

THE GEORGE WASHINGTON UNIVERSITY

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“I never stopped being a
nurse”





/ I NEVER STOPPED BEING A NURSE

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FEATURE



I NEVER STOPPED BEING A NURSE

Meet professors, policymakers, leaders and researchers – all of whom started their careers as nurses. These 10 members of the GW Nursing community are influencing the profession in myriad ways: in the classroom, on the Hill and through professional organizations.

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FROM PENNSYLVANIA AVE



A Position to Educate, to Advocate and to Lead

Nurses are the most trusted professionals in the United States and, as the largest group of health care providers, can make a significant impact. In this issue, we profile 10 people—faculty members, students and alumni—who began their careers as nurses and built on that experience to help shape the future of nursing. They’ve made many and varied contributions, but to quote Dr. Kate Malliarakis, “I never stopped being a nurse.”

Those we highlighted became leaders, educators, policymakers and researchers. Dr. Ric Ricciardi will bring three decades of experience as a nurse practitioner in the Army to the role of Sigma president later this year. Dr. Valerie Strockbine just completed a D.N.P., but already she has found efficiencies and improved care delivery at her hospital. Dr. Ellen Kurtzman is known for her research that evaluates the impact of state and federal policy and reform efforts, especially those involving quality measurement, transparency and accountability.

As nurses, we see the impact of systemic influences—social determinants of health, policy changes, even geography—day after day. These 10 nurses are exemplars, but they also represent what nurses have to offer. We are all in a position to educate, to advocate and to lead when needed.

At GW Nursing, we are working to advance nursing through quality education and by teaching nurses how to be effective advocates. Through academic offerings like the D.N.P. focused on health policy, public policy dialogues, and research focused on improving care delivery and nursing education, our nurses are changing health care.

How are you and your colleagues advocating for the profession of nursing and the health of your community? I hope the nurses’ stories shared in this issue will help you start a dialogue with your peers about how we can all be better leaders, advocates and educators.

Pamela R. Jeffries

Pamela R. Jeffries,
PhD, RN, FAAN, ANEF, FSSH
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ON THE ISSUE

Q&A

A Q & A with **Karen Drenkard, Ph.D., RN, NEA-BC, FAAN, GW Nursing's inaugural associate dean for clinical practice and community engagement.**



Why were you interested in this opportunity?

ANSWER

To be part of this academic community and be part of the school's leadership team is really exciting. The biggest appeal is the chance to work with outstanding faculty and university leaders and to have an impact in this community of D.C. and northern Virginia. It's an exciting time to work here, celebrating the accomplishments that the school has achieved in the last 10 years. I am excited to be part of taking the school to the next level of excellence.



What challenges do you see in health care?

ANSWER

The reality of what's happening in the U.S. is that we have a health care model organized around sickness and acute care. What we are working toward as a nation is a model focused on wellness, prevention and whole health – not just a person's physical health, but psychosocial and emotional health and a sense of purpose. People need a total sense of well-being and health, and GW is taking the lead on educating nurses to meet these changing needs of the health care system.



What can nursing schools do to help transition health care to a whole-health approach?

ANSWER

Schools of nursing have an opportunity to educate the next generation of nurses who can have an incredible impact on the delivery system of care. In the changing health care system, the focus will be on total cost of care versus cost of acute care. Care is increasingly moving into other care settings, in homes, communities and faith-based communities. That's where we need to grow the expertise of our clinicians. Community involvement and opportunities to experience care in alternative settings can help students learn to evaluate the whole system of care.



What will that look like for students?

ANSWER

We have opportunities to create innovative partnerships in clinical practice, and I am looking forward to working with the faculty and the community to craft valuable partnerships with clinical sites.



That sounds like a big job. Are you ready for it?

ANSWER

Yes! I'm so proud that my husband and daughter are both GW alums, and I believe in the university and the School of Nursing's mission, so I'm excited to be part of it.

HEALTH POLICY & MEDIA ENGAGEMENT

Faculty Member Earns Invite to AACN-Apple Digital Boot Camp Faculty Featured

With the help of technology, education is undergoing a revolution, and nursing schools are joining the game. In June, American Association of Colleges of Nursing (AACN) partnered with Apple to hold the AACN-Apple Digital Innovation Bootcamp in Austin, Texas. Attendees were selected to attend after submitting an idea for a digital education project, and I was one of 35 faculty who received an invite.

My idea was to create a health care policy website that tracks health care legislation; supports the formation of health policy action communities; aggregates blog posts and other articles that put legislation into context; and includes video and/or podcast interviews with today's health care leaders. I call it Rx4Policy, inspired by the idea of a "prescription" that comes from policy experts and authorizes the nursing profession to engage in policies that improve the health of Americans.

Before attending the boot camp, we completed Apple Teacher modules, earning badges to become certified as an Apple teacher. The modules increased our knowledge and skills in Apple apps such as Pages, Keynote, Numbers, iMovie and Garage Band. We also learned how to increase productivity and creativity when using an iPad.

At the boot camp, we learned best practices for using an iPad, Mac, apps, ePubs and other digital materials in nursing and higher education. These digital tools allow faculty to create powerful learning

experiences for students and cultivate a learning environment in which students are excited about learning. As faculty, we can ask our students to use these tools to create products to demonstrate their understanding of concepts and apply their knowledge in a way that's fun for everyone.

I am excited to further design Rx4Policy using evidence-based pedagogy that fosters joint-productive activity and contextualization and teaches complex thinking through conversation.

When I returned home from boot camp, I was excited to share some of the things I learned with my 12-year-old. He was not impressed. "I already know about all of that stuff, mom," he said. As faculty, we need to be ready for the digital natives entering nursing education.

i If you want to make better use of these tools, free self-paced training is available at www.apple.com/education/apple-teacher, or you can sign up for free classes at your local Apple store through the Apple Store app.

Associate Professor Melissa Batchelor-Murphy, Ph.D., RN, FNP, FAAN, shares her experience at a workshop co-hosted by the American Association of Colleges of Nursing (AACN) and Apple.



In the Media



No, Health and Human Services didn't say it failed to monitor vaccine safety

By Ciara O'Rourke on Wednesday, April 10th, 2019 at 2:11 p.m.

The U.S. Department of Health and Human Services has a website devoted to vaccinations — vaccines.gov. "HPV vaccination prevents cancer!" reads one post recommending the vaccine for boys and girls at ages 11 or 12. Another discusses recent measles outbreaks in the United States. On March 6, a Health and Human Services administrator joined other federal officials to write

Politifact

+ Y. TONY YANG HIGHLIGHTED

No, Health and Human Services didn't say it failed to monitor vaccine safety

The U.S. Department of Health and Human Services has a website devoted to vaccinations — vaccines.gov.

April 10, 2019

The Sydney Morning Herald

+ WOODHULL STUDY HIGHLIGHTED

Nurses: the hidden healthcare professionals

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May 21, 2019

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DEFINING MEDICINE

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POLICYMAKER

“I never stopped being a nurse.”

ELLEN KURTZMAN
ADRIANA GLENN
PEARL ZHOU
RIC RICCIARDI
DUSTIN MCKAGUE
MARK TANNER
LEILANI ATTILIO
DAVID KEEPNEWS
VAL STROCKBINE
KATE MALLIARAKIS

Featuring—



— ELLEN KURTZMAN

Gaining Experience on Capitol Hill

BY RUTH ADAMS

Ellen Kurtzman, Ph.D., M.P.H., RN, FAAN, has spent 2019 on Capitol Hill working closely with the primary architect of the Affordable Care Act on health policy issues. The opportunity was afforded to her last year when the National Academy of Medicine named Dr. Kurtzman one of eight Robert Wood Johnson Foundation Health Policy Fellowship recipients. The fellowship program seeks out exceptional mid-career health professionals and behavioral and social scientists and places them in congressional and executive branch offices to work with politicians and policymakers in shaping health care policy.

Dr. Kurtzman joined Speaker of the House Nancy Pelosi’s (D.-Calif.) office, where she works with Senior Health and Budget Policy Advisor Wendell Primus, Ph.D. Dr. Primus has worked directly for Ms. Pelosi for nearly 15 of his more than 30 years on the Hill, influencing almost every major piece of health care legislation passed over the past few decades and serving as the primary architect of the Affordable Care Act.

Dr. Kurtzman attends briefings on behalf of the speaker’s office. She also spends time meeting with patients and patients’ family members, health care payers, providers and practitioners who want Congress to solve specific health care issues. The rest of her time is spent writing memos on health care issues to Ms. Pelosi.

Fellows interview with representatives from several offices on Capitol Hill before placement, but Dr. Kurtzman had a clear set of requirements for her position. “I had a preference to work in the office of a woman lawmaker. There are a growing number of women in Congress, and no one should miss an opportunity to see female leadership in action. I also wanted to work with a very experienced staff person,” she said. “I was only going to have a nine-month experience on the Hill, and I wanted to see it through the eyes of an expert, somebody with history and experience and good relationships.”

Her time in the speaker’s office more than met those requirements, and the experience on the Hill has been life-changing, she said. “It’s been a fabulous year of growth and discovery and discomfort,” she said. “When I look back on it, I’m sure it’ll look like a lifetime packed into nine months. The country has so much promise. The staff that works [on the Hill] is so smart and so dedicated and hardworking and thoughtful, and they choose to be public servants because they care deeply. And they want to get it right. They are doing work every day to make the country better in ways we all want. Knowing that our policy is in their hands is very reassuring. I don’t think I ever would have said that before having this experience.” [GW](#)

RESEARCHER

Discovering Her True Passion

BY LAURA BRADDICK

Pearl Zhou, Ph.D., RN, began her path to nursing and research when she was 15. Living in rural China, she seized the opportunity to attend nursing school.

"At first I didn't fully understand what nursing was about," she said. "I knew what nurses did, but I didn't know what was expected of me. As I went through school, I became more and more interested."

Dr. Zhou started out in internal medicine and pediatrics. She enjoyed her practice but had many big-picture clinical questions. For an example, she observed that some patients developed liver cirrhosis in a shorter time than others. She and her nurse colleagues thought a patient's blood type might be one reason for the difference.

"But we did not know how to test our hypothesis," said Dr. Zhou. "That triggered my interests in learning more about the physical assessment and pathology to understand and explain the different prognosis among patients."

So, Dr. Zhou went back to school to receive a post-RN diploma, which was

the highest degree for nurses in China at the time. Later, while working as a clinical teacher, she discovered different nursing systems in practice outside her native country. This inspired her to pursue a master's degree in nursing, specializing in maternal-child nursing at the University of Alberta in Edmonton, Alberta, Canada.

"It was a milestone in my life because it was there [that] I was first exposed to research," she said. "I became fascinated by research, methodology and biostatistics."

Working as a research assistant, Dr. Zhou wrote her master's thesis on the relationship between symptoms of nausea and vomiting during early pregnancy and pregnancy outcomes. She also co-authored a journal article on a similar topic with her adviser.

"In high school, I really enjoyed math," she said. "But as a nurse, you really only use math for basic calculations. Once I brought back my love for math in statistics classes, of course I wanted more. I couldn't get enough."

Dr. Zhou searched for a Doctor of Philosophy in Nursing program that emphasized research methodology and landed at the University of Maryland, where her interest in biostatistics was further solidified.

