now," he said of fellow veterans in his cohort. Other students agree: When asked what they liked best about the program, almost every VBSN student interviewed used the word "camaraderie."

Mr. Bigornia said that sense of connection goes beyond his fellow students to his teachers and mentors as well. "Some of the faculty are veterans themselves, and it makes a huge difference working with people who know what you've been through."

Paul Tschudi, a lecturer in counseling at GW's Graduate School of Education and Human Development who serves as an adviser to VBSN students, is one such veteran. After serving for 15 months as a combat medic in the Vietnam War, his first plan was to get a job in a hospital operating room. But he found himself unable to adjust to his new circumstances. "I was used to trauma," he said. "I had a hard time letting go of that role."

Mr. Tschudi eventually "fell in love" with counseling and channels that healing impulse into helping men and women in search of a professional path after military service.

Dr. Wiersma agreed that her military experience "100 percent" strengthens her rapport with her students. "I understand and can appreciate the things that they've done and the places they've been and whatever sacrifices they've made," she said.

Not only is she familiar with the language and culture of military life, but as a commissioned officer in the Army Nurse Corps, she also carries a certain level of authority beyond the classroom. Some enlisted students, she said with amusement, automatically address her as "Ma'am."



# SON VETERANS: A UNIQUE PROFILE



**AVERAGE AGE**  
32



**NUMBER OF GRADUATES**  
10



**WOMEN**  
24



**MEN**  
17



**MILITARY MEDICAL EXPERIENCE**  
39%

## BRANCH OF SERVICE



**AIR FORCE**  
10%  
(4)



**ARMY**  
49%  
(20)



**ARMY RESERVES**  
2%  
(1)




**MARINES**  
5%  
(2)



**NAVY**  
34%  
(14)

## ACADEMIC BACKGROUND

 **17% (7)**  
**ASSOCIATE'S**

 **56% (23)**  
**BACHELOR'S**

 **27% (11)**  
**NO DEGREE**





“So many have literally grown up in the military and have absorbed and been shaped by that community’s commitment to service. They’re mature, focused, disciplined... and they have been trained that lives depend on their actions and those of their team.”

— MARY JEAN SCHUMANN

### ★ *Support at Each Step*

The HRSA grant also provides on-site support services for veteran nursing students at the VSTC, including dedicated study spaces, tailored academic advising, counseling and tutoring. In the first few years of the VBSN’s existence, Dr. Wiersma said, a major focus has been on figuring out what resources students need to have within reach. “You don’t know what you need until you need it,” she said.

Many veteran students found they needed extra review with math, for example, so VBSN administrators have ensured that a math tutor is on the Virginia campus at set times during each semester. Dr. Wiersma said even non-VBSN students have also been eager to take advantage of the tutor’s availability. “It’s kind of like VBSN is leading the way to get resources, not just for themselves but for other students as well,” she said.

Staff and students agree that ease of access is crucial, especially since some of their most important support comes from the informal connections that arise from on-campus spaces and resources. VBSN cohorts hold monthly meetings in their own space, for example, and Mr. Tschudi—who moderates many of them—said these are some of students’ most productive hours. “People will say things like, ‘I really had trouble with this topic,’ and somebody else will say, ‘I happen to be good at that, I can help,’” he said.

“A lot of us have come from previous medical backgrounds,” said VBSN student Vincent Tubayan, a 14-year Navy veteran who worked for five years counseling a range of patients from high-level veterans to Washington, D.C.’s, homeless population. “There are guys who were working on battlefields, having to stop someone’s bleeding by holding them in their arms, really visceral stuff. But to their credit, the staff and school recognize that and they allow us to perform at our own level and to help other students who may not have had our experience.”

### ★ *A Lifelong Commitment*

Students in the VBSN program see nursing as a way to directly impact the lives of people who, in Mr. Bigornia’s words, may be suffering “the worst time of their lives. People are very vulnerable at that point and looking to you for guidance and advice,” he said. “I think it’s that human connection that I actually like—that intimate connection you have with your patients. It’s intrinsically motivating.”

Mary Jean Schumann, SON associate dean for academic affairs and the lead on the HRSA grant, sees this attitude from each of the students and believes they give back as much as they receive. “So many have literally grown up in the military and have absorbed and been shaped by that community’s commitment to service. They’re mature, focused, disciplined... and they have been trained that lives depend on their actions and those of their team,” she said.

Billinda Tebbenhoff, SON’s associate dean for undergraduate studies, agreed. “Our veterans exemplify service and dedication,” she said. “They are prepared and grateful to serve in leadership roles; they are resilient and compassionate. It is an honor to work with them.” [GW](#)



# Policy Updates

## NEW NURSING CENTER STEPPING OUT AND UP IN HEALTH POLICY

BY TEDDI FINE

“Location, location, location,” a phrase often heard in real estate, also explains why the George Washington School of Nursing (GW SON) is bringing nursing health policy to the forefront in its education, research and professional services.

The school’s location in Washington, D.C., the nation’s public policy nerve center, makes health policy a natural focus, a leading-edge part of its growing footprint, evidenced in its mission, its imprimatur. Policy, according to SON Dean Pamela Jeffries, “Is a touch point for us, a catalyst for what we do and who we are, cementing our role as a leader in driving nursing and health care policy.”

Today, important steps are underway to build the school’s policy expertise. Not only is the development of this expertise being integrated into the SON nursing curricula, but in an example of being in the right place at the right time, a key leader, Diana Mason, has joined the SON, bringing her experience as creator and co-director of a unique nursing policy forum, the Center for Health, Media and Policy located at New York’s Hunter College.

That center will be a model for GW SON to follow in amplifying its voice and disseminating messages about nursing and health policy. The Hunter College center got the word out about policy-salient information through a long-time, weekly radio show on WBAI (99.5 FM New York City), and through blogs, op-eds and other social networking tools. Specialized training programs and input from visiting scholars at the center gave nurses new tools to communicate more successfully with the

media and with policymakers.

Dr. Jeffries believes this model and Dr. Mason’s expertise will provide “GW SON a springboard for the broader work we’re doing to build a health policy presence here—and will help initiate our own Center for Nursing Policy and Media Engagement. Diana’s presence will assist nurses on the frontline of health care services, research and education become sought-out health care change agents in how that care is delivered, paid for and evaluated.”

