

THE GEORGE WASHINGTON UNIVERSITY

GW NURSING

/ SPRING 2020 ISSUE /



CELEBRATING
A DECADE
OF GROWTH,
EXCELLENCE
AND ACHIEVEMENT



2010

2020



/ CELEBRATING A DECADE OF GROWTH, EXCELLENCE AND ACHIEVEMENT

The George Washington University

PRESIDENT

THOMAS LEBLANC

School of Nursing

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PAMELA JEFFRIES

GWNursing

EDITOR-IN-CHIEF

KENNETH SCHAPPELLE

PHOTOGRAPHY

ERIN JULIUS
REESE RACKETS

CONTRIBUTING WRITERS

ERIN JULIUS
KRISTEN MITCHELL
HALEY STEPP
KEVIN WALKER
MENACHEM WECKER

EDITING

Division of External Relations
KEITH HARRISTON
RACHEL MUIR

DESIGN

Cover Artwork
SIENNA LONG

Feature Artwork
JOHN MCGLASSON

Marketing and Creative Services
SIENNA LONG (DESIGN AND ILLUSTRATION)
JOSH SCHIMMERLING (PROJECT MANAGEMENT)

DEPARTMENTS

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RAISING HIGH AT GW

FEATURE


CELEBRATING A DECADE OF GROWTH,
EXCELLENCE AND ACHIEVEMENT

If the first 10 years of the GW School of Nursing are any indication of what's to come, the next decade is going to be busy for our faculty, staff and students.


A BRIEF HISTORY OF
VETERANS' TIME AT GW

GW Nursing's veterans initiative all started with a grant just six years ago. Since then, the program has grown into a pillar of the school's B.S.N. program.

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1919 Pennsylvania Ave., NW
Suite 500
Washington, DC 20006-5818
Telephone: 202-994-7901
Email: sonmarketing@gwu.edu
Website: nursing.gwu.edu

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FROM PENNSYLVANIA AVE

Celebrating Our Strengths, Honoring Our Accomplishments

In just 10 years since the Board of Trustees approved GW Nursing as the 10th school of the university, we have emerged as a top-ranked, dynamic and innovative school of nursing, one rooted in programs, faculty and staff that predate the school, and known for fostering student success, offering high-quality academic programs and engaging in transformative research.

GW Nursing offers modern and evidence-based programs that prepare nursing graduates at any level—B.S.N., M.S.N., D.N.P. and Ph.D.—to be leaders in academia, policy-making, hospital-based care, and community and global health. Through sustainable growth, excellence in teaching, research and service, and the notable achievements of our outstanding faculty, staff, students and alumni, we have repeatedly landed in the top 10 *U.S. News & World Report* rankings for online graduate nursing programs and in several online M.S.N. and D.N.P. specialties.

Our intentional investment in online learning and instructional technologies has enabled us to deliver exceptional learning experiences for students enrolled in each of our programs. Major and ongoing renovations undertaken in Innovation Hall on the GW Virginia Science and Technology Campus have allowed us to open a student success center as well as multiple state-of-the-art simulation labs. These student-centered learning environments introduce our students—through hands-on practice and real-life scenarios—to the decision-making and critical thinking skills required of today's nurses.

Our well-respected faculty has increased from 17 in 2009 to 76 today. Faculty members contribute to the enhancement of our academic programs while also advancing the state of the science and clinical practice. Through their efforts, we launched many



new programs over the years, including two important NP programs—Psychiatric Mental Health and Acute Care—and in 2019, a Ph.D. program to prepare nurse scientists. GW Nursing also created the Center for Health Policy and Media Engagement, which is designed to promote the nursing voice in health care policymaking through research, education, and public discourse.

Prior to and throughout its first decade, GW Nursing continuously increased student capacity, preparing more students for the workforce at all levels, and providing local, regional and global communities with skilled and compassionate nurses and expert administrative leaders. Since our first graduation in spring 2010, we have awarded 2,651 degrees: 1,324 B.S.N.; 1,083 M.S.N.; 244 D.N.P.; and 179 certificates, and proudly watched our top-notch graduates make meaningful contributions to the field.