Since discovering her passion for research, Dr. Zhou has published 29

peer-reviewed journal articles and garnered more than \$3 million in grants. She's currently the co-investigator on a study funded by a grant from the National Cancer Institute assessing patients' perceptions of the benefits and burdens of participating and staying in clinical trials for cancer treatments.

Dr. Zhou pays forward the mentorship she received as a young researcher to current GW Nursing students as an associate professor, having served as primary adviser to 40 students in the GW Doctor of Nursing Practice program.

"It's exciting to see them go from saying, 'I don't know what to do,' to developing an idea, to writing a beautiful proposal, then actually implementing it and analyzing the data," she said. "I'm very proud of them."

And although nurses see the impact that their work has on patients in a clinical setting, researchers don't always get that immediate gratification. But the impact is still there and equally rewarding, said Dr. Zhou.

"Knowing that practitioners can apply the evidence you produced to improve patient outcomes, seeing your articles cited in other researchers' findings makes you happy. You were the initiator, and knowing that the knowledge will snowball and eventually make a big impact," she said. [GW](#)

ADRIANA GLENN

PRACTITIONER

Serving the Underserved

BY RUTH ADAMS

Adriana Glenn, Ph.D., RN, FNP-BC, was inspired to become a nurse after watching "Julia," a late 1960s sitcom starring Diahann Carroll. "Julia" was notable for being one of the first depictions of an African American woman in a professional role as a nurse. "I knew from a very young age that I wanted to be a nurse," she said. "I knew I wanted to help people."

Dr. Glenn's research and practice has focused on marginalized, underserved and young populations. She has worked as a family nurse practitioner for 30 years and serves as a nurse practitioner for the Virginia Department of Health in Alexandria, Virginia. She's also an assistant professor at GW Nursing and a legal nurse consultant for the Department of Health, rendering opinions related to the delivery of nursing and other health care services.

At the Department of Health, Dr. Glenn uses her experience in the care of patients from underserved populations. "I always think of myself as an RN first. One of the great things about working in academia is that you can still practice," she said. She currently practices once a week in the postpartum clinic, which serves mainly women with low incomes. "I thought I could really help to empower women. We live in a society where, because of social media and advertising, women think they should bounce right back after having a baby," she said. "Oftentimes, in my experience, women with limited resources feel powerless and have unrealistic

expectations about what motherhood entails and what makes a great mom. These unrealistic expectations range from body weight after delivery, to the healing process after a C-section, to how to navigate personal time for themselves." Dr. Glenn believes that a big part of providing care is to educate, and she takes the opportunity to engage her patients. "We also have time to discuss how to create meaningful family time. [In private practice], we often do not get the time to provide adequate health education."

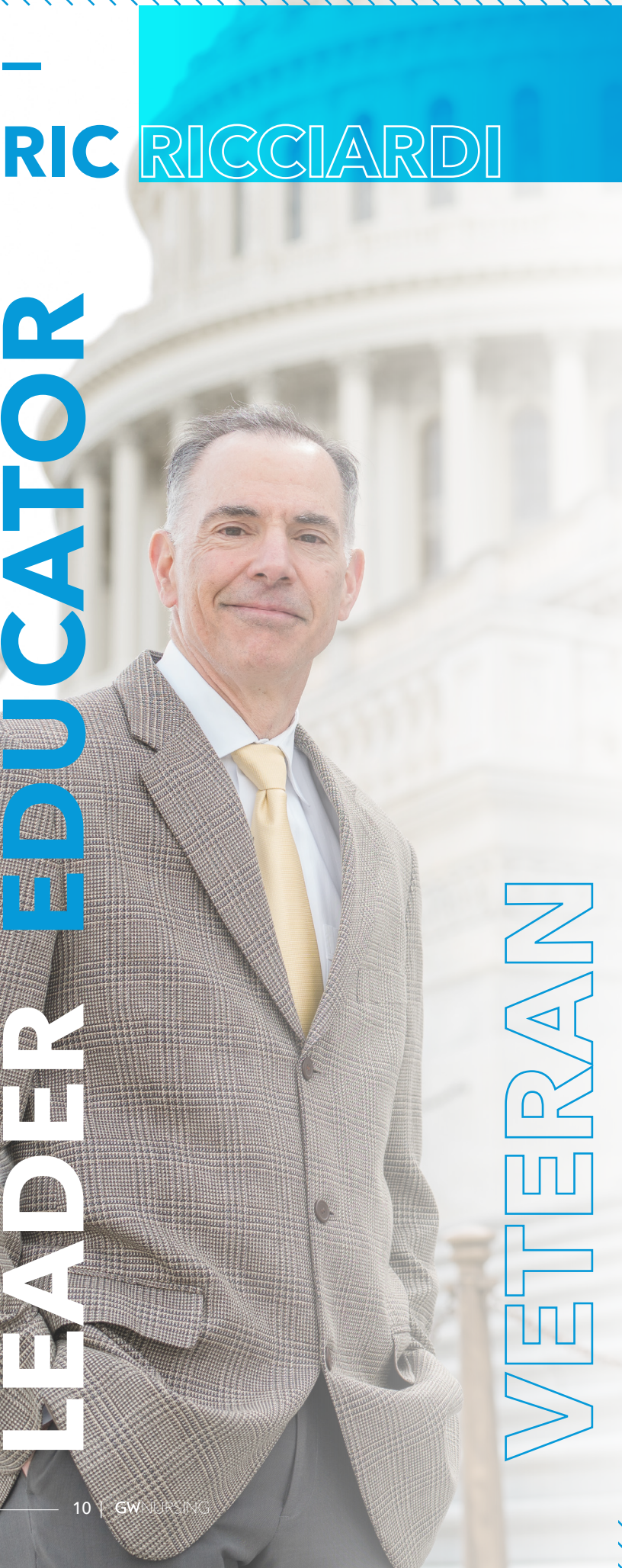
She has also provided care to LGBTQ populations at the clinic's Rainbow Tuesdays. Dr. Glenn is excited to serve all of these different groups, who are marginalized, underserved and often from low-income families. "Serving a variety of populations keeps me 'on my game' in my professional clinical practice," she said. "For example, when working Rainbow Tuesdays, screening for STIs is very important, as is health education on safer sexual practices. However, it is critical to make sure to address the mental health piece, as the LGBTQ population has a higher incidence of suicide and depression than other groups, and the added stressors of their lifestyle can exacerbate what could be perceived as a common condition in the general population of people who do not identify as LGBTQ."

In choosing to work in public health, Dr. Glenn shares her expertise with struggling populations. "I love serving those who need a voice. Everyone wants to feel valued and appreciated," Dr. Glenn said. "I can connect with people, understand their life struggles and provide them with the knowledge they need regarding their health and the hope they desire for a better life." [GW](#)



PEARL ZHOU

RIC RICCIARDI



Becoming a Nursing Leader

BY MEREDITH LIDARD KLEEMAN

Richard Ricciardi, Ph.D., CRNP, FAAN, will draw on his four decades of nursing experience to lead Sigma Theta Tau International (STTI), one of the largest international nursing organizations.

Dr. Ricciardi, a GW Nursing faculty member, served 30 years on active duty in the U.S. Army as a pediatric and family nurse practitioner, clinical scientist and senior leader. His positions included chief of nursing research at Walter Reed Army Medical Center and director of research at the Defense Centers of Excellence for Psychological Health and Traumatic Brain Injury.

When Dr. Ricciardi assumes the Sigma presidency in November, he plans to address one of the biggest issues in health care: provider burnout.

"Nurses are very privileged to be invited into the lives of patients, but there are consequences. One can become somewhat burdened, and burden can lead to depersonalization, burnout and lack of joy in what you do," he said.

While burnout is common among health care providers, its effect on nurses is particularly concerning since nurses care for patients at their most vulnerable moments. "When you're not fully engaged in your practice, medical errors can occur, less than optimal health care is delivered and the work-life balance of nurses is thrown out of kilter – all of that is unhealthy," Dr. Ricciardi said. Rekindling job satisfaction is not only crucial to improving professional satisfaction but also key to improving patient care, he said.

At GW Nursing, Dr. Ricciardi serves as director of strategic partnerships for the Center for Health Policy and Media Engagement. In that role, he is developing a seminar series that will focus on advocacy and health policy initiatives and prepare nurses to participate in health debates in both the media and the political arena.

Having a voice in the media is particularly important for nurses since nurses rarely serve as expert sources, despite 18 years leading a U.S. Gallup poll of trustworthy professions. Nurses were identified as sources in 4 percent of health news stories and were never cited in health news stories on policy, according to the 1998 "Woodhull Study on Nursing and the Media: Health Care's Invisible Partner: Final Report." A 2018 follow-up study found that representation of nurses in the media has not improved.

"Being engaged in advocacy and health policy means being engaged in the media," said Dr. Ricciardi. "Much of what is learned about policy efforts occurs through media sources."

As patient advocates and research experts, nurses are uniquely positioned to provide input on a wide range of health topics and can become more effective leaders through education and experience. Dr. Ricciardi promotes the importance of leadership development through his work with STTI, and to his students in the Doctor of Nursing Practice program, where he teaches courses in health policy and analysis. [GW](#)

VETERAN

PRACTITIONER



DUSTIN MCKAGUE

Giving Nurses a Seat at the Table | BY RAINA KEEFER

The pursuit of higher education and advanced degrees requires some sacrifice – time and money, at least. But to Dustin McKague, M.S.N., FNP-BC, CWOCN, who started the GW Nursing Doctor of Philosophy (Ph.D.) program this fall, advanced degrees are essential to the advancement of nursing as a whole.

"Nursing needs to rise to the occasion and train more nurses at advanced levels because we're all participating in the science of the human experiment," Mr. McKague said. "Without having nurses prepared by an advanced education, we're not able to ask or answer questions related to the field of nursing."

He's not alone in his thinking. The Institute of Medicine's 2013 report, "The Future of Nursing: Leading Change, Advancing Health," includes a key recommendation that at least 80 percent of nurses should hold a bachelor's degree or higher by 2020. But less than 1 percent of nurses are Ph.D.-prepared researchers and faculty who could ask and answer critical questions.

"As nurses, we're not really trained in statistical analysis, research design or research appraisal," said Mr. McKague.

"Without these skills, we won't be able to make changes to the science of nursing."

Mr. McKague plans to use his recently earned nurse practitioner credential and future doctoral degree to answer his own nursing science questions through research. "I want to confidently and comfortably sit at the table in an interdisciplinary way and have my own experiences and knowledge that I bring to the table," he said. "That doesn't happen often when you have a lower level of educational attainment."

His research will help him further promote the necessity of an advanced degree and contribute to his desired career in education and teaching. "I want to make sure that the way we're educating nurses, from a distance-learning perspective, is the right way," he said. "[Nursing] requires contact with humans, and without having simulations and clinical rotations, you can't learn to do the job."

Like many students these days, Mr. McKague has experience in distance learning. While living in Eugene, Oregon, he completed his master's degree at GW Nursing, earning his family nurse

practitioner credential, and he will finish his doctoral degree in the same manner.