To jumpstart GW SON’s new center, Dr. Jeffries has asked Dr. Mason to act as a personal bridge by bringing transportable, virtual elements of the Hunter College model from New York to Washington, D.C. Dr. Jeffries says, “Her media and policy elements are a brilliant fit for GW, particularly given where we’re going and what she’s brought to the table in nursing policy and program over the years.”

Dr. Jeffries also has tapped SON associate professor Mary Jean Schumann to collaborate with Dr. Mason and across the larger GW community in bringing the program to its full potential in policy information and education dissemination. Dr. Schumann sees the new center and Dr. Mason’s involvement as “a win-win. She brings media savvy expertise and training to a nursing school with the location, reputation and presence for policy development excellence. And the new center will help us morph our long history of policy interest into a driving force in healthcare policymaking.”

However, the center is just one element—a first step—in building a larger policy foundation within the SON.

Dr. Schumann is working in that realm, too, serving as a de facto policy advancement architect to create academic programs as well as a physical presence at the SON that, she says, “Can capture the minds of nurses nationwide to become a proactive part of the changes in health care policy.”

With its roots in the SON, the center will reach across the university, across nursing and beyond to create a unique policy forum to help inform the future of nursing and of healthcare. An interdisciplinary advisory board of thought leaders in health care will help guide its work. Policy knowledge and competency will become an integrated part of curricula from the baccalaureate to the doctoral levels, with a graduate level certificate in health care policy focused on nurses, as well as other programs for current DNP and future PhD candidates. Clinical and research knowledge—and their policy implications—will be explained and disseminated to the media and others by nurses well-versed in communications skills. Current and future nursing leaders will expand their portfolios to become spokespersons for nursing policy, too. Through this entity, policy and advocacy will be melded inextricably with SON research, academic programming and leadership.

Ultimately, Dr. Jeffries says, “In this time of ever-changing health care, the goal is to give nurses, individually and as a discipline, the tools and expertise to be a visible and vocal policy presence in the statehouse and the board room, as well as in the treatment room.” [GW](#)

# Graduation

## GRADUATION, COMMENCEMENT AND CELEBRATIONS— MAY 2016

### *TAKING THE NEXT STEPS TO THE FUTURE*

Graduation, commencement, the awarding of a degree—all seem to signify a conclusion. To the 281 students receiving bachelor's, master's or doctorate degrees on May 15, 2016, it is a beginning: the start of a career, a step up in their profession or the achievement of the terminal degree in their field.

The George Washington School of Nursing graduates were among the 6,400 graduates to earn degrees in the 195th academic year of the university. They and nearly 25,000 attendees gathered on the National Mall in Washington, D.C., for the processions, awarding of degrees and a rousing “We need to change the world” charge from Commencement speaker U.S. Sen. Cory A. Booker (D-N.J.).

Dean Pamela Jeffries joins  
Sen. Cory A. Booker at GW  
Commencement ceremonies.

281

Graduates





GW SON graduates and faculty celebrate degree conferral during a school graduation ceremony on the Foggy Bottom campus and at the university-wide Commencement on the National Mall.

122

Bachelor of  
Science in  
Nursing

124

Master of  
Science in  
Nursing  
(98 Nurse  
Practitioners)

34

Doctor of  
Nursing  
Practice

1

Post-Graduate  
Certificate

259

women

22

men





## HONOR SOCIETY INDUCTS SON GRADS

At a ceremony May 13 in the Jack Morton Auditorium on the Foggy Bottom campus, 95 graduating George Washington School of Nursing (GW SON) students were inducted as members of the honor society of nursing Sigma Theta Tau International. Joining the nearly 400,000 nurses worldwide who have been inducted since the society's founding in 1922, GW SON students were honored for their scholastic achievements and service. The GW Phi Epsilon chapter, chartered in 2011, was modeled on the structure and goals of Sigma Theta Tau to stand for "love, courage and honor" in all its members' endeavors as health care professionals.



TOP Arlene Pericak, Cameron Hogg and Esther Emard become Sigma Theta Tau officers.  
BELOW Jackie Wavelet welcomes students into Sigma Theta Tau.



## PINNING WELCOMES STUDENTS TO NURSING

Professors and mentors applauded the 2016 George Washington School of Nursing Bachelor of Science in Nursing graduating students at the spring GW SON Pinning Ceremony held May 13 on the Foggy Bottom campus. Pinning ceremonies, where these new nurses take the Nightingale Pledge and receive a special pin designed by their school, are a traditional welcome into the nursing profession.



**TOP** A student is pinned during May's Pinning Ceremony.

**MIDDLE** GW Hospital CNO Johnny Veal speaks to students at the May Pinning Ceremony.

**BOTTOM** Pinning is a cause for celebration.



# GW Nursing at Home and Around the World



## GW NURSING STUDENTS GO TO CAMP

BY ERIN JULIUS

George Washington School of Nursing BSN students dove right into life as nurses at Camp Dogwood in Madison, Va. Through a GW SON partnership with Camp Dogwood, each day students helped some two dozen summer campers deal with tummy aches, asthma, homesickness and taking their medication while at camp.

“It’s a wonderful experience for the students,” said Karen Dawn, an assistant clinical professor at GW SON. “In a hospital, they might only give medication to one patient. Here they’re seeing the campers every morning.”

Working under the close guidance of Dr. Dawn and another faculty member—who each spend a week at camp with different groups of students over the

course of the summer—students took their responsibilities seriously. “We have to be extra cautious giving out medications because we don’t have electronic health records,” said Allen Bigornia, a VBSN student.

The students’ time at camp was structured similarly to what they will encounter in professional settings. They took turns at being the charge nurse for a day and handing out assignments and being on call to tend to campers who have health issues overnight. Each morning, they had prepared a quick lesson for the campers, for example, teaching them to stay well-hydrated during the hot summer months and how to look for ticks after hikes. One morning, the students missed breakfast

because each was dealing with different campers’ injuries and illnesses.

“They’re really practicing being nurses,” Dr. Dawn said.

Camp Dogwood is run by the AnBryce Foundation, providing educational opportunities for children and young adults who otherwise could not participate in camping and other enrichment experiences.

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For more photos from Camp Dogwood, visit the [GW SON Facebook page](https://www.facebook.com/GWnursing) ([facebook.com/GWnursing](https://www.facebook.com/GWnursing))





Students Allen Bigornia, Danni Baird and Kendall Mello at Camp Dogwood in July.

# SON MAKES FOOTPRINTS AT HOME, ACROSS THE GLOBE

## December 2015-June 2016

### CANADA

**1 Toronto** DEAN PAMELA JEFFRIES gave the invited keynote, "Multi-site Simulation Research and Implications for Substituting Simulations for Real Clinical Time," at the Canadian Society for Medical Laboratory Science in April.