Among our outstanding GW Nursing alumni are many who now serve on the front lines of the COVID-19 pandemic. We hear each day of their heroic efforts. They are an F.N.P. leading a health care team in a Santa

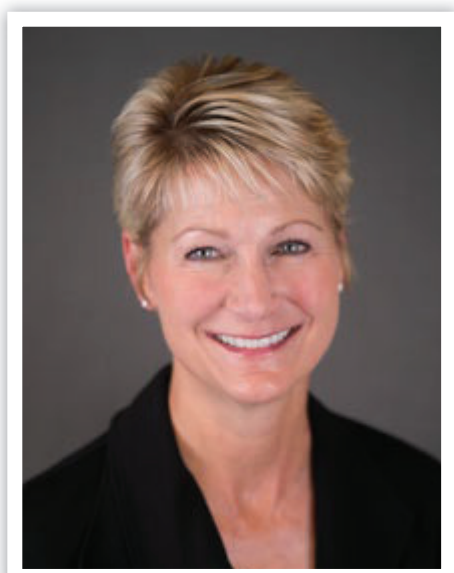
Clara, California, field hospital; a D.N.P. who is the commanding officer of the USNS *Comfort* Medical Treatment Facility; and countless other alumni working tirelessly in ICUs across the country to care for patients and their communities.

As we honor these alumni and celebrate this special anniversary, may we also look forward to the journey ahead. Our experiences over the past decade and before, coupled with the complexity of navigating nursing education and health care delivery during the current crisis, will enable us to not only forge the next decade, but also to fully realize our mission—to prepare leaders and providers to improve the health of all people.

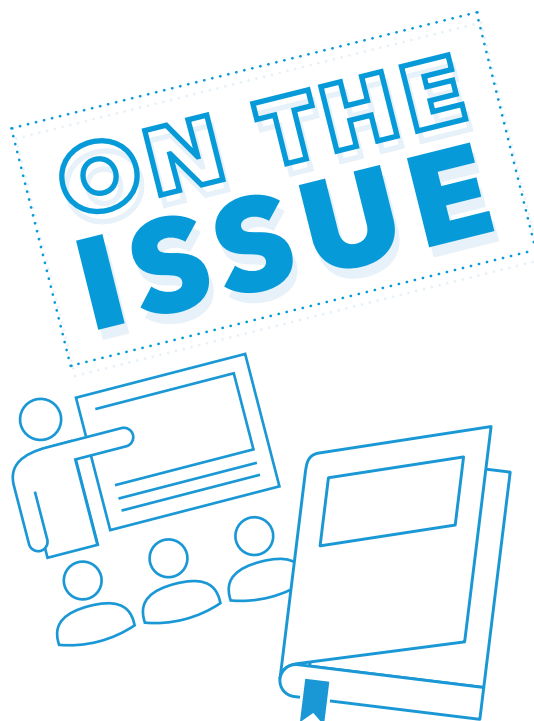
Please join us in this celebration.

A handwritten signature in black ink that reads "Pamela R. Jeffries". The script is fluid and cursive, with a large, stylized 'P' and 'J'.

Pamela R. Jeffries,
Ph.D., RN, FAAN, ANEF, FSSH
Dean | School of Nursing
The George Washington University



Angela McNelis



GW Nursing Launches Office of Educational Research and Innovation

BY ANGELA MCNELIS

To support the GW School of Nursing's mission of preparing nurse leaders and practitioners who improve the health of all people, the school launched the Office for Educational Research and Innovation (OERI) in February.

The new office aims to facilitate the growth of pedagogical researchers and scholars who develop, implement, evaluate and disseminate evidence-based teaching practices that prepare quality nurses. OERI

provides leadership and support to promote nursing education and the advancement of science through research, scholarship, publication and collaboration.

OERI consolidates school, university and public resources in one place for faculty members to further develop their pedagogical knowledge and skills. Under the direction of Angela McNelis, associate dean for scholarship, innovation, and clinical science, OERI provides support for faculty scholarship, including research, creative projects and grant proposal development.

Through individual mentoring and professional seminars, the new office provides faculty with opportunities to learn about innovative educational practices, research design and methods, and evaluation of outcomes. OERI will also provide biostatistical and editorial assistance as projects advance.