"We all have different experiences in the ways we gain knowledge," said Mr. McKague. "At GW, I was on campus four times, and I really valued those components, whereas friends in similar programs at other institutions had no on-campus components." He noted that, in medicine, clinical education requirements are generally standardized. "Why isn't there a standard way of educating nurse practitioners?" he wondered.

Understanding the increase in online and hybrid education, Mr. McKague hopes to "fine tune" the way education is delivered to nurses. "I want to answer questions on how to train professional nurses who are still working and have a family and a life but want to answer the call of advanced education," said Mr. McKague. "I want nurses to participate in health care sciences and research and quality metrics because once they do that, then I think they get very motivated to get an advanced degree to back up the work they're doing." [GW](#)



PRACTITIONER



MARK TANNER

The Making of an Educator

BY MEREDITH LIDARD KLEEMAN

GW Nursing Assistant Dean Mark Tanner tried out several majors during his time at Brigham Young University, including a week spent as a music performance major, in the percussion section, before graduating with a bachelor's degree in biology. But it was his experience as an emergency medical technician in college that paved the way to a career in health care.

"I didn't figure that out until I was through with my initial baccalaureate degree," he said. "I finished my degree in biology and enrolled in nursing school three weeks later."

Dr. Tanner, D.N.P., RN, enrolled at the University of Arkansas for Medical Sciences (UAMS) College of Nursing and used his biology knowledge to help his fellow students. "I enjoyed teaching my classmates and helping explain things to them – I understood a lot of the science," he said. "I found out I was good at teaching, and I put that in my brain as something I thought I'd like to do [someday]."

After graduating from nursing school, Dr. Tanner worked in the progressive and critical care units at the UAMS Medical Center as well as the hospital's medical neurosurgical intensive care unit. During that time, he further developed his teaching skills, serving as a clinical instructor. He then started a master's degree program in nursing administration

at UAMS. "I really enjoyed teaching clinical, and that made me start thinking I wanted to go into education," he said. After completing the master's program, Dr. Tanner accepted a faculty position with the university.

With this momentum, it was not long before Dr. Tanner tackled another nursing education milestone. The UAMS dean asked Dr. Tanner to apply for the school's new doctor of nursing practice (D.N.P.) program. After completing the D.N.P. program in 2015, he became the director of the college of nursing's baccalaureate program, where he designed a pathophysiology and health assessment course that crystallized his teaching approach.

"It's very important to understand how things work, and pathophysiology really is a true basis for understanding everything else," Dr. Tanner said. "That's one of the really big things that I try to impart on students from day one – if you understand how the body works, if you understand how the body reacts and compensates, then you don't have to memorize things, you can think through them."

Dr. Tanner made his way to GW Nursing in 2018 as assistant dean for the bachelor of science in nursing (B.S.N.) program, where he continues to help students master the body's physiological processes. "I love seeing the progress that students make from when they start the B.S.N. program to when they finish," he said. "It's truly incredible to see people start with little to no knowledge of nursing as a profession, and then be ready to enter practice at the end of the program." [GW](#)

LEILANI ATILIO

PRACTITIONER

Committing to Public Service

BY JENNY JONES

Leilani Attilio, M.P.H., M.S.N., NP-C, a student in the GW Nursing Doctor of Nursing Practice (D.N.P.) program, sees nursing as more than a profession. Like her past military career, she sees nursing as a way to serve the country – particularly when it comes to public health and health care advocacy.

Ms. Attilio pursued a military career to honor the country that had welcomed her parents when they emigrated from the Philippines in the early 1970s. The Sept. 11 terrorist attacks further cemented her commitment to serve. Ms. Attilio was commissioned as a second lieutenant in the Army in 2002, just after earning her nursing degree. As a new nurse, Ms. Attilio deployed to Iraq, where she took on a leadership position as a charge nurse in a medical surgical detainee unit. Her second deployment was to Afghanistan, in critical care. "In the military, even if you didn't go to war, you were expected in a very short amount of time to go into certain leadership positions," said Ms. Attilio, adding that the experience helped her see that she could take nursing in any direction – and she has.

Ms. Attilio left the military with plans to settle down and hone her career path, but she didn't withdraw from the military altogether. She married an active duty soldier and has since moved multiple times over the years for his assignments. When they moved to North Carolina, she began working with the North Carolina Harm Reduction Coalition, which assists people impacted by drug use and sex work. In this role, she advocated for legislation to increase access to naloxone, which can reverse the effects of narcotic drugs, and noticed that few nurses were

involved in policy development. "As I was lobbying for these bills and talking to senators and representatives, I saw that I didn't have any nursing colleagues [at the statehouse]," Ms. Attilio said. "I couldn't believe it." She knew she could make an impact in this area, but needed more experience.

Ms. Attilio sought to build that experience through work and advanced education. She earned a master's degree in public health from the University of Texas and used what she learned to volunteer with the D.C. Recovery Community Alliance, a nonprofit that helps people overcome drug addiction. She also enrolled in the GW Nursing D.N.P. program, where she is working on a project to teach peer recovery coaches about naloxone use.

Her dedication to the military and health care earned her a spot in the 2017 Tillman Scholars program, which provides scholarships for education-related expenses for active-duty service members, veterans and military spouses. The Tillman Scholars program, named

after U.S. Army Ranger Pat Tillman, who was killed in Afghanistan, selects 60 students, from a pool of thousands. Ms. Attilio is also a Jonas Scholar, having earned a NLN Grant from the National League for Nursing's (NLN) Jonas Scholars Program. This honor gives financial support for research as well as travel expenses to attend the NLN Education Summit.

Ms. Attilio plans to use what she learns through her D.N.P. project to further her drug policy work and position herself to teach other nurses about public health and advocacy. "Health is not just about health care," said Ms. Attilio, who will soon join an interdisciplinary residency program in Tacoma, Washington. "In nursing, we don't have to work in the clinical world [to have an impact]. There are other avenues that we can pursue, and one of them is in advocacy. Nursing is a very trusted profession, and people listen to us. We have a very powerful voice, and we should lend our voice to people who need help." [GW](#)



Nurse, Lawyer, Professor. | BY ERIN JULIUS

Nursing came first for David Keepnews, who now has an alphabet of credentials behind his name: Ph.D., J.D., M.P.H., RN, NEA-BC, FAAN. He was working in San Francisco as a psychiatric mental health nurse in the early 1980s when a bureaucratic shift shaped the course of his career.

Dr. Keepnews worked with patients in a community mental health day program who occasionally required hospitalization. The transfer process went smoothly: patients were sent to the psychiatric emergency room at the county hospital and then transferred to the psychiatric unit at either the county hospital or a private hospital. Then one day, California's state policy changed. Now these patients – those who didn't qualify for Medicaid but didn't have insurance – could only be admitted to the county hospital. Its psychiatric units filled up, and patients

were left in the emergency room for days. "It happened overnight. Why didn't we see this coming? Why didn't we oppose it?" said Dr. Keepnews, now a GW Nursing professor and program director for the school's Doctor of Nursing Practice in Health Policy program. "This one change in reimbursement policy created a huge disruption and burden for our most vulnerable patients."

The policy was eventually changed, but its impact steered Dr. Keepnews into enrolling in law school and a concurrent master's degree in public health. After graduating from the University of California, Hastings College of the Law and the UC Berkeley School of Public Health, he worked in government relations for the California Nurses Association. His interests in law and public health then led him to a role as the director of policy at the American Nurses

Association.

At ANA Dr. Keepnews immersed himself in U.S. policy decisions. In Washington, D.C., during the Clinton administration, Dr. Keepnews recalled national discourse surrounding access to care as then-President Bill Clinton tried to introduce reform measures. However, the issue wasn't fully addressed and would resurface every few years.

"Meanwhile, the number of uninsured grew," Dr. Keepnews said. "One of the problems with politics and policy in this country is that people have short memories. When we try to solve a problem and are unsuccessful, we ignore it. And it comes back even worse."

After working in advocacy for eight years and seeing success as part of a team that helped ensure Medicare reimbursement for nurse practitioners and clinical nurse specialists, Dr. Keepnews went back to school. He earned a doctoral degree in social policy to gain a broader perspective on health policy and knew that research and evidence played a huge role in crafting policy.

Dr. Keepnews noted that many nurses see health policy as too complex for them to master and to help change. Attempting to change how nurses view policy, Dr. Keepnews started teaching and hasn't stopped. Policy issues, even the complicated ones, should be accessible, he said.

"Nurses can understand policy. They need to understand it," Dr. Keepnews said. "Policy can't be just the province of a few self-declared 'experts.' Nurses need to feel empowered, and they need to know they can have an impact on issues."

Advancing the relationship between nurses and policy is the work he's most proud of, Dr. Keepnews said. "It's a work in progress." *GW*



DAVID KEEPNEWS

LAWYER & EDUCATOR

Fostering a Research-to-Practice Health Care Model

"Let's use what we know."

- VAL STROCKBINE



VAL STROCKBINE

BY JENNY JONES

When a colleague expressed concern about the number of unnecessary type and screen phlebotomy tests ordered by providers, Valerie Strockbine, D.N.P., RN, CPHQ, a transfusion safety officer at Johns Hopkins Hospital, used the opportunity to improve patient care.

She enrolled in GW Nursing's online Doctor of Nursing Practice (D.N.P.) program and proposed a D.N.P. project to study whether clinical decision support (CDS) could help reduce unnecessary type and screen phlebotomy tests, which can drive up costs and expose patients to potential complications.

"I wanted to look into the whys, you know, 'Why is this [unnecessary ordering] happening, and what can we do to help providers order according to the guidelines?'" Dr. Strockbine said. "We know that CDS has worked in reducing unnecessary radiologic imaging and antibiotic stewardship and other frequently ordered tests that are non-value-added to the patients' care," she said. Perhaps it held promise in phlebotomy, as well, she said.

For her D.N.P. project, Dr. Strockbine led a pre-interventional analysis of type and screen phlebotomy orders from March to May 2017. After working with providers to institute CDS, she then led a post-interventional analysis of orders from March to May 2018. Dr. Strockbine presented the results during GW Nursing's D.N.P. project poster day, outlining the 15.7% decrease in type and screen orders and the estimated yearly cost savings of \$142,612.

"It's the first time I've been at poster day where people clapped," said Cathie Guzzetta, Ph.D., RN, FAAN, who was a clinical professor and D.N.P. clinical research project coordinator at GW Nursing until May 2019. "[Valerie] had the experience under her belt, and she recognized what the problems were of over-ordering these types of screen tests – so it was a no-brainer for her." GW Nursing awarded Dr. Strockbine the Outstanding Student Award in Research and the Outstanding D.N.P. Scholarly Project Award.

Since then, Dr. Strockbine has collaborated with a team, including Dr. Guzzetta, on a paper about her research and has submitted it to a professional journal for publication consideration. Dr. Strockbine plans to expand her CDS project with additional educational efforts and an organizational campaign around reducing unnecessary phlebotomy orders. She's also working on other initiatives around safer blood transfusions and looks forward to further fostering a research-to-practice model in health care. "Let's use what we know and then apply it in a different setting or in a different way to improve health care structures, processes, and hopefully patient outcomes," Dr. Strockbine said, adding that the goal is "to make the right thing the easy thing to do for the patient." *GW*

PRACTITIONER

KATE MALLIARAKIS

POLICYMAKER

Grabbing the Brass Ring

BY LAURA BRADDICK

From community organizing in rural Kentucky to policy development at the White House and now leadership at GW Nursing, Kate Driscoll Malliarakis, Ph.D., ANP-BC, MAC, FAAN, has spent 50 years helping others.