### CHINA

**2 Guangzhou** PROFESSOR JOYCE PULCINI presented "Impact of Advanced Practice Nursing on Community Health Practice" at the Guangzhou Advanced Practice Nursing Conference in September.

### UNITED STATES

**3 Baltimore, Md.** ASSISTANT PROFESSOR BRENDA SHEINGOLD presented "Designing an Evidenced-based Tool to Assess Bruising as a Forensic Biomarker of Abuse in Long-term Care Settings" at the National Academies of Practice Conference in April.

**4 Bethesda, Md.** In January, ASSISTANT PROFESSOR ELLEN KURTZMAN was a co-presenter of "The National Health Care Surveys and Nurse Workforce Research" at the Interagency Collaborative on Nursing Statistics Meeting.

**5 Bonita Springs, Fla.** CLINICAL PROFESSOR CATHIE GUZZETTA presented the poster "Impact of the Electronic Health Record on Patients' Perception of Feeling Known by Their Nurse," at the May American Holistic Nurses Association 36th Annual Conference: Interconnectedness: The Soul of Holistic Nursing.

**6 Boston, Mass.** At the Academy Health Annual Research Meeting in June, ASSISTANT PROFESSOR JEONGYOUNG PARK participated in a podium panel titled "Advance Practice Registered Nurses: Barriers, Outcomes, and Optimal Use," and presented "To What Extent Are State Scope of Practice Laws Related to Nurse Practitioners' Day-to-Day Practice Autonomy?"

ADJUNCT INSTRUCTOR ESTHER EMARD gave the keynote, "We Are the Patient's Experience of Care," at the Home Care Alliance of Massachusetts Annual Meeting and Awards Ceremony in June.

**7 Chicago, Ill.** In March, ASSOCIATE PROFESSOR DALE LUPU presented "What Are the Facilitators of Public Reporting of Hospice Quality?" at the Annual Assembly of the American Academy of Hospice and Palliative Medicine.

**8 Coralville, Iowa** At the 23rd National Evidence-Based Practice Conference, Changing Landscapes: Contemporary Issues Influencing Nursing Care, in April, CLINICAL PROFESSOR CATHIE GUZZETTA presented the poster "The Urgent Care Center: A Cost-Effective Alternative to the Emergency Department for Non-Emergent Medical Care."







**9 Houston, Texas** In February, **ASSISTANT PROFESSOR CAMERON HOGG** presented "Interprofessional Education's Impact on Interprofessional Competencies Among Health Professions Students" at the American Association of Colleges of Nursing Master's Education Conference.

**10 Hyattsville, Md.** **ASSISTANT PROFESSOR ELLEN KURTZMAN** served as a panelist in January on "Awaken the Analytic Force Within: Hierarchical Modeling" at the National Center for Health Statistics, Centers for Disease Control and Prevention.

**11 Nashville, Tenn.** At the ATI National Nurse Educator Conference in April, **INSTRUCTOR PATRICIA DAVIS** presented "Simulation Innovations BLAST Basics."

**12 Orlando, Fla.** In May, **ADJUNCT PROFESSOR NANCY RUDNER** attended two conferences: the Regional Meetings of Medical Assistants, where she presented "Your Health, Your Patients' Health and Our New Health System," and the Central Florida Chapter of AARP Advocates, presenting "Navigating the Health System, Health Care Reform, and Saving Florida."

**13 Pittsburgh, Pa.** **ASSISTANT PROFESSORS MAJEDA EL-BANNA**, **BILLINDA TEBBENHOFF** and **MALINDA WHITLOW** and **PROFESSOR KAREN WYCHE** presented "Motivated Strategies for Learning in Accelerated Second Degree Bachelor of Science in Nursing Students" in April at the 28th Annual Eastern Nursing Research Society Scientific Sessions.

**14 San Antonio, Texas** At the American Association of Nurse Practitioners Conference, **ASSISTANT PROFESSOR BRENDA SHEINGOLD** presented "Use of Curated Conversations from an Online Oncology Support Forum to Teach Caregiver Care to Nurse Practitioner Students: A Pilot Study."

**15 San Diego, Calif.** **DEAN PAMELA JEFFRIES** was an invited panelist on "The Nuts and Bolts to Building Your Simulation Program" at the 16th Annual International Meeting on Simulation in Health Care in January.

**16 Seattle, Wash.** At the April 2016 National Organization of Nurse Practitioner Faculties Conference, **ASSISTANT PROFESSORS ARLENE PERICAK** and **MARJORIE GRAZIANO** led the symposium titled "The Students' Voice Regarding Faculty Site Visits."

**17 Washington, D.C.** **CLINICAL INSTRUCTOR JOANN CONROY** presented "Does Educational Level or Certification Status Impact the Level of Breastfeeding Support that Nurses Intend to Provide to Newly Delivered Mothers?" at GW Research Days in March.

In April, **ASSISTANT PROFESSOR MAYRI LESLIE** attended the American College of Nurse-Midwives Affiliate Women's Health Symposium and presented "Don't Go Breaking my Heart: Hypertension in Pregnancy and Future Cardiovascular Disease." In May, at the American Congress of Obstetricians and Gynecologists Annual Clinical and Scientific Meeting, she presented the poster "Systematic Review of Umbilical Cord Clamping Practices World Wide."

**Worldwide** In July, **PROFESSOR JOYCE PULCINI** participated in the webinar "Advanced Practice Nursing Education in the United States," presented to audiences throughout the world by the PAHO APN Webinar Series.

## ON CAPITOL HILL

On June 23, George Washington School of Nursing students and faculty joined nearly 350 nurses participating in the American Nurses Association's Lobby Day. On Capitol Hill they met with lawmakers and their staff to discuss several major issues, including staffing, workforce education funding, expanding access to home health benefits and research on gun violence. Thousands more advocated virtually through online, phone and social media efforts throughout the day.





# Faculty, Student and Staff News

## SON RESEARCHER NAMED TO MATCHING PROGRAM

BY REESE RACKETS

Edward (Ed) Salsberg, a research instructor in the George Washington School of Nursing and a founding director of the GW Health Workforce Institute, has been selected to join the National Resident Matching Program (NRMP) board of directors.