The goal is for the school to foster a culture in which faculty members continually strive to become more effective teachers committed to excellence. OERI is committed to creating opportunities for collaborative, interprofessional teams by connecting with peers at GW and communities beyond the campus, and by participating in conversations about teaching and learning informed by national and international higher education developments as well as local issues and priorities. [GW](#)

OERI will seek guidance and direction from an advisory council composed of passionate pedagogical experts. The advisory council members are:

- Linda Briggs, D.N.P., ACNP-BC, FAANP, associate professor, GW School of Nursing
- Catherine Cox, Ph.D., RN, CEN, CNE, CCRN, associate professor, GW School of Nursing
- Patricia Dineen, Ed.D., MDE, director of the university teaching and learning center, GW Libraries and Academic Innovation
- Miro Liwosz, assistant dean of online learning and instructional technology (OLIT), GW School of Nursing
- Gaetano Lotrecchiano, Ph.D., associate dean for innovative and collaborative pedagogy, GW Libraries and Academic Innovation

HEALTH POLICY & MEDIA ENGAGEMENT

GW Nursing Convenes Summit to Address Nurses' Underrepresentation in Media

BY HALEY STEPP

Leaders from 23 national nursing organizations convened on GW's Foggy Bottom campus in December to develop strategies for improving nurses' representation and voice in health news media.

The summit—co-sponsored by the Center for Health Policy and Media; the University of Tennessee, Knoxville College of Nursing; and Sigma Theta Tau International—was a response to findings of the Woodhull Study Revisited that nurses are severely underrepresented in health news media. Organizers designed the summit to help professional nursing organizations increase the visibility of their members in health news media and explore how they might collaborate to expand the nursing profession's visibility to health journalists.

One of the most popular elements of the summit was an opportunity for participants to hear from a panel of leading health journalists, including independent journalist Sonya Collins, Laura Helmuth of the *Washington Post*, Lottie Joiner with the NAACP's *Crisis* magazine and Scott Hensley with NPR's Science Desk.

The panel of journalists drew on their real-world experience to discuss why nurses are rarely consulted as sources. They said nurses infrequently put themselves forward as experts on specific topics with the exception of staffing or union issues. When journalists

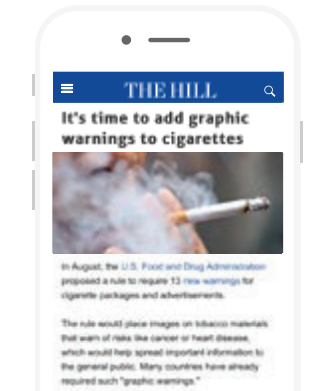
reach out to health systems, the panelists said that institutions do not typically recommend nurses as sources, perhaps in part due to fear that the nurse's response may not be "appropriate." Furthermore, panelists said that many nurses who are actually contacted for a story defer to their supervisors, who tend to be physicians.

Acknowledging the role of journalists in nurses' underrepresentation in media, the panel members said that they are trained to gravitate to expert physicians and tend not to think about reaching out to nurses. Although nurses frequently inform health news stories and provide valuable context, they said these nurses do not often make it into stories as quoted sources.

The panelists said that the results of the Woodhull Study Revisited were eye-opening for them. They encouraged nurses to be proactive about putting themselves forward as experts and encouraged the organizations at the summit to reach out to journalists on Twitter and to pitch stories that focus on the public's health rather than on nursing-specific issues.

The Center for Health Policy and Media Engagement is committed to working with the summit's participants going forward, providing further opportunities for networking and resources to create substantive change for the organizations' media engagement strategies. Nurses have valuable voices, and they deserve to be heard. [GW](#)

In the Media



The Hill

+ Y. TONY YANG HIGHLIGHTED

It's time to add graphic warnings to cigarettes

In August, the U.S. Food and Drug Administration proposed a rule to require 13 new warnings for cigarette packages and advertisements. The rule would place images on tobacco materials that warn of risks such as cancer or heart disease, which would help spread important information to the general public.

Feb. 21, 2020

CNBC

+ MELISSA BATCHELOR HIGHLIGHTED

How to talk with your older parents about the COVID-19 pandemic—and have them actually listen

As most of the world hunkers down to prevent the spread of COVID-19, more attention has turned to the groups of people who have the highest risk of getting seriously ill from the virus, such as people with chronic health conditions and older adults.

March 13, 2020

The Armstrong Williams Show

+ RIC RICCIARDI HIGHLIGHTED

The Silent Killers in Health Care

This 60-minute unique "Your Voice, Your Future" roundtable discussion aimed to foster a conversation about the top 10 causes of death in America.

Nov. 2, 2019 at WJLA24-7/ABC 7 studios





Rep. Lauren Underwood (left) was the featured speaker on a panel that included GW Nursing faculty member Jeanne Murphy (middle) as well as Susan Wood (not pictured) and Darla Bishop (right).

What Happens When You Send a Nurse to Congress?