"I see myself first and foremost as a nurse and a leader second," she said.

"My career trajectory was about being open to an opportunity that presented itself, grabbing that brass ring, and running with it," she said. "But I never stopped being a nurse."

After her first few years out of college working as a community organizer for Volunteers in Service to America in Kentucky and then as an inpatient and visiting nurse in Washington, D.C., Dr. Malliarakis joined the National Academy of Sciences to build the organization's occupational health unit for its employees.

"I became a nurse practitioner and developed an employee assistance program there, which sparked my interest in substance abuse disorders," she said.

After earning her master's degree in management with a specialty in substance abuse systems and working briefly in business development for a startup and directing the D.C. office for a Charlottesville, Virginia, treatment center, Dr. Malliarakis received another offer.

"A friend of mine at a consulting firm in D.C. called and said, 'We just won a contract with the National Institute on Drug Abuse. I want you to be my project director,'" she recalled. "At first, I said, 'No, I can't do that. I'm a clinician.'"

But the opportunity had so much potential that her risk-taking nature convinced her to say yes. That leap kicked off seven years of directing

and consulting on federal contracts related to drug abuse research and prevention, which led to a role as one of three branch chiefs in the Office of National Drug Control Policy (ONDCP). Under two presidential administrations, Dr. Malliarakis advised on policies and programs to reduce demand for drugs.

Those years reporting to then-ONDCP Director Barry McCaffrey taught Dr. Malliarakis the most about leadership.

"I was a civilian in an office run and staffed mainly by former and current military personnel," she said. "I didn't know the culture. My learning curve was vertical. Gen. McCaffrey taught me that there are individuals and then there's the mission, and you have to lead the mission."

After serving five years at ONDCP, Dr. Malliarakis worked on the National Youth Anti-Drug Media Campaign as a senior

consultant and substance abuse expert at FleishmanHillard before helping to build GW Nursing in 2005. The transition was not difficult, given her nursing background, she said.

"I think nurses are inherent leaders," she said. "We're risk takers. You don't need to be in a leadership position in order to make a difference."

As director of the GW Doctor of Nursing Practice Executive Leadership program and the Master of Science in Nursing Leadership and Management program, Dr. Malliarakis challenges her students to aim high and take risks as she did.

"There's a brass ring opportunity in just about every place you work," she said. "You just need to look for it and be open to the possibility of it. And we need to help each other and encourage each other to make that decision to grab it." *GW*



"I never stopped being a nurse."

KATE MALLIARAKIS

EDUCATOR

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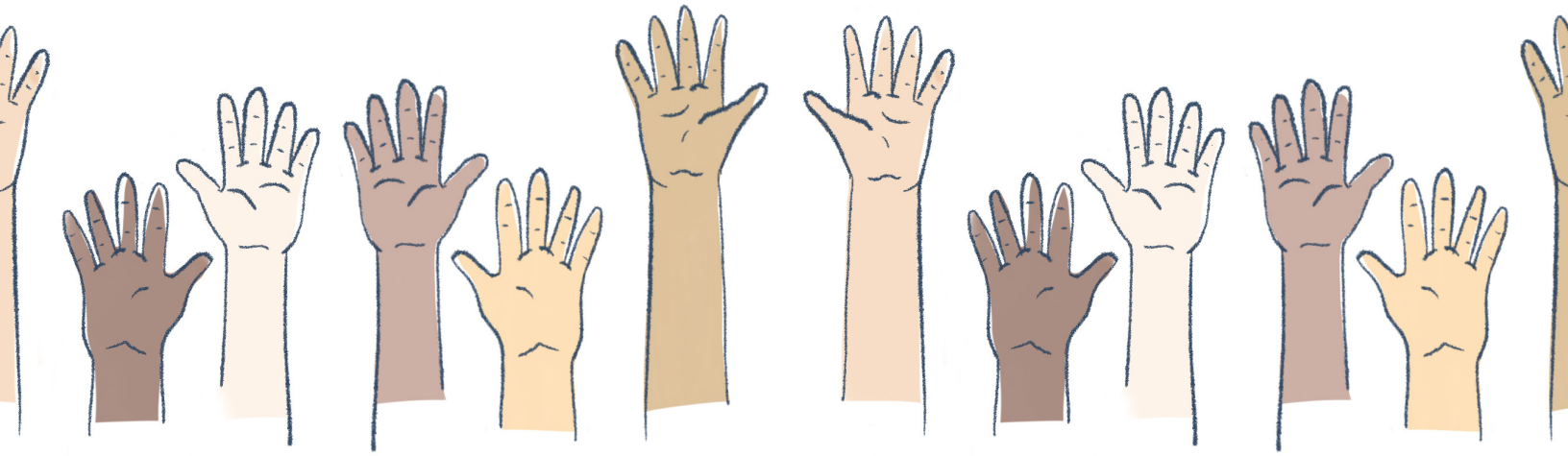
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Underserved But Deserving of Care

BY ERIN JULIUS Faculty Featured

A GW team led by GW Nursing Professor Christine Pintz, with funding from a four-year, \$2.8 million Health Resources and Services Administration (HRSA) grant, will educate nurse practitioner (NP) students to better care for underserved communities in rural and urban areas.

The Nurse Practitioner Technology-Enhanced Community Health (NP-TECH) initiative will educate NP students on social determinants of health and population-based care. Students will also learn how to use telehealth and other digital health tools to facilitate patient engagement and remote monitoring. With these skills, NPs can better provide high-quality care to patients in underserved communities who might have chronic health issues or lack access to care.

“Because GW is in Washington, D.C., obviously we have some clinical sites and a curriculum that are focused on urban environments, and we have those experiences,” said Dr. Pintz, Ph.D., FNP-BC, WHNP-BC, RN, FAANP. “We felt like this was an opportunity to include a focus on rural health in our curriculum.”

And it’s needed. Workforce shortages mean that millions of Americans living in rural areas lack access to primary health care, according to Healthy People, an initiative of the federal Office of Disease Prevention and Health Promotion. Of the health care providers who serve rural areas, about 25% are NPs, according to a study published in Health Affairs.

GW Nursing’s doctoral programs, including the master of science in nursing (M.S.N.) and doctor of nursing practice (D.N.P.) are taught primarily online and attract students from all over the United States, including remote locations. “The reality is that our students are located across the entire country. Some live in rural areas and will probably choose to work in rural, underserved communities,” she said.

Primary care providers such as NPs should be familiar with three general areas of telehealth, said Neal Sikka, M.D., an associate professor at the GW School of Medicine and Health Sciences (GW SMHS) who’s also working on the NP-TECH initiative. Telemedicine is one area and includes remote diagnosis and treatment. Patient monitoring is another. Mobile health, which includes the use of apps and other tools, is the third.

Many opportunities exist within those areas of telehealth. For example, clinicians may use a special otoscope with a camera to diagnose an ear infection, monitor blood pressure daily at home and adjust medication

when needed, or work with patients to use their smartphone to track activity and exercise, Dr. Sikka said.

In addition to Drs. Pintz and Sikka, a number of GW faculty members are working on this initiative. GW Nursing faculty include Laurie Posey, Ed.D., Sandra Davis, Ph.D., Tony Yang, Sc.D., LL.M., and Sherrie Wallington, Ph.D. Karen Lewis, Ph.D., from GW SMHS, is also on the team.

The initiative’s five-part plan starts with enhancing existing academic-practice partnerships and establishing a new rural partnership. The team will also develop and implement an experiential Technology-Enhanced Community Health (TECH) curriculum for the initiative’s scholars.

A network of preceptors will be trained, supported and compensated as initiative partners to enhance the NP education of 64 NP-TECH scholars. These individuals will receive funds to learn and participate in clinical experiences focused on providing care to underserved populations. Finally, the initiative will help connect graduates to employment opportunities in underserved communities.

The initiative’s first cohort will draw on students about to enter their final year in GW Nursing’s M.S.N. program and students about to enter their clinical year in the D.N.P. program. These cohorts will graduate in May 2020. [GW](#)

Faculty Awarded Funding for Breast Cancer Follow-Up Care Study

BY RAINA KEEFER Faculty Featured

Washington, D.C., has some of the highest rates of breast cancer mortality among black women. Experts know that lack of screening isn’t the cause. For more than a decade, Sherrie Wallington, Ph.D., has focused much of her work on cancer prevention and cancer disparities. She’s now focused some of her current research and a \$50,000 grant on the issue.

“Women are coming in to get screened [for breast cancer] and then, after diagnosis, we’re somehow losing them,” said Dr. Wallington, a GW Nursing assistant professor. “They’re not coming back for recommended treatment or follow-up.”

Funding for her grant proposal, “Care Coordination in Breast Cancer in the Nation’s Capital: A Mixed-Methods Exploration of Reasons for Loss to Follow-Up,” comes from the Clinical and

Translational Science Institute at Children’s National, in partnership with GW.

“I’m hoping the study will help us gain insight into questions such as, ‘Why are we seeing such a high breast cancer mortality rate among black women when they have a 20 percent higher screening rate compared to white women?’” said Dr. Wallington. “This study may tease out factors that impede women from coming back to seek the recommended treatment after they’ve been diagnosed.”

To execute the study, expected to be completed in June 2020, Dr. Wallington’s research team intends to conduct focus groups in Washington, D.C., and review electronic health record data. This process will enable them to recognize any patterns and identify how long it took patients to come back for treatment or follow-up after diagnosis.

Dr. Wallington’s co-investigators include Mandi Chapman, M.A., from the GW Cancer Center, and Kimberly Robien, Ph.D., project mentor from the Milken Institute School of Public Health. [GW](#)



Grant Recipient Will Study Compassion Fatigue in Obstetric Nurses

Faculty Featured

Compassion fatigue, characterized by lack of engagement, apathy and negative feelings, is a common complaint among nurses in fields such as oncology and emergency medicine. But for obstetric (OB) nurses, the data is less clear. Linda Cassar, D.N.P., RNC-OB, C.N.E., hopes to change that.

Dr. Cassar received a grant from the Association of Women’s Health, Obstetric and Neonatal Nurses (AWHONN) for her research proposal, “Understanding Compassion Fatigue Among

Obstetric Nurses in the United States.”

“Obstetrics is perceived to be a happy place,” said Dr. Cassar, a clinical assistant professor at GW Nursing. “Sometimes a mom comes in to have a baby, and everything is happy, and things go well. But the United States is the only developed country where the maternal mortality rate is rising, and that can be stressful,” she said. “Many moms are having babies at an older age, so they come into care with health problems or situations can present unexpectedly, and nurses have to deal with a lot of these issues.”

The grant, one of the two AWHONN Every Woman, Every Baby awards, will identify whether compassion fatigue is prevalent among OB nurses. Dr. Cassar hopes to use the results of the study to learn how to provide nurses with resources to address their needs, she said. [GW](#)

Local and Global Presentations

January 2019 - August 2019



Atlanta, Georgia

Assistant Professors **DANA HINES** and **N. MARITZA DOWLING** gave the featured presentation "Perspectives of Barriers to and Facilitators of Pre-Exposure Prophylaxis Among Black Transgender Women in Washington, DC" at the 2019 National LGBTQ Health Conference at Emory University in May 2019.