Mr. Salsberg brings to the NRMP decades of experience in different aspects of health care and a background in analyzing data to reveal trends in the health care workforce. “Given my extensive work with data and my familiarity with the NRMP and data needs of training programs, I hope to be able to promote continued and

reporting to inform training program directors and applicants as well as policymakers,” he said.

His expertise on health care workforce issues will help guide NRMP conversations on some of the challenges faced by physicians in training as well as the NRMP itself. “One of the major challenges is the implementation of a single accreditation system for graduate medical education, combining what has previously been two systems. As part of this process, thousands of additional doctors of osteopathic medicine will be going through the NRMP in the coming years,” Mr. Salsberg said. “I hope I can be helpful during this period of growth.”

NRMP is best known for its annual main residency match program that aligns the preferences of applicants for U.S. residency positions with the preferences of residency program directors. As the training patterns created by the match directly impact specialty distribution of the physician workforce, the NRMP becomes the crucial bridge between medical education and graduate medical education training in the U.S.

Mr. Salsberg will serve a four-year term on the NRMP board, joining other leading voices representing a wide range of perspectives across the medical community.

“The NRMP historically has attracted many diverse, highly qualified individuals for governance positions, and this year was no exception. We look forward to working with them,” said NRMP Board Chair Maria C. Savoia in the announcement about this year’s appointees. [GW](#)

## FACULTY, STUDENTS ACHIEVE GOALS, RECEIVE AWARDS, EARN HONORS

*The GW SON congratulates faculty and students on their recent achievements and the numerous honors and awards bestowed on them during the first half of 2016.*

- + Associate professor **Kimberly Acquaviva** collaborated in the development, implementation and analysis of the MetLife national survey of lesbian, gay, bisexual and transgender baby boomers. Her soon-to-be-published book, “LGBTQ-Inclusive Hospice & Palliative Care: A Practical Guide to Transforming Professional Practice,” was crafted to help clinicians and other health care providers rethink and revise their approach to working with LGBTQ patients in end-of-life situations.
- + Assistant professor **Erin Athey** is a finalist for the Robert Wood Johnson Foundation Clinical Scholars Program, a three-year fellowship for clinically active health care professionals. Her project, Mental Health Improvement through Screening, Training, Referral, Empowerment, Education and Treatment (MHI-STREET), will be implemented in Ward 8 of Washington, D.C., with the overall goal of building a culture of health.
- + Clinical instructors **Linda Cassar** and **JoAnn Conroy** graduated from the George Washington University School



of Nursing in May with Doctor of Nursing Practice degrees.

- + Assistant Professor **Sandra Davis** has been selected to participate in the 2016 Cohort of Fellows for the American Academy of Colleges of Nursing/Wharton Executive Leadership Program.
- + Assistant professor **Majeda El-Banna** was named the 2016 GW SON Research Award recipient for her project, “Flipping Around the Classroom: Accelerated Bachelor of Science in Nursing Students’ Satisfaction and Achievement,” a collaborative effort with assistant professors **Malinda Whitlow** and **Billinda Tebbenhoff**. Dr. El-Banna and colleagues from the GW School of Medicine and Health Sciences and Center for Career Services received funding from the center to develop a project on inter-professional communication.
- + Adjunct instructor **Esther Emard** received several honors this year: President Obama’s Gold Volunteer Service Award, the GW Bender Teaching Award and induction as the graduate counselor for GW SON Sigma Theta Tau International Phi Epsilon Chapter.
- + **Kelley Finnegan** (BSN ’16) was honored as SON’s distinguished scholar at the GW Honors Dinner.
- + DNP student **Ann Hoffman** was chosen to represent SON at GW Research Day. Her podium presentation was titled “Adverse Childhood Experiences and Binge Drinking in Adulthood.”
- + Assistant professor **Dana Hines** has been selected to participate in the Mentoring Day of the 2016 Social and Behavioral Sciences Research

Network, 10th National Scientific Meeting, “Integrating Social, Behavioral and Biomedical Strategies in HIV Prevention and Health Equity.”

- + Dean **Pamela Jeffries** has been invited to serve on the National League for Nursing Institute for Nursing Leadership National Advisory Council.
- + The National Organization of Nurse Practitioner Faculties has appointed professor **Jean Johnson** as interim executive director. Dr. Johnson replaces Kitty Werner, who served as executive director for 21 years.
- + Assistant professor **Mayri Leslie** received the Excellence in Writing Award from Nursing for Women’s Health, the clinical nursing journal of the Association of Women’s Health, Obstetric and Neonatal Nurses, for her article, “Perspectives on Implementing Delayed Cord Clamping.”
- + **Kate Malliarakis** has been promoted to associate professor.
- + Professor **Angela McNelis** has been appointed to a George Washington University institutional review board (IRB) and is the only nursing faculty member on either of the GW IRBs. With more than 10 years of experience as an IRB member and chair at her past university, Dr. McNelis brings a wealth of knowledge and expertise in her role as a review member.
- + Assistant professor **Arlene Pericak** was awarded the Global Women’s Institute’s \$5,000 research fellowship for research in Haiti.
- + **Laurie Posey** has been tenured and promoted to associate professor.
- + Professor **Joyce Pulcini** was reappointed to the Virginia Board of Nursing by Gov. Terry McAuliffe and will continue in her current role as

president of the board. Dr. Pulcini also received the American Association of Nurse Practitioners Advocate State Award for Excellence for the District of Columbia.

- + **Mary Jean Schumann** has been promoted to associate professor.
- + Assistant professor **Pamela Slaven-Lee** has been named to the Sigma Theta Tau International Experienced Nurse Faculty Leadership Academy.
- + Students **Kathron Thomas** and **Kimberly Demirhan** were named Susan D. Flynn Oncology Nursing Fellows at Children’s National Medical Center. The fellowship is designed to help stimulate the career interest and foster the professional development of potential oncology nurses.
- + DNP student **Margaret “Maggie” Hadro Venzke** won the DNP Research Poster award for her project, “Evaluation of an Education Module that Addresses Patient Hesitancy and Refusal of Vaccines.”
- + Professor **Karen Wyche** has been selected as co-editor for “The Handbook of the Psychology of Women,” Volume 2, to be published by the American Psychological Association.
- + Assistant professor **Malinda Whitlow** has been selected for the National Faculty Leadership Academy sponsored by Sigma Theta Tau. Her academy mentor is SON Advisory Council member Diane Billings.
- + Professor **Stephanie Wright**, who retired in July, received the professor emerita honor from the university.