BY HALEY STEPP

U.S. Rep. Lauren Underwood (D-Ill.) is the youngest African American woman to serve in Congress, co-chair of the Black Maternal Health Caucus (BMHC) and a champion of access to affordable and quality care. And she's a nurse.

The congresswoman spoke at the George Washington University in December, detailing her legislative priorities during a lecture titled “Maternal Health and Disparities: Legislative Policy and Issues.” Citing data from the Centers for Disease Control and Prevention, she said that black women in America suffer disproportionately high rates of the country’s already high maternal mortality, with pregnancy-related mortality rates three to four times higher than white women in America. She affirmed her commitment to elevating the black maternal health crisis in Congress and passing meaningful legislation with the BMHC, which she and Rep. Alma Adams (D-N.C.) co-founded.

“[The BMHC] has already grown to more than 90 members of Congress—Democrats and Republicans—all committed to saving the lives of black moms,” Rep. Underwood said. When asked how she had been able to gather so much bipartisan support in a highly partisan political climate, Rep. Underwood said that having genuine conversations and not making assumptions go a long way to avoiding legislative gridlock.

“Everybody understands the need to be able to have care so that we don’t have women bleeding out in communities without any kind of maternal health care provider within 20 miles to care for them. Unfortunately, in the United States, that’s a reality.”

Rep. Underwood spoke about how maternal mortality and racial disparities are impacted by all social determinants of health, including education, transportation, housing and nutrition. On a panel that included GW Nursing faculty member Jeanne Murphy, she discussed the ways in which policy, in conjunction with public health and health care, can be utilized to combat those disparities and improve maternal health outcomes.

The congresswoman outlined some of the legislation championed by the BMHC, including the Helping Moms Act and what the caucus is calling the “Momnibus.” The Helping Moms Act would expand Medicaid to cover women for a full year postpartum rather than cutting off after two months postpartum, as it does now. Rep. Underwood said the current duration of Medicaid

coverage is insufficient for postpartum care because a quarter of maternal mortalities occur more than six weeks postpartum.

One of the many bills in the “Momnibus,” the Kira Johnson Act, would provide funds to community organizations with solutions by and for women of color—an example of the BMHC’s desire to learn from people who are already on the ground working to unravel systemic racism and improving outcomes for racial minorities.

The Center for Health Policy and Media Engagement is committed to encouraging other nurses to leverage their voices and expertise to make a difference in policy as Rep. Underwood has. The center will follow the progression of Rep. Underwood’s legislative agenda in Congress. As she said, “When you send a nurse to Congress, you get a lot of health legislation.” [GW](#)

The Center for Health Policy and Media Engagement co-sponsored the Edward N. Brandt, Jr. Memorial Lecture in Women’s Health & Health Policy Leadership Series with the Jacobs Institute of Women’s Health and the University of Oklahoma’s Hudson College of Public Health. Follow the Center for Health Policy and Media Engagement on Twitter at @GWPolicy.



Celebrating a decade of growth, excellence and achievement



2010 to 2020



GW NURSING STUDENTS, FACULTY AND STAFF
TOAST THE SCHOOL'S 10TH ANNIVERSARY
DURING A CELEBRATION IN FALL 2019.

STORY BY **ERIN JULIUS**

On a warm evening in Ashburn, Virginia, last September,

Dean Pamela Jeffries led students, faculty and staff in a toast as the school's name was unveiled atop Innovation Hall. Ten years prior, when the GW School of Nursing formed to become the university's 10th school, faculty shared a small cluster of offices in that building. Founding Dean Jean Johnson sensed, though, that someday the building would bear the school's name.

A decade later, it did. While the school's infrastructure growth far exceeded expectations, GW Nursing's impact is best measured in nurses educated and careers advanced.

Dr. Jeffries, Ph.D., RN, FAAN, ANEF, FSSH, believes in leveraging technology to achieve educational mobility and career advancement. Having worked on her own Ph.D. dissertation remotely while living in Indonesia, Dr. Jeffries knows that high-quality education doesn't require a traditional library-and-classroom setup.

Since even before the school's inception, GW Nursing faculty explored how new technologies could make education and career advancement accessible to students throughout the United States.

"We're 10 years old, so we can be nimble," Dr. Jeffries said as she outlined part of what she sees as the future of nursing education. "Someday, students will have augmented reality goggles, and immersive training can happen anytime, anywhere."