L. Clabo, Associate Professor **KAREN KESTEN**, and J. Stanley presented "National Consensus-Based Common Doctoral Level APRN Competencies" at the National Organization of Nurse Practitioner Faculties (NONPF) 45th Annual Meeting in April 2019.

Associate Professor **LAURIE POSEY**, Professor **CHRISTINE PINTZ**, Associate Professor **QIUPING (PEARL) ZHOU**, K. Lewis, Associate Professor **PAMELA SLAVEN-LEE**, and Professor **ANGELA MCNELIS** presented "Moving Standardized Patient Encounters Online: NP Student Outcomes and Perceptions" at the NONPF 45th Annual Conference in April 2019.

Professor **JOYCE PULCINI** presented "Preparation for Global Health Experiences Abroad" at the NONPF 45th Annual Meeting in April 2019.

Clinical Assistant Professor **CHERYL TOULOUSE**, Fine, P. presented "Make the Connection: Enhancing Connectedness within the Learning Triad of Student, Course Content, and Faculty" at the NONPF 45th Annual Conference in April 2019.

Baltimore, Maryland

M. Shattell, Associate Professor **MELISSA BATCHELOR-MURPHY**, and R. Darmoc presented "Media Savvy in the Modern Age: Becoming a Public Thought Leader in 280 Characters or Less" at the Improving Health Outcomes Through Translational Scholarship Symposium at the Johns Hopkins School of Nursing in April 2019.

Baton Rouge, Louisiana

Dean **PAMELA JEFFRIES** gave the keynote presentation "Building a Simulation-Based Curriculum: The Essentials" at the Simulation Medical Training and Education Council of Louisiana Expo in April 2019.

Calgary, Canada

D. Conrad, K. Moran, R. Burson, Associate Professor **KAREN KESTEN**, C. Corrigan, and E. Pohl presented "A Global Team Approach to Advancing the Practice Doctorate in Nursing" at the International Network for Doctoral Education in Nursing Biennial Conference in July 2019.

C. Jeffries, Clinical Professor **CATHIE GUZZETTA**, and Associate Professor **QIUPING (PEARL) ZHOU** presented "A Study of Bonding and Bridging Among Nurse Teleworkers" at the 30th International Nursing Research Congress of Sigma Theta Tau International in July 2019.

Charlotte, North Carolina

Assistant Professor **RHONDA SCHWINDT** and S. Gallagher presented "Conducting a Behavioral Health Assessments for Gender-Affirmation Surgery: Where Do I Begin?" at the International Society of Psychiatric Nurses Annual Conference in May 2019.

Chicago, Illinois

Professor **Y. TONY YANG** presented "Vaccine Sentiments and State Vaccination Laws" at the Annual Health Law Professors Conference in June 2019.

Copenhagen, Denmark

Dean **PAMELA JEFFRIES** presented "Clinical Simulations and the Evidence Promoting Clinical Education and Policy" at Københavns Professionshøjskole/Praksis - og Innovationshuset Sigurdsgade 26 in May 2019.

Dusseldorf, Germany

Dean **PAMELA JEFFRIES** gave the keynote presentation "Research in a Simulation-Based Learning Environment" at the Simulation Network SimNAT Pflege in August 2019.

Indianapolis, Indiana

Professor **JOYCE PULCINI** and D. MacArthur spoke in the Faculty Interest Forum at the American Association of Nurse Practitioners (AANP) National Conference in June 2019.

Maribor, Slovenia

Dean **PAMELA JEFFRIES** presented "Evidence Used to Lead the Way in Redesigning Clinical Education Using Simulations" at the University of Maribor in May 2019.

National Harbor, Maryland

Assistant Professor **JEANNE MURPHY** presented "Breast Cancer Prevention: the State of the Science and Midwifery Practice," at the annual meeting of the American College of Nurse-Midwives in May 2019.

New Orleans, Louisiana

Associate Professor **SANDRA DAVIS**, Adjunct Instructor **ESTHER EMARD**, and S. Law presented "The journey to building a healthy work environment through promoting diversity, equity and inclusion" at Sigma's Creating Healthy Work Environments Conference in February 2019.

Associate Professor **SANDRA DAVIS** and S. Law presented "Designing, Developing and Deploying a Healthy Work and Learning Environment" at Sigma's Creating Healthy Work Environments Conference in February 2019.

Associate Professor **ARLENE PERICAK** and Professor **ANGELA MCNELIS** presented "Well-Being Initiative for Online Nursing Students" at Sigma's Creating Healthy Work Environments Conference in February 2019.

Northport, Maine

Associate Professor **MELISSA BATCHELOR-MURPHY** presented the keynote address "Bettering Clinical Care for Alzheimer's Disease" at the Maine Alzheimer's Summit in March 2019.

Orlando, Florida

Associate Professor **KAREN KESTEN** and P. Bolton presented "Use Your Voice to Strengthen AACN: Become a Volunteer" at the National Teaching Institute, American Association of Critical Care Nurses in May 2019.

A. Moss and Associate Research Professor **DALE LUPU** presented "Let All Flowers Bloom: Encouraging Innovation in Kidney Supportive Care through Partnerships with ESCOs" at the Annual Assembly of the American Academy of Hospice and Palliative Medicine/Hospice & Palliative Nurses Association in March 2019.

Providence, Rhode Island

Associate Professor **CATHERINE COX** presented "Creating a Culture of Success: Transitioning Undergraduate Military Nursing Students to the Civilian Classroom" at the 31st Annual Eastern Nursing Research Society (ENRS) Conference Scientific Sessions in April 2019.

Dean **PAMELA JEFFRIES** presented the closing talk "Reimagine Nursing Research and Innovations Needed" at the ENRS Conference in April 2019.

Portland, Oregon

G. Ray, Associate Professor **KAREN WHITT**, and C. Shawcroft presented "Student Nurses' Thoughts Regarding Usability of Family History Gathering Tools" at the Western Institute of Nursing Research 52nd Annual Conference in April 2019.

San Antonio, Texas

Assistant Professor **N. MARITZA DOWLING**, V. Jain, M. Kraus, R. Al-Shabeeb, A. Hunley, and M. Cho presented "Does Sleep Mediate the Relationship Between Concussion Symptoms and Cognition in mild TBI Adults?" at the 33rd Annual Meeting of the Associated Professional Sleep Societies in June 2019.

San Diego, California

K. Anderson and Associate Professor **KAREN KESTEN** presented "Comparison of Faculty Mentoring Roles Between Ph.D. and D.N.P. Programs" at the American Association of Colleges of Nursing Doctoral Education Conference in January 2019.

Dean **PAMELA JEFFRIES**, Professor **JEANNE GEIGER-BROWN**, Professor **Y. TONY YANG**, Assistant Professor **SHERRIE WALLINGTON** and Associate Professor **KATHLEEN GRIFFITH** presented "Building Capacity in Transdisciplinary Research" at the Doctoral Education Conference of the American Association of Colleges and Nursing in January 2019.

San Francisco, California

Associate Professor **QIUPING (PEARL) ZHOU** presented "Comparison of Lifestyle Behaviors and General Health Between Female Breast Cancer Survivors With and Without Diabetes" at the annual meeting of the Multinational Association of Supportive Care in Cancer/ International Society of Oral Oncology in June 2019.

Santiago, Chile

Dean **PAMELA JEFFRIES** gave the keynote presentation "Best Practices in Interprofessional Assessment and Education Using Simulations" at the 10th anniversary presentation for the School of Nursing at Universidad Finis Terrae in June 2019.

Silang, Cavite, Philippines

Associate Professor **CATHERINE COX** presented "Developing and Using Multiple Choice Tests: An Integrative Review" and "Advanced Practice Registered Nursing in the United States" at Adventist University of the Philippines, College of Nursing, in April 2019.

Singapore

Professor **JOYCE PULCINI**, A. Nashwan, E. Ladd, K. Wheeler, and M. Miller presented "Advanced Practice Nursing: An Expanding global phenomenon" at the International Council of Nurses Biannual Meeting in June 2019.

📍 Vejle, Denmark

Dean **PAMELA JEFFRIES** gave a keynote presentation, "State of the Science in Clinical Simulations and the Policy Implications for Educators," at the 3rd International Conference on Megatrends Within Simulation at the Knowledge Center for Welfare and Assistive Technology West Denmark in May 2019.

📍 Washington, D.C.

Associate Professor **MELISSA BATCHELOR-MURPHY** served as a panelist at the "Health Workforce Panel Discussion" for the George Washington University Residency Fellowship in Health Policy Scholars at the GW Milken Institute School of Public Health in March 2019.

Associate Professor **MELISSA BATCHELOR-MURPHY**, M. Shattell, and R. Darmoc presented "Influencing the Conversation, One Tweet at the Time" at the 2019 Health and Aging Policy Fellows Annual Communications Workshop in February 2019.

J. Carmody and Associate Professor **MELISSA BATCHELOR-MURPHY** presented "Age-Friendly Health Systems" at the 2019 Health and Aging Policy Fellows Alumni Network Meeting in June 2019.

Associate Professor **SANDRA DAVIS** and Assistant Professor **KAREN DAWN** presented "The Social Determinants of a Heart Healthy Community: A Participatory Action Research Project" at the 6th Annual Rodham Institute Summit in May 2019.

Clinical Education Instructor **CRYSTEL FARINA** and Clinical Assistant Professor **CHRISTINE SEATON** presented "Simulation in Health Care Settings" at the GW 2019 Simulation Conference in March 2019.

B. Johnson, Clinical Education Instructor **CRYSTEL FARINA**, and S. Beroz presented "Goal-Setting for ROI for Your Simulation Center" at the GW 2019 Simulation Conference in March 2019.

Dean **PAMELA JEFFRIES**, M.B. Bigley, Associate Professor **PAMELA SLAVEN-LEE**, Professor **ANGELA MCNELIS**, and Professor **CHRISTINE PINTZ** presented "Current State, Policies and National Dialogue on Simulations in NP Education," a panel discussion at the GW 2019 Simulation Conference in March 2019.

Associate Professor **KAREN KESTEN** and Associate Professor **MAJEDA EL-BANNA**

presented "Current Best Evidence about Nurse Practitioner Residency/Fellowship Programs" at the 12th Annual National Doctor of Nursing Practice Conference in August 2019.

Associate Professor **KAREN KESTEN**, K. Anderson, K. White, and J. Fall-Dickson presented "Mentoring Doctor of Nursing Practice Scholarly Projects" at the 12th Annual National Doctor of Nursing Practice Conference in August 2019.

Assistant Professor **CAROL LANG** and Assistant Professor **JEANNE MURPHY** presented "Teaching Social Determinants of Health in a Medical Mission Trip to Haiti" at the International Family Nursing Association Meeting in August 2019.

Associate Professor **MAYRI LESLIE** presented "Umbilical Cord Practices of Members of the American College of Nurse-Midwives" at the annual meeting of the American College of Nurse-Midwives in May 2019.

Associate Professor **PAMELA SLAVEN-LEE** and Assistant Professor **CAROL BRAUNGART** presented "Integrating Simulation-Based Learning into Your NP Curriculum" at the GW 2019 Simulation Conference in March 2019.