### ACADEMIES INDUCT FELLOWS

*Each year, GW SON faculty members are inducted to prestigious nursing academies.*

- + Professor **Stephanie Wright** and assistant professor **Linda Briggs** were inducted into the American Academy of Nurse Practitioners.
- + Assistant professor **Beverly Lunsford** has been inducted as a fellow in the American Academy of Nursing (FAAN). Joining her as an honorary fellow is research instructor **Ed Salsberg**. Ten SON faculty are now FAANs.



### NEW TO THE SON FAMILY

Instructor **Whitney Shanley** and husband, Brian, welcomed a baby girl, Campbell Rose Shanley, on Dec. 1, 2015.

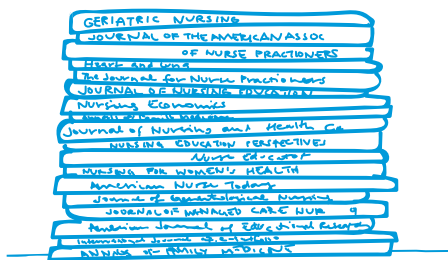
## DEAN AND FACULTY WIN MAJOR NURSING AWARDS

*The accomplishments and contributions of the George Washington School of Nursing dean and two faculty were recognized with prestigious awards.*

- + Dean **Pamela Jeffries** was selected to receive the National League for Nursing Mary Adelaide Nutting Award for Outstanding Teaching or Leadership in Nursing Education. Ms. Nutting, a famous American educator, administrator and author in the field of nursing, is considered the world's first professor of nursing. The award recognizes the accomplishment of nurses who lead through scholarly activities; contribute as leaders in nursing education; encourage creative interactions with students from diverse backgrounds; mentor and serve as role models for junior faculty; and publish scholarly works that advance nursing education knowledge. In the letter notifying Dr. Jeffries of her award, the committee wrote: "We received a number of impressive nominations this year and...unanimously selected you as the recipient of this honor."
- + This year's recipient of the American Association of Critical-Care Nurses Visionary Leadership: Pioneering Spirit Award is clinical professor **Cathie Guzzetta**. The award honors significant contributions that influence high acuity and critical care nursing and relate to the association's mission, vision and values. Dr. Guzzetta was recognized for significant contributions to critical care cardiovascular nursing and her numerous publications on issues in critical care. "Already widely respected as a master educator in critical care nursing of adults, a pioneer in introducing a holistic perspective to critical care and an award-winning author, Cathie further distinguished herself as the consummate mentor of pediatric patient care research by nurses at the bedside," said AACN Chief Clinical Officer Connie Barden in the announcement of the award.
- + The National Organization of Nurse Practitioner Faculties named assistant professor **Arlene Pericak** the 2016 Outstanding NP Educator. The award recognizes faculty who contribute to the advancement of nurse practitioner education at the local, regional, national or international level. The nomination cited Dr. Pericak's strongest characteristics as her passion for teaching and for students and her calm leadership style. She is dedicated to helping her students progress, and one student noted that her unique gift is "her ability to understand, integrate and teach advanced nursing theory in a very real and tangible way." The student said that it was Dr. Pericak's expertise and dedication that provided her with the tools and guidance she needed to evolve from student to provider.



# Faculty Publications— December 2015-June 2016



## Articles and Editorials

**CATHIE GUZZETTA.** AACN Practice Alert: "Family presence during resuscitation and invasive procedures." *Critical Care Nurse*, February.

...and S. Hott. "Resuscitation and invasive procedures: AACN suggests new guidelines on family presence at the bedside." *Advance for Nurses*, May.

**PAMELA JEFFRIES.** Editorial: "The Good News—Simulations Work, so Now What!" *Journal of Nursing Education*, December. ...and C. Foronda, S.M. Swoboda, K.W. Hudson, E. Jones, N. Sullivan, J. Ockimey. "Evaluation of vSim for nursing: A trial of innovation." *Clinical Simulation in Nursing*, April.

...and J.R. Bauchat, M. Seropian. "Communication and empathy in the patient-centered care model—Why simulation-based training is not optional." *Clinical Simulation in Nursing*, June.

**ELLEN KURTZMAN** and J. Greene. "Effective presentation of health care performance information for consumer decision making: A systematic review." *Patient Education and Counseling*, January.

**MAYRI LESLIE** and **LINDA BRIGGS.** "Preeclampsia and the risk of future vascular disease and mortality: A review." *Journal of Midwifery & Women's Health*, May-June.

**DALE LUPU** and S. Culp, C. Arenella, N. Armistead, A.H. Moss. "Unmet supportive care needs in U.S. dialysis centers and lack of knowledge of available resources to address them." *Journal of Pain and Symptom Management*, April.

**ASHLEY DARCY-MAHONEY** and M. Baralt. "Bilingualism and executive inhibitory control in 4- and 5-year-old preterm born children: A pilot study." *Advances in Neonatal Care*, June.

**ANGELA MCNELIS.** "Students' perceptions of a tobacco education intervention." *Archives of Psychiatric Nursing*, April.

**JOYCE PULCINI** and A. Sonenberg, H. Knepper. "Implementing the ACA: The influence of nurse practitioner regulatory policies on workforce, access to care, and primary care health outcomes." *Poverty and Public Policy*, December.

**NANCY RUDNER.** "Full practice authority for advanced practice registered nurses is a gender issue." *Online Journal of Issues in Nursing*, May.

**BRENDA SHEINGOLD** and O. Ekmekci, M. Plack, S. LeLacheur, J. Halvaksz, K. Lewis, K. Schlumpf, L. Greenberg. "Assessing performance and learning and in interprofessional health care teams." *Journal of Allied Health*, December.

## Book Chapters

**MAJEDA EL-BANNA** and **CAROL LANG.** "Global nursing: Primary health perspective in caring for populations." *Practicing Primary Health Care in Nursing: Caring for Populations*. Burlington, Mass.: Jones & Bartlett Learning.

**DANA HINES.** "It's not just about condoms and sex: Using syndemic theory to examine social risks of HIV among transgender women." *Understanding the HIV/AIDS Epidemic in the United States: The Role of Syndemics in the Production of Health Disparities*. New York, NY: Springer Publishing Co.

**ELLEN KURTZMAN, JEAN JOHNSON** and L. Hevenor. "Quality and safety in healthcare: Policy issues." *Policy & Politics in Nursing and Health Care*. Philadelphia, Pa.: Elsevier.

**MAYRI LESLIE.** "VBAC: Emotion and reason." *Best Practices in Midwifery: Using the Evidence to Implement Change*. New York, NY: Springer Publishing Co.

**JOYCE PULCINI** and S. Cassiani, D. Oldenburger, L. Rosales. "International collaboration and the state of advanced practice nursing in Latin America." *Introduction to Advanced Nursing Practice: An international focus*. Paris: Springer-Verlag.



# Alumni News



## Spotlight On...

### Ann Marie Matlock, DNP, RN

Service Chief for Medical  
Surgical Specialties, National  
Institutes of Health Clinical  
Center Nursing Department

*Meet Ann Marie Matlock, DNP '13, captain, United States Public Health Service (USPHS). Dr. Matlock shares with GWNursing magazine (GWN) her experiences as a member of the National Institutes of Health (NIH) Clinical Center Nursing Department Executive Team. She also offers a look at the recently published American Academy of Ambulatory Care Nursing (AAACN) Nurse-Sensitive Indicators industry report she helped develop as a member of AAACN Nurse-Sensitive Indicators task force.*

**GWN:** You began your NIH Clinical Center career in 2000 and became a Commissioned Corps officer in the USPHS in 2007. What has been your experience in these roles?

**Dr. Matlock:** Both experiences have been the best of my professional career. When I started at the Clinical Center, I was a direct care nurse in the ICU. While the clinical knowledge I had gained at a large inner-city hospital prepared me for the clinical nursing care of patients, nothing—except for hands-on practice—prepared me for the added complexity of the research protocol for patients. Unlike most other hospital patients, each patient in the NIH ICU made a choice to come to the Clinical Center to seek treatment. They were critically ill and in the ICU because they needed close monitoring and care.

While at the Clinical Center, I noticed health care workers in uniform. I asked what service they were in and learned about the USPHS. In my undergraduate program, I was in the Army ROTC program, but had not made the decision to enter the military right out of nursing school. However, I continued to hold a strong belief that I wanted to serve my country in some capacity. The more I learned about the USPHS, the more I was convinced it was the right path for me. I was successfully commissioned in January 2007.

As a captain in the USPHS and service chief at the NIH Clinical Center, I believe I am able to embody the mission of the USPHS to advance, promote and protect the health and safety of the nation—and I continue to practice nursing and serve my country at the same time. I have had some unique and rewarding experiences as both a nurse and a Commissioned Corps officer, including supporting the nursing staff caring for Ebola patients at the Clinical Center with the resources and information required to provide safe care to multiple patients over several months.

**GWN: What do you see as opportunities for nurses at NIH and within the USPHS?**

**Dr. Matlock:** At the NIH Clinical Center, we have a 200-bed inpatient hospital along with ambulatory care clinics that provide care to patients on research protocols ([www.cc.nih.gov/nursing/](http://www.cc.nih.gov/nursing/)). Nursing expertise is needed in almost every area, and a nurse could work here for their entire career, starting at the bedside providing direct patient care and moving up into leadership or research positions.

Within the USPHS, numerous agencies hire Commissioned Corps officers. The NIH is just one. In the USPHS, nurses have an opportunity to provide direct patient care, serve as leaders, make policy changes, influence public health decisions and so much more. As a USPHS Commissioned Corps officer you are in charge of your career, and there are so many opportunities you can do just about anything.

**GWN: Do you have advice for nursing students and others wishing to follow in your footsteps?**

**Dr. Matlock:** Honestly, if I had known about the USPHS in nursing school, I would have applied for the Junior/Senior COSTEP program ([www.usphs.gov/student](http://www.usphs.gov/student)) and hopefully begun my nursing career as a Commissioned Corps officer. However, the more traditional path I took was also a great way to go.

The best advice I can offer for anyone considering a nursing career is to obtain a bachelor's degree as your first degree. This opens so many doors and makes obtaining the next-level degree that much easier. I also highly recommend that new graduates apply for a residency/internship program in a large inner-city hospital, a worthwhile experience that provides a strong clinical background to help you throughout your career.

When beginning the search for a master's program, think carefully about which program and where your interests lie. When I mentor new nurses, I tell them that they will first decide what they don't want to do when they grow up versus immediately deciding what path they want to choose. For those who want to remain in a clinical setting, I see four paths: clinical, administration, research and education. Depending on your area of interest, there are a variety of degree options.



**GWN: You recently co-edited the landmark AACN Ambulatory Care Nurse-Sensitive Indicators (NSI) Industry Report, Meaningful Measurement of Nursing in the Ambulatory Patient Care Environment. What are some of the highlights of this evidence-based report?**

**Dr. Matlock:** This report provides a history of the work on NSIs and outlines measures that can be used in the ambulatory environment, can be modified to fit into that environment and have been tested/piloted in ambulatory areas in the United States, as well as measures that are novel and need further development and piloting.

**GWN: How will this report be used by nurses in the ambulatory care environment?**

**Dr. Matlock:** This will be a launching pad for AACN and the Collaborative Alliance for Nursing Outcomes (CALNOC)—the leading provider of actionable information and research on NSIs—to further develop metrics and outcomes for the ambulatory care environment. As the health care industry continues to shift patients from the inpatient to the outpatient setting, metrics that are nurse sensitive and can be tied to patient outcomes will help organizations validate the role of the RN in the ambulatory setting. And as organizations move toward obtaining Magnet status, having meaningful measures in the ambulatory care setting—similar to those that have been tested and developed for the inpatient setting—is imperative.

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To read the report, go to: [www.aacn.org/NSIReport](http://www.aacn.org/NSIReport)



## SON CELEBRATES ALUMNI AT THE GEORGE WASHINGTON HOSPITAL

George Washington University School of Nursing undergraduate and graduate alumni gathered July 12 for a happy hour at Circa, a popular bistro across the street from the GW Hospital, to network with faculty, staff and Dean Pamela Jeffries. The event was the first in a series the SON development and alumni relations staff hope to hold at hospitals and other facilities employing GW alumni.

Dr. Jeffries urged all to stay connected with each other and with other alumni at the hospital and to be in touch with the GW Alumni Association and the SON development and alumni relations staff. "As you build your careers, we are here for you... and we want to hear from you."

## HELP BUILD YOUR ALUMNI COMMUNITY

Do you work with other George Washington School of Nursing alumni? Are you interested in holding an alumni community celebration at your workplace? Contact **Monica Krzyszczyk**, GW SON Development and Alumni Relations, 571-553-0122, [monicak@gwu.edu](mailto:monicak@gwu.edu) to plan your local workplace celebration.