Associate Professor **PAMELA SLAVEN-LEE**, Assistant Professor **CAMERON HOGG** and Assistant Professor **RHONDA SCHWINDT** presented "Implementing Simulation in the Curriculum" at the GW 2019 Simulation Conference in March 2019.

Assistant Professor **SHERRIE FLYNT WALLINGTON** presented a lecture, "HPV Vaccine and Anti-Vaxxers," within the course CORE-105 Complex Problems Seminar: Reality: Distorted/Augmented? at American University in April 2019.

Assistant Professor **MALINDA WHITLOW** presented "Interprofessional Simulated Education Implementation Within an Accelerated Bachelor of Science in Nursing Program" at the GW 2019 Simulation Conference in March 2019.

Professor **Y. TONY YANG** presented "Why Stricter Immunization Laws Are Justified: Empirical Evidence of Nonmedical Exemptions' Contagiousness" at the Law & Society Association Annual Meeting in May 2019.

Professor **Y. TONY YANG** presented "Variable Impact of State Immunization Mandates on Vaccination Coverage and

Exemption Rates Among Kindergarteners in the United States" at the AcademyHealth Annual Research Meeting in June 2019.

📍 West Baden Springs, Indiana

Assistant Professor **RHONDA SCHWINDT** presented "Improving Mental Health Outcomes for Gender Diverse Persons" at the American Psychiatric Association regional chapter meeting in April 2019.

📍 Winchester, Virginia

Clinical Assistant Professor **CHERYL TOULOUSE** and P. Fine presented "Making the Connection: Enhancing Connectedness within the Learning Triad of Student, Course Content, and Faculty" in poster and podium presentations at the Virginia Association of Doctors of Nursing Practice in July 2019.

On the Web



Associate Professor **KATHLEEN GRIFFITH** presented "Incorporating Non-Pharmacological Therapies into Pain Care for Older Veterans" in a Veterans Administration Geriatric Research and Education Clinical Centers National Webinar in July 2019.

Associate Research Professor **DALE LUPU** presented "Providing Supportive Care: Tools & Resources for the Journey" in a national webinar for the Supportive Kidney Care Series by the Coalition for Supportive Care of Kidney Patients in January 2019.

Associate Professor **MELISSA BATCHELOR-MURPHY** presented "Optimizing Intake in Alzheimer's Disease: Supportive Handfeeding Strategies that Work" for Nurses Improving Care for Healthsystems Elders in February 2019.

Assistant Professor **RHONDA SCHWINDT** spoke at "Caring for LGBTQ Patients: Methods for Improving Cultural Competence," for the American Pharmacists Association in June 2019.

Faculty Awarded \$1.5 Million Grant to Reduce Liver Disease Incidence Faculty Featured

Y. Tony Yang, Sc.D., LL.M., M.P.H., along with a team of GW faculty, community partners and local health departments received a \$1.5 million grant from the Office of Minority Health of the Department of Health and Human Services. The three-year project aims to evaluate and reduce the incidence of liver diseases attributable to the hepatitis B virus (HBV).

"HBV, responsible for half of the deaths from liver cancer and a third of the deaths from liver cirrhosis, is a hidden threat to public health and to patients themselves," said Dr. Yang, a GW Nursing professor. "We need improved tools and strategies to prevent and treat it."

This integrated, multijurisdictional community coalition has the potential to make a dramatic impact on HBV testing, vaccination and treatment. The covered geographic area includes residents deemed most at risk for this disease, as identified by the Centers for Disease Control and Prevention (CDC). The assembled project

team is equipped to provide HBV health services, education and care outreach to all CDC-identified at-risk populations.

"It's time to build capacity for HBV vaccination, testing, linkage to care services and surveillance to advance progress toward national hepatitis B elimination goals," said Dr. Yang.

In addition to Dr. Yang, GW faculty working on the project include:

- **Sherrie Flynt Wallington, Ph.D.**, a GW Nursing assistant professor
- **Daisy Le, Ph.D., M.P.H.**, a GW Nursing assistant research professor
- **Irene Kuo, Ph.D.**, from Milken Institute

School of Public Health

• **Eduardo Sotomayor, M.D.**, from the GW Cancer Center

This grant partnership is led by GW and is primarily supported by the Hepatitis B Initiative of Washington, D.C., as well as health departments in D.C., Maryland and Virginia and many other community partners and government entities.

Evaluation of this project will include compilation of population-based data from community-based program activities, surveillance data from D.C., Maryland and Virginia, and clinical electronic medical record data. [GW](#)

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Faculty Publications

December 2018 - July 2019



B

MELISSA BATCHELOR-MURPHY, S.M. Kennerly, S.D. Horn, R. Barrett, N. Bergstrom, L. Boss, T.L. Yap. "Impact of cognition and handfeeding assistance on nutritional intake for nursing home residents." *Journal of Nutrition in Gerontology and Geriatrics*, July 2019.

W. Liu, K.N. Williams, **MELISSA BATCHELOR-MURPHY**, E. Perkhounkova, M. Hein. "Eating performance in relation to food and fluid intake in nursing home residents with dementia: a secondary behavioral analysis of mealtime videos." *International Journal of Nursing Studies*, August 2019

C

CATHERINE COX. "Remembering the sacrifices of veterans and their loved ones." *Nursing2019*, May 2019.

CATHERINE COX. "Best practice tips for the assessment of learning of undergraduate nursing students via multiple-choice questions." *Nursing Education Perspectives*, July/August 2019.

CATHERINE COX. "Military students' strengths and challenges based on their military experiences: An integrative review." *Journal of Nursing Education*, July 2019.

D

K. Howard, T. Wallace, D. Hannay, L. Dippold, **ASHLEY DARCY-MAHONEY**, R. Stahl, T. Wasserburger. "Should I Stay, or Should I Go? Retaining Expert-Level Senior NNP Workforce at the Bedside: NANNP - Recommended Solutions and Guidelines." *National Association of Neonatal Nurse Practitioners*, December 2018.

ASHLEY DARCY-MAHONEY, D.G. Dooley, N.V. Davis, M. Stephens, O.O. Falusi. "Closing the gap: Addressing adversity and promoting early childhood development." *Advances in Family Practice Nursing*, May 2019.

J.R. Weber, E.E. Ryherd, **ASHLEY DARCY-MAHONEY**. "Quiet time impacts on the neonatal intensive care unit soundscape and patient outcomes." *The Journal of the Acoustical Society of America*, March 2019.

T. Shallenbarger, **ASHLEY DARCY-MAHONEY**, **SANDRA DAVIS**, J. McMillian, T. Schneidereith. "A vision for integration of the social determinants of health into a nursing education curricula." *NLN Vision Series*, April 2019.

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Books and Book Chapters

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A. Maradiegue, D. Seibert, **KAREN WHITT** (2019). Chapter 2: Genomic assessment: Interpreting findings and formulating differential diagnoses. In M.J. Goolsby, L. Grubbs, (Eds.), *Advanced Assessment: Interpreting Findings and Formulating Differential Diagnoses*. (4th ed.). Philadelphia, PA: F.A. Davis



Grants and Funding

Associate Professor **MELISSA BATCHELOR-MURPHY** received funding from the GW Cross-Disciplinary Research Fund for “Identifying Correlations Between Resident Characteristics and Feeding Assistance Strategies on Nursing Home Residents With Dementia.” Other awards include a subaward from the University of Iowa (NIH-R03) for “Person-Centered vs Task-Centered Behaviors Care in Relation to Mealtime Difficulties” and funding from the GW University Seminars Funding Program for “Faculty Research Salon for an Age-Friendly World.”

Clinical Assistant Professor **LINDA CASSAR** received funding from the Association of Women’s Health, Obstetric and Neonatal Nurses for “Understanding Compassion Fatigue Among Obstetric Nurses in the United States.”

Associate Professor **ASHLEY DARCY-MAHONEY** received several funding awards: a subaward from Florida International University (NIH-G08) for “Háblame Bebé: Reducing the Word Gap and Promoting Bilingualism in Low-Income Hispanic Children,” an award from the University of Miami through the Health Resources and Services Administration via Home Visiting Research Collaborative for “Helping Nurses Coach Spanish-speaking Caregivers in Language Nutrition” and an award from the GW University Seminars Funding Program for “ANDI Integrative Research Seminar Series.”

Associate Professor **SANDRA DAVIS** received a funding award from the GW University Seminars Funding Program for “The Power of Music to Heal, Inspire, and Unite.”

Associate Professor **KAREN KESTEN** received funding from GW Nursing for “Program Characteristics, Barriers,

Facilitators, and Benefits to Implementing Postgraduate Nurse Practitioner Training Programs.”

Visiting Assistant Research Professor **DAISY LE** received funding from the GW Cancer Center for “Promoting HPV Self-Sampling Test Kits to Increase Cervical Cancer Screening Among HIV-Infected Women.”

Associate Professor **MAYRI LESLIE** received a subaward from Sharp Healthcare (NIH-R01) for “Cord-Milking in Non-Vigorous Newborns.”

Assistant Professor **JEANNE MURPHY** received funding from the GW Cancer Center (AVON) for “Cancer Screening in Gender Minorities.”

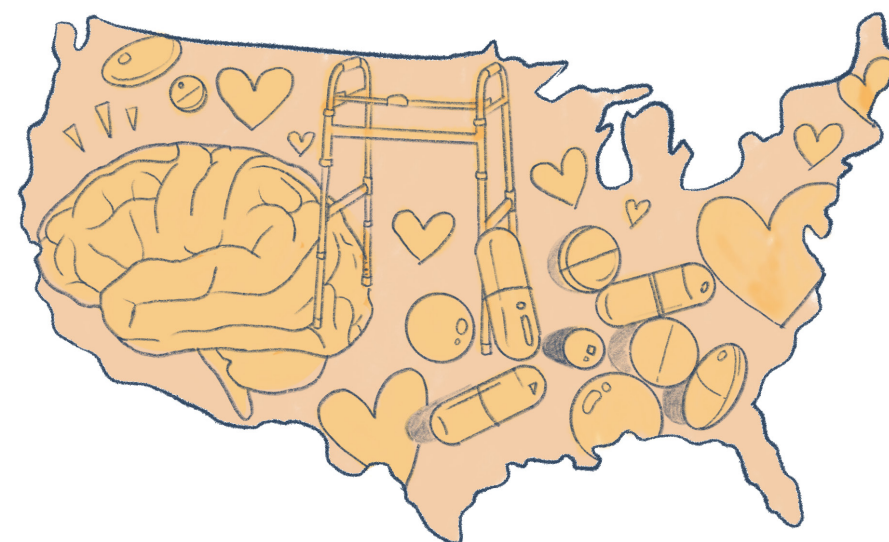
Professor **CHRISTINE PINTZ** received funding from Health Resources and Services Administration for “Nurse Practitioner Technology-Enhanced Community Health (NP-TECH) Program.”

Assistant Professor **RHONDA SCHWINDT** received funding from GW Nursing for “Barriers to, and Facilitators of, Smoking Cessation and Treatment Utilization Among Transgender and Gender Non-Conforming Adults.”

Assistant Professor **SHERRIE WALLINGTON** received funding from the Clinical and Translational Science Institute at Children’s National for “Care Coordination in Patient Adherence to Breast Cancer Treatment: A Mixed Methods Exploration of Reasons for Disparate Breast Cancer Mortality in the Nation’s Capital.”

Professor **Y. TONY YANG** received several awards: from Merck for “A Multimethod Examination of Conditionally Admitted Kindergartners and School Entry Vaccination Requirements,” and from GW University Facilitating Fund for “A National Study of the FDA Compliance Inspections of Tobacco Retailers on Youth E-cigarette Use.” Dr. Yang and Professor **JEAN JOHNSON** also received funding from the Poetry Foundation for “Poetry Course.”

AGING, HEALTH & HUMANITIES



Toward an Age-Friendly America

Aging in America

AMERICA IS GETTING OLD.

In 11 years, the last Baby Boomer will turn 65. The U.S. Census Bureau projects that older adults will then outnumber children for the first time in the United States. Aging Boomers are only part of the story. An upcoming major shift in demographics will also include Boomers’ aging parents. Between 2015 and 2050, the number of people over the age of 85 will increase by 208%, and the population of those 100 years and older will increase eightfold.

BECOMING AGE-FRIENDLY

To accommodate the population’s changing demographics and subsequent needs, public policy must shift focus from individuals to age-friendly community initiatives that support the engagement of older adults. Common elements of age-friendly initiatives include promoting physical activity, improving nutrition and social connectedness, and ensuring a sense of purpose for all residents.

The World Health Organization launched the Age-Friendly Cities and Communities program in 2006. AARP’s Network of Age-Friendly States and Communities is its United States affiliate.

AGE-FRIENDLY CITIES AND COMMUNITIES

Age-friendly initiatives can be found in our cities and communities, health systems, businesses, housing, service design, product development and universities. Washington,

D.C., for example, has a robust Age-Friendly 2023 strategic plan and actively engages businesses and the public on its aims.

Creating age-friendly communities requires stakeholders from multiple sectors to collaborate on developing neighborhoods that promote health, sustain economic growth and foster connectedness that allows residents of all ages to live happier, healthier lives.

OTHER AGE-FRIENDLY OPPORTUNITIES

At some point, we all interact with health services and the community — for our family, our friends or ourselves. The health of a community depends on access to health services. Age-friendly health systems are based on the 4Ms: mobility, mentation, medication and what matters to older adults.

Local community support includes programs that promote food security, maintenance and adaptations for homes, transportation, lifelong learning and caregiving services that enable residents to age in place.

Luckily, there’s no need to reinvent the wheel. The AARP Roadmap to Livability Collection offers strategies and solutions. Its collection contains six workbooks, providing a framework to assess, plan, evaluate and implement an action plan for improving housing, transportation, health services and community supports, and economic development. They are free and available at www.AARP.org/LivabilityRoadmap.

At GW Nursing, Age-Friendly is the primary policy aim of our Center for Aging, Health and Humanities. We are engaging community partners and faculty through a university seminar series as we look for opportunities to collaborate on research opportunities, education, clinical innovations and influence policy. Please join us in shaping a better world for older adults. GW

Melissa Batchelor-Murphy, Ph.D., RN-BC, FNP-BC, FGSA, FAAN, is a GW Nursing associate professor and director of its Center for Aging, Health and Humanities.

COMMUNITY & GLOBAL INITIATIVES



Experiencing Universal Health Care in Costa Rica



BY TAYLOR TASHJIAN Student Featured

Costa Rica has seven provinces. I was fortunate to experience three. One week was not enough time in the capital, San Jose, but our time there offered an incredible opportunity to immerse ourselves in the culture and to study the country’s universal health care system.

The first level of care in Costa Rica is provided by the Equipos Básicos de Atención Integral en Salud (EBAIS). In English it means the Basic Teams of Global Health Care. These professionals provide preventative care in the community, often going door-to-door for home visits and mandatory vaccinations.

Upon arrival, we met with instructors from the local university, Universidad Hispanoamericana, to construct activities that would be taken along to each destination throughout the week. With limited materials — cardboard toilet paper rolls, yarn, poster board and animal cutouts — we were able to interact with populations from 2 to 103 years of age. Watching the university staff and nursing students come up with activities and teaching

plans with household items was a great reminder that health care doesn’t always require bells and whistles. And although we didn’t have the opportunity to go into the community with the EBAIS, the success of their work was undeniable since the population as a whole was informed, educated and overall healthy.

Early in the week, we visited a day care for children ages 0-12 who were deemed at “social risk.” These children may, at some point, not have access to nutritious foods or be able to play safely in their neighborhoods. At the day care, though, the children were eager to play and demonstrated their English while sharing their culture and hobbies. Kids as young as 4 knew what foods were healthy and what habits were unhealthy.

Things came full circle later in the week when visiting Residencia Geriátrica Juan Bonal, a geriatric residence, where we met happy, healthy and engaged individuals, many older than 100. There was a clear absence of walking devices, hearing aids and glasses. No one was interrupted for blood sugar checks or insulin shots. No oxygen tanks or respiratory masks were present. People chatted and recalled events that took place more than 80 years ago as if they occurred yesterday.

Costa Rica was a completely different environment than any of us had anticipated. My colleagues and I embarked to San Jose thinking we may lend a hand or two but, not long after arrival, we realized the people of Costa Rica should be sending their students to teach us about successful health care! Their health care system is affordable and accessible and heavily stresses education and prevention, and this has helped to create a healthy population. This trip was an eye-opening reminder that not every country needs saving. The Costa Rican saying is “Pura Vida,” translating to “simple life” or “pure life.” After my time in this beautiful country, I can’t think of anything more fitting. [GW](#)

[GW Nursing partners with Universidad Hispanoamericana for this global experience. The goal for both universities is to provide a wide spectrum of opportunities and learning activities that mutually benefit students and faculty from both institutions of higher education. More information on the global experience in Costa Rica is available at \[go.gwu.edu/costarica\]\(http://go.gwu.edu/costarica\).](#)



Students on the Ground: Clinical Rotations in Ward 8

BY ERIN JULIUS Student Featured

GW Nursing’s Accelerated B.S.N. students attend classes in Loudoun County, Virginia, where the median household income is more than \$130,000 and the county routinely tops lists of the richest in America. Less than 40 miles away, in Washington, D.C.’s Ward 8, one-third of its 80,000 residents live below the poverty line, which takes a toll on the health of the community.

“A lot of people don’t take care of themselves,” said B.S.N. student Shavonne Sweatt, who completed her community clinical rotation at Calvary Women’s Services, a Ward 8 homeless shelter. “They know what they need to do but don’t have the resources to eat better.”

Dozens of GW Nursing students have educated residents at Calvary over the course of the school’s years-long partnership with the shelter.

“The students who spend time with the residents here learn things they can take with them into their first jobs,” said Gail Chinoy, the GW Nursing clinical instructor who supervises students’ rotations at Calvary. “Everyone has a unique story, and to provide effective care, they must remain nonjudgmental and avoid making assumptions.”

When working in the community, B.S.N. students see the tangible effects of social determinants of health that are discussed in their classrooms, said Karen Dawn, D.N.P., RN, PHCNS-BC, CDE, a GW Nursing assistant professor and public health clinical nurse specialist.

Medicaid is available to Washington residents so the issue for the population seen by students at Calvary is one of health literacy and resources rather than lack of insurance, Ms. Chinoy said.

“It is important for GW nursing students to not just practice and conduct research in the community but to practice and conduct research with the community,” said Sherrie Wallington, Ph.D., a GW Nursing assistant professor whose community-based participatory research strategy focuses on prevention and health disparities. “This is an important distinction in training the next cadre of nursing practitioners, leaders, advocates and faculty. These people have a desire and vision to help deliver quality care and engage and strengthen our communities to better work toward the reduction of health disparities and toward health equity for all.”

Ms. Sweatt and fellow student Monelle Jenkins gave a presentation about sexually transmitted infections (STIs) on their last day at Calvary. The presentation inspired a lively conversation, with women at the shelter asking about STI testing, female condoms and preventive measures including GARDASIL®, the HPV vaccine and Truvada®, pre-exposure prophylaxis (PrEP), taken to prevent HIV. [GW](#)

RAISING HIGH AT GW

Recent Renovation Upgrades Simulation Space

The school has expanded its simulation footprint three times in as many years, and this summer renovated about 8,500 square feet in the Simulation Learning and Innovation Center labs primarily used by baccalaureate students.

The renovation, designed by Crystel Farina, director of simulation and experiential learning and supervised by Director of Operations Joe Velez, added B-Line SimCapture to 11 revamped bed stations, two beds in a semi-private room, an operating room and two private rooms. Sound dampening between beds and the addition of several debriefing rooms will allow for more effective simulation exercises. Upgraded control rooms also support simulation activities throughout the center.

During this renovation, the school also added a room dedicated to supporting virtual reality. [GW](#)



Meet the Growing Simulation Team

BY ERIN JULIUS

Janice Oullette compares her role at GW Nursing to that of a Christmas elf. As a simulation operation associate, she works behind the scenes, setting up labs and other interactive learning experiences for students.

“It’s like the elves,” said Ms. Oullette. “The kids go to bed at night and the next morning, everything is done. That’s what sim techs do. You’ll see Med-Surg 1 all set up and then — poof — the next day it’s Med-Surg 2.”

As GW Nursing’s student population has grown, the Simulation Learning and Innovation Center has added staff to keep up with demands of Bachelor of Science in Nursing labs, Objective Simulated Clinical

Experiences for graduate students and other simulated events hosted for outside groups.

Crystel Farina, M.S.N., RN, the school’s director of simulation and experiential learning, leads a staff that’s grown from one to four over the past couple of years. Ms. Oullette, Cyndi Kelley and Rebecca Melson, all simulation operation associates, work with Paul Collins, who “ties it all together electronically” as the simulation technology administrator, Ms. Farina said.

Ms. Oullette and Ms. Kelley both transferred to their positions after initially starting at GW Nursing in more administrative roles.

“I love that I don’t sit at a desk,” said Ms. Kelley. “I would have been fine staying as a community coordinator but wanted something new for myself.” As a bonus, she now has greater insight into her daughter’s nursing school experience and simulation education at Averett University,

Ms. Kelley said.

Mr. Collins was working at Grand Valley State University in Michigan when Dean Pamela Jeffries, then at Indiana University (IU), visited the Grand Valley campus almost 20 years ago. At the time, IU was opening an interdisciplinary simulation center, and Mr. Collins took a job there at Dr. Jeffries’ urging. He has a background as a paramedic and then taught advanced cardiac life support and other courses to health care providers.

“My skillsets in technology and medicine is a match not everyone has,” Mr. Collins said. He knows what a manikin should do in a scenario and how to ensure it happens.

Since health care simulation is a relatively new field, it’s not entirely clear what makes up the right set of skills, Ms. Farina said. But she’s found a formula that works for her team — and the students. “Now things are going so smoothly,” Ms. Farina said. [GW](#)



New Doctoral Program Aims to Prepare Nursing Researchers

BY ERIN JULIUS

Nurses comprise the largest group of health care providers in the country, so discoveries made in nursing science can have a large-scale impact on the quality of patient care, said Kathleen Griffith, Ph.D., M.P.H., CRNP-F.