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## CO-CHAIR MARY-MICHAEL BROWN

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**DR. BROWN** is vice president of nursing practice innovation for MedStar Health in the Washington, D.C.- Baltimore region. She earned her bachelor's degree in nursing from Georgetown University, her master's degree from Boston College School of Nursing and her doctoral degree from the George Washington University. She is the recipient of the 2011 George Washington University Alumni Association Award for the School of Nursing and is an adjunct faculty member for the Doctor of Nursing Practice program.

**HOME:** Silver Spring, Md.

**PROUDEST ACCOMPLISHMENTS:** Teaching George Washington doctoral students and developing a safe patient handling and mobility program and chairing a system-wide Nursing Peer Review Committee for MedStar Health.

**LAST BOOK [RE]READ:** "Team of Teams" by General Stanley McChrystal (U.S. Army-Ret.).

**NOT MANY PEOPLE KNOW THAT...** Dr. Brown is a Washington, D.C., native.

**GREATEST WISH FOR GW SON:** To achieve a top 10 ranking among schools of nursing.



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## CO-CHAIR KAREN DRENKARD

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**DR. DRENKARD** is the senior vice president/chief clinical officer and chief nurse of the O'Neil Center at GetWellNetwork Inc. in Bethesda, Md. She received her doctorate in nursing administration from George Mason University, is a Wharton Nurse Executive Fellow and a Robert Wood Johnson Executive Nurse Fellow. Dr. Drenkard is currently the chair of the Advocacy Committee and president-elect of the Friends of the National Institute for Nursing Research and she serves as an editorial advisor to the *Journal of Nursing Administration*.

**HOME:** Fairfax, Va.

**PROUDEST ACCOMPLISHMENTS:** Serving as ANCC executive director, leading the national Magnet Recognition Program to new heights with 7,500 Magnet conference attendees, increased emphasis on patient outcomes in the standards and creating inter-rater reliability standards for all appraisers.

**LAST BOOK [RE]READ:** "n=1: How the Uniqueness of Each Individual Is Transforming Healthcare" by John Koster and Gary Bisbee.

**NOT MANY PEOPLE KNOW THAT...** Dr. Drenkard plays the violin and her daughter is in the GW SON family nurse practitioner program.

**GREATEST WISH FOR GW SON:** To be nationally recognized for excellence in clinical practice, education and research.

# POWER & PROMISE SCHOLARSHIPS SUPPORT STEPS TO NURSING CAREERS

## GW POWER & Promise

### *Florence Nesh Foundation Scholarship*

“A plethora of experiences led me to pursue a second degree in nursing,” says **Amy Coicou, BSN ’17**, of New Platz, N.Y., but she said her most immediate inspiration came from the two years she lived in Philadelphia. “While there, my heart fell every time I witnessed homeless individuals living in the City Hall subway station and seeing the despondence on people’s faces in marginalized communities.”

She found it painful to live with

their despair and promised herself that she would get involved in health policy. Nursing became her path for pursuing her goals; its hands-on curriculum and promotion of patient advocacy would prepare her for making a difference in areas similar to those in which she lived in Philadelphia.

But it was difficult for her, as a second-degree student, to find the type of financial aid she had received during her first degree. The Florence Nesh Foundation Scholarship brought her to the George Washington University.

“The funds that I received through this scholarship...have given me the chance to enter into one of the most intimate and trustworthy professions I know. More than anything, the scholarship donors have inspired me to do the same for other students in the future. I would not be in school if it were not for their generosity,” she said. “I know that it must take a lot of courage to give money that you have earned to people you do not know, but the risk each has taken is helping to save a life. It is helping to save my life.”

### *The Johnson-Paulson Scholarship*

**Juan Torres, BSN ’17**, decided to seek a nursing degree because of its diversity in both the variety of patients cared for and the opportunities to work in a range of settings, from ICUs to nursing homes and schools. He sees nursing as a career with flexibility, challenges and upward mobility, but most importantly, he said, “one with widespread impact on thousands of patients’ lives, including the lives of their families, not only in helping them through sickness and healing but also through education.”

He was attracted to GW because of its reputation and first-time NCLEX passing rate. When he and his wife were both accepted into the accelerated BSN program, the decision was a “no brainer.” With a toddler, a fast-paced workload and no opportunity to work part-time, “this scholarship came at an opportune moment in our life. It’s not only helping me but my whole family.”

After graduation, he will be working at the Washington Hospital Center and hopes to be on the cardiac floor. Mr. Torres plans to eventually pursue a DNP and is considering a career as a nursing educator, giving back “as a professor who will guide and inspire future nurses,” he said.

**Morgan Rollo, BSN '17**, always knew she wanted to be in the medical field. The idea of more holistic care combined with the uniquely dynamic role the nurse plays as an educator, healer and advocate, drew her to the profession. The simulation labs, the Global Initiative Program and the scholarship drew her to GW SON. "As someone who is a hands-on learner, being able to practice my skills in the safe structure of the lab allows me to build my confidence before I use these skills on patients in the hospital," she said. "And I have always wanted to travel and experience global health care."

Although she once planned a career as a physician, Ms. Rollo now aspires to be a trauma ICU nurse. She said the pieces never came together to pursue medical school. "I think the quote by Albert Einstein perfectly describes how nursing found me: 'Everyone is a genius,

but if you tell a fish to climb a tree, it will spend its entire life believing it is stupid.' I was terrified that I had made the wrong choice... it took less than a day [at GW SON] for me to realize that I am exactly where I am supposed to be," she said.

### *Dr. Ellen M. Dawson Scholarship*

**Ikaika Moreno, BSN '17, MSN '19**, a Hawaiian single father, says it was his daughters who inspired him to go into a medical field. He described the helplessness he felt when they fell ill or were injured and the joy and relief when they became better with the help of either a nurse or doctor. Those experiences touched him in ways his interactions with other jobs or careers did not and led him from the hospitality industry to the nursing profession.

Extensive research on nursing schools

brought him to GW SON. "This fall is the final semester of my bachelor's program, and I hope to continue on to earn a family nurse practitioner degree. Without this generous scholarship, it wouldn't be possible for me to continue to pursue my dreams," he said.

In describing those dreams for his career and his home, he explained, "Becoming a family nurse practitioner will give me the opportunity to help treat, educate and create awareness about the preventable and communicable diseases that plague native Hawaiians and other underrepresented ethnicities. And eventually, working with health care teams throughout Hawaii, I can help the native populations to overcome these diseases and once again flourish. My philosophy of life is teamwork and helping those who help others." [GW](#)



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✚ The **Jonas Center** has named two GW SON students as scholars in their programs to create nursing excellence throughout the United States.