As the assistant dean for GW Nursing's new Ph.D. program, Dr. Griffith and other Ph.D. program faculty will help prepare nurses for futures in nursing research and, ultimately, to improve health care delivery. "Among health care professionals, nurses

also spend the most time with patients and are uniquely prepared to conduct scientific inquiry around clinical care, nurse-driven policy change and educational innovations that will prepare our professionals to improve patient outcomes," she said. "Throughout my own training, I've seen that discoveries made by nurses in the symptom management of chronic disease are often very effective because they are the constant observers of the phenomenon and understand its natural history."

GW Nursing already offers degrees at several levels: bachelor's, master's and doctor of nursing practice (D.N.P.).

"GW has been a long-time contributor to the doctoral education of nurses through our D.N.P. and other health science degrees," Dean Pamela Jeffries said. "Now we're offering students another avenue through which they can contribute to the profession of nursing."

Annalyn Velasquez is a neonatal nurse practitioner who practices in Florida and is an adjunct faculty member at Florida International University's School of Nursing. While Ms. Velasquez enjoys teaching B.S.N.

students in the clinical setting, she hopes to assume a larger faculty role after graduation.

Working in the neonatal intensive care unit, "I see gaps in what we know about neonatal abstinence syndrome babies, a syndrome associated with opioid use by mothers, and their long-term care. I'd like to pursue research in that area," said Ms. Velasquez, who started her Ph.D. coursework at GW Nursing this fall.

GW Nursing leadership intends to set up a collaboration between its new Ph.D. program and the existing D.N.P. program through shared academic coursework and other experiences. Program leaders hope the collaboration will encourage post-graduation partnerships and guarantee the highest quality care for patients.

"There's a necessary professional interdependence between nurses with D.N.P.-focused preparation and those who implement discovery research," said Dr. Griffith, who works closely with a D.N.P.-prepared colleague in her own research that focuses on improving pain outcomes for patients with cancer. [GW](#)



Awards, Honors, & Accomplishments

Awards

⊕ Associate Professor **Mayri Leslie** received an award for best research presentation at the annual meeting of the American College of Nurse-Midwives in Washington, D.C., in May 2019.

⊕ Professor **Joyce Pulcini** received the 2019 Towers Pinnacle Award from the American Association of Nurse Practitioners at its annual conference in June 2019. The award is presented annually to an individual whose outstanding contributions through policy, practice or education, have resulted in increased national recognition for nurse practitioners.

⊕ Assistant Professor **Sherrie Wallington** received the Robert Wood Johnson Foundation New Connections Award in the peer mentor category. The award recognizes a network member who repeatedly served as a mentor, adviser and/or sponsor for peer colleagues and offered their time and service to peers to support the professional development of other underrepresented researchers.

⊕ In May, the 2019 faculty and staff awards were announced during the GW Nursing Annual Appreciation Luncheon. Faculty

awards included Clinical Education Instructor Jennifer Walsh (the school's first annual Daisy Award, a national honor that recognizes extraordinary nurses); Assistant Professor **Billinda Tebbenhoff** (Civility Award); Clinical Assistant Professor **Anne-Marie O'Brien** (Excellence in Undergraduate Student Mentoring); Assistant Professor **Carol Braungart** (Excellence in Graduate Student Mentoring); Clinical Assistant Professor **Catherine Reisenberg** (Excellence in Undergraduate Teaching); Assistant Professor **Rhonda Schwindt** (Excellence in Graduate Teaching); Professorial Lecturer in Nursing **Cathy Kopac** (Excellence in Teaching in a Part-Time Appointment).

⊕ Staff award recipients included Community Manager **Joké Ogundiran** (Citizenship Award); Program Assistant **Matthew Hess** (Civility Award); Senior Instructional Designer **Nikki Gebara** (Civility Award); Community Coordinator **Josh Mannix** (Excellence in Service); Director of Operations **Joseph Velez** (Impact Award).

Honors

⊕ Professor **Jean Johnson** was given the status of professor emerita of nursing by the George Washington University Board of Trustees upon her retirement in May 2019.

⊕ Associate Professor **Kathleen Griffith** and Clinical Associate Professor Mark Tanner were invited to join the inaugural GW Academic Leadership Academy. The academy was designed to facilitate cross-institutional networking among academic leaders while building leadership capacity for the participating schools and units.

⊕ Professor **Y. Tony Yang** was selected by the AcademyHealth Education Council Executive Committee to serve on the council. In this role, which began in June 2019, he shares his insights in developing strategies and programs for professional development in health services and policy research, assessing the field's current and future needs, and selecting topics and faculty for the AcademyHealth Annual Research Meeting career development sessions.

⊕ Dean **Pamela Jeffries** was named president-elect of the Virginia Association of Colleges of Nursing, which aims to advance the quality of undergraduate and graduate nursing education in Virginia and improve health care. Her term began in April 2019.

⊕ Assistant Professor **Carol Lang** was selected to serve two years on the Sustaining Technical and Analytic Resources (STAR) Program Committee of the Consortium of Universities on Global Health. With the United States Agency for International Development (USAID), the five-year, \$94 million

STAR project aims to improve the technical capacity of emerging global health leaders at all levels and create long-term, collaborative partnerships in global health.

⊕ **Clinical Assistant Professor Linda Cassar** has been appointed to the Research Advisory Panel for the Association of Women's Health Obstetric and Neonatal Nurses (AWHONN) through January 2020. Panel members review submissions for the organization's annual research awards, review convention podium and poster submissions for the AWHONN convention, and can serve as poster/podium judges at AWHONN's national convention.

Accomplishments

⊕ **Clinical Assistant Professor Nadine Marchi** gained certification in simulation education as a Certified Healthcare Simulation Educator® from the Society for Simulation in Healthcare. Dr. Marchi joins an elite group of 1,412 individuals who are passionate about the role of simulation in education.

⊕ **Associate Professor Sandra Davis** and Assistant Dean Jennifer Hayes-Klosteridis and Academic Advisor Chloe Harner represented GW Nursing at a training event at the Disney Institute, which offers professional development and leadership training, as part of the university's culture initiative.

Fellowships

⊕ **Associate Professor Sandra Davis** was inducted as a fellow into the American Association of Nurse Practitioners at its annual conference in June 2019.

⊕ **Clinical Associate Professor Pamela Slaven-Lee** was inducted as a fellow into the American Association of Nurse Practitioners at its annual conference in June 2019.

⊕ **Professor David Keepnews** was inducted as a fellow into the National League for Nursing Academy of Nursing Education at its Education Summit in September 2019.



GW Welcomes

Faculty

⊕ **Melissa Batchelor-Murphy, Ph.D., RN-BC, FNP-BC, FGSA, FAAN**, is an associate professor and recently received tenure.

⊕ **Majeda El-Banna, Ph.D.**, was promoted to associate professor and received tenure.

⊕ **Daisy Le, Ph.D., M.P.H., MA**, was a visiting professor and is now assistant professor in health disparities and oncology.

⊕ **Qiuping (Pearl) Zhou, Ph.D., RN**, was promoted to associate professor and received tenure.

Staff

⊕ **Ousmane Harakoye** joined GW Nursing as the school research administrator. In this role, he collaborates with the faculty principal investigators to review budgets and technical proposals for sponsored projects. He has a master's degree in accounting from the University of Maryland, College Park.

⊕ **Matthew Hess** joined the Dean's Office as an events manager. He previously served as program assistant for Community and Global Initiatives. In his new role, Mr. Hess leverages his experience in hospitality management and institutional knowledge to plan, manage and execute signature events in partnership with the dean, her leadership team and the director of alumni relations.

⊕ **Melissa Jacklin** joined the Office of Student Affairs as a student program administrator. She previously served as a program administrator for the Master of Science in Nursing (M.S.N.) program. In her new role, she supports the director of student services with the day-to-day management of student engagement events and academic support.

⊕ **Christina Johnson** has joined GW Nursing full time as a program associate for the Clinical Placement team. She continues to support the Bachelor of Science in Nursing (B.S.N.) program and assist with graduate clinical placements.

⊕ **Cyndi Kelley** is now a simulation operations associate with the school's Simulation Learning and Innovation Center. She transitioned from her previous role as a coordinator for the Acute and Chronic Care Community.

⊕ **Doohee Kim** joined GW Nursing as a coordinator for the Acute and Chronic Care Community. She has a master's degree in English education as well as a teaching certificate. Her experience includes teaching at elementary schools in Korea as well as working in e-learning at the university level in the United States.

⊕ **Philippa Moore** joined GW Nursing as its new director of development. She has worked in a range of alumni and development positions, most recently as the executive director of the Howard University Medical Alumni Association (HUMAA), where she oversaw all aspects of advancement and fundraising strategy development. While at HUMAA, she increased the organization's endowment by \$3.8 million, increased the scholarship payout to students by \$70,000 annually and added dozens of newly-endowed scholarships, including a \$1 million endowment

that will cover tuition and other expenses for one student every year.

⊕ **Chantal Mosellen** joined GW Nursing as a program associate for the Master of Science in Nursing (M.S.N.) program. She previously worked as an executive coordinator in the GW School of Medicine. She is a graduate of the GW Master's Degree Program in Higher Education Administration.

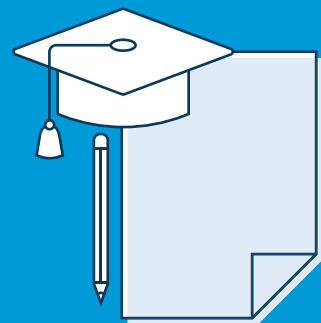
⊕ **David Mossinger** was promoted to instructional technologist II. Mr. Mossinger's responsibilities include providing learning technology support to faculty and staff and assisting them in developing technology skills. He also oversees the video studio and recording projects to support online and blended learning efforts. He is a doctoral student in the GW Executive Leadership Program.

⊕ **Jennifer Núñez** joined GW Nursing as the new associate director of enrollment management. In her previous role, she was an academic services specialist for the University of Maryland School of Medicine.

⊕ **Tracey Parris** joined GW Nursing as a program associate for the Bachelor of Science in Nursing (B.S.N.) program. In her previous role, she was a business manager in the Georgetown University Office of the Registrar. She is an experienced business analyst with a history of working in higher education. She has a bachelor's degree in theology with a business minor. She is a candidate for a Master of Professional Studies degree in project management from the Georgetown University School of Continuing Studies.

⊕ **Shari Sliwa** is now a project manager for the Pathways Project, which is funded by the Gordon and Betty Moore Foundation. She has been with GW Nursing since 2010. For the past two years, she supported the work of the GW Health Workforce Institute. Prior to that, she was the program manager for several Health Resources and Services Administration-funded initiatives and supported the GW Nursing Center for Aging, Health and Humanities. She has a master's degree in arts management and previously worked for the Washington Ballet, Ford's Theatre and Traveling Players Ensemble.

ALUMNI NOTES



In the next issue, which will mark our 10th anniversary, we'll be introducing a new feature called **Alumni Notes**. As our alumni base grows, we want to stay in touch.

Please submit any professional or personal milestones to:
sonmarketing@gwu.edu

Include your **full name, graduation year and degree program.**

We can't wait to hear from you!

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