Sabena Richter Passarello, MSN '18, DNP '21, is a **Jonas Nurse Leaders Scholar** in the Jonas Center program created in 2008 to support educational development of new nursing faculty and stimulate models for joint faculty appointments between schools of nursing and clinical affiliates. The goal of the program is to increase the number of doctorally prepared faculty available to teach in nursing schools nationwide as well as the number of advanced practice nurses providing direct patient care. Since the program's inception in 2008, it has supported more than 1,000 Jonas Nurse Leader

Scholars at 140 schools across all 50 states plus Washington, D.C.

Laura Bland, MSN '18, DNP '21, is a **Jonas Veterans Healthcare Scholar**.

Launched in 2011, this Jonas Center program supports the doctoral-level training (PhD and DNP) of nurses who focus on veteran-specific health care needs, ranging from clinical to policy to administration to education, helping to ensure veterans are receiving the best possible care. The first cohort included 59 nurses at 31 universities across the country; the second welcomed 120 scholars at 60 universities across the country. Ms. Bland joins the fourth cohort starting in fall 2016, which will bring the total of Jonas Veterans Healthcare Scholars to 300.

The scholars are provided \$10,000 in financial assistance, leadership development and networking support. As part of their scholarship experience, they will attend the **Jonas Nurse Scholar Conference**, a three-day event in Washington, D.C., designed to convene the current Jonas Scholars for networking, mentoring and educational opportunities with prominent nurse educators, executives and policy experts in the field.

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For more information on the programs, visit [www.jonascenter.org/program-areas/scholars](http://www.jonascenter.org/program-areas/scholars)

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# GRANTS, SCHOLARSHIPS CREATE AND GUIDE NEW DIRECTIONS IN LEARNING—FOR PATIENTS AND NURSES

BY ERIN JULIUS

+ With a \$600,000 **Donaghue Foundation** grant, GW SON's Dale Lupu is undertaking a clinical research project aimed at improving advanced care planning. Through her testing of how one-on-one coaching by a nurse or social worker may affect older patients' dialysis decisions and treatment satisfaction, Dr. Lupu is exploring the best methods for empowering patients.

"My hope is that when we guide patients through the advanced care planning process, we will help people articulate what is really important to them," she said. "There's a lot of interest in how planning can work most effectively since Medicare now covers patients who want to have these advanced care planning conversations with their doctors."

Her research project focuses specifically on patients with advanced kidney disease who have not already started dialysis. In the first phase of the project, she is developing educational materials in collaboration with the Coalition for Supportive Care of Kidney Patients. In the second, she will test whether it's more effective to simply give patients those materials and encourage them to have discussions with their doctors or to connect patients with a coach to have conversations about advanced care planning before addressing it with a doctor.

The effectiveness of coaches is important to test, Dr. Lupu said. "It's expensive to hire a coach, and it's not clear that it's worth medical offices doing so. It seems like common sense, but no one has compared its effectiveness in this population," she said.

+ **GW's Cross-Disciplinary Research Fund** has awarded \$33,901 to a team led by Laurie Posey to focus on increasing opportunities for health care students to engage with standardized patients through an online format. Driving this exploration is the current practice of GW SON clinical graduate students traveling to Washington, D.C., for testing in scripted clinical scenarios, a logistically challenging and expensive process. Virtual clinical encounters would place less of a burden on the students.

The team is now focusing on developing and pilot testing a Virtual Patient Portal on the Adobe Connect platform; one that includes a custom-developed Electronic Health Record pod, as well as specially designed effective interface to support virtual standardized patient encounters.

+ A second, larger grant of \$245,624 was awarded by the **National Council of State Boards of Nursing Center for Regulatory Excellence**. The grant provides funds to compare learning outcomes from telehealth-enabled standardized patient encounters (TSPE) with learning outcomes from face-to-face standardized patient encounters. This team—which includes Dr. Posey and GW SON research faculty Christine Pintz, Pearl Zhou, Karen Lewis, Pamela Slaven-Lee and Angela McNelis—will also develop evidence for best practices in teaching and learning and evaluate whether TSPEs are a viable method to teach and assess graduate nursing students' diagnostic reasoning competency in an online graduate nursing program.

## IN BRIEF...

+ Assistant professor **Ashley Darcy-Mahoney** and colleagues working on the Bridging the Word Gap network funded by the Health Resources and Services Administration have received a new five-year grant to continue the network.

+ Assistant professor **Brenda Sheingold** has been awarded a new contract by the Maryland Office of Healthcare Quality on "Designing an Evidenced-based Tool to Assess Bruising as a Forensic Biomarker of Abuse in Long-term Care Settings."

+ Associate professor **Christine Pintz**, professor **Joyce Pulcini** and assistant professor **Majeda El-Banna** were awarded for the second year \$2,000 in GW funding to conduct university seminars titled "Innovation in Interprofessional Health Education."

# WELCOME FUTURE GW ALUMNI!

*Orientation August 2016*



## Alumni Resources

Our more than 1,400 alumni are a vital part of the School of Nursing community, actively giving back by offering their time, talents and expertise. GW offers a variety of programs and services tailored especially for alumni. We invite you to explore these resources and opportunities and to stay involved with the community.

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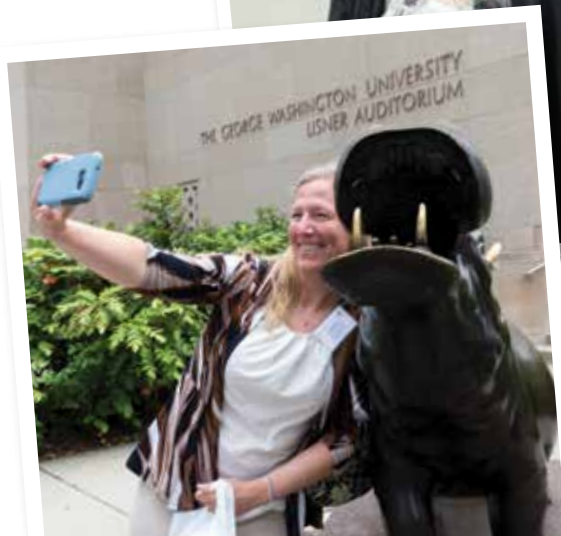
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