SCHOOL'S ROOTS

Jean Johnson, Ph.D., RN, FAAN, in the 1970s was one of Washington, D.C.'s first nurse practitioners and became program director of the NP certificate program in what is now the GW School of Medicine and Health Sciences. That certificate program evolved into a master's program in partnership with George Mason University in the 1980s.

While working as a scholar-in-residence at the Robert Wood Johnson Foundation (RWJF), Dr. Johnson developed a sense of both the 1990s nursing shortage and the national health care landscape. She returned to GW in the early 2000s with a plan to start a nursing program. The first class—six Master of Science in Nursing (M.S.N.) students—started in 2006.

GW had enrolled nursing students before—as part of a program affiliated with GW Hospital prior to the Great Depression. But nursing and nursing education had changed drastically since the beginning of the 20th century, with scientific and technological innovations reshaping the landscape of the health care industry. And in the classroom, faculty is now teaching graduate students online, allowing for educational mobility throughout the world.

A partnership with the United States Navy in the mid-1990s introduced Dr. Johnson to online education. As the senior associate dean for health sciences, she was creating a bachelor's program for Naval corpsmen. "You do understand this has to be available to people on surface vessels and subs," a naval officer told Dr. Johnson.

"The internet was just emerging, but I had faculty members who were risk-takers and wanted to figure out how to use this new technology to advance education," Dr. Johnson said. She recruited Dr. Laurie Posey, Ed.D., to GW Nursing after having worked with her at RWJF, where they launched a program focused on increasing the number of physician assistants, NPs and midwives in rural areas by virtually educating those already living there.

While early efforts were limited and text-based, "I made a commitment to provide education to people despite geography and a commitment to providing education to people in underserved areas," Dr. Johnson said.

"I MADE A COMMITMENT TO PROVIDE EDUCATION TO PEOPLE DESPITE GEOGRAPHY AND A COMMITMENT TO PROVIDING EDUCATION TO PEOPLE IN UNDERSERVED AREAS."

DR. JEAN JOHNSON

Faculty continues this commitment to educating those in underserved areas. Funded by the largest grant in GW Nursing's history, Professor Christine Pintz is overseeing the NP-TECH initiative, an online supplement to NP education that prepares practitioners to consider social determinants of health when treating patients and to use technology in providing high-quality care.

Through various simulations, the NP-TECH initiative provides students some of the experience of working in underserved areas, Dr. Pintz said. [□](#)

GW Nursing's Doctor of Nursing Practice (D.N.P.) started in 2008, and its Bachelor of Science of Nursing (B.S.N.) program followed two years later.

Dr. Johnson and faculty designed the B.S.N. program, which was the school's first in-person offering, with health care simulation in mind.

"Simulation was the only way to go. When you can see and directly observe as a faculty member, you can see the decision-making process students go through. ... Simulation is standardized learning, and you know students 'get' certain things," Dr. Johnson said.

GW Nursing grew quickly: from six students in the health sciences M.S.N. program in 2006 to 188 only four years later when GW Nursing became a separate school. Dr. Johnson attributes the rapid growth to the "commitment and passion" of a faculty and staff who felt it was important to develop strong academic programs and a well-recognized school of nursing.

Dr. Johnson, Professors Emeriti Ellen Dawson and Stephanie Wright and Ronna Halbgewachs became the core group that drove the formation of GW Nursing as a separate school.

Dr. Dawson became the inaugural senior associate dean for academic affairs, with Dr. Wright following in that position.

"Dr. Dawson's expertise in curriculum development and her leadership of the faculty were critical elements in building the framework for a school. She was also an incredible personal support and my go-to person," Dr. Johnson said.

By the end of the decade, enrollment in the M.S.N. program plateaued around 500, with infrastructure and student services staying apace.

B.S.N. enrollment experienced even more dramatic increases, nearly doubling to 109 in 2011, and also reaching a plateau near 500 late in the decade after the addition of a summer enrollment start.

With all three programs growing rapidly in a relatively short period of time, school leaders worked to maintain a high level of quality in the curriculum to ensure students graduated as capable health care providers.

"Student success is our responsibility. How do we help them? We are accountable for the success of every student admitted. We're putting conscientious and meaningful effort into students first," Dr. Jeffries said.

Infrastructure changes reflect this approach. The first floor of that former office building now offers study rooms and open space that regularly fills with students sharing lunch or working between classes.

Other, arguably more impactful changes underscore the success of our students. By 2018, GW Nursing produced more new nurses each year than any other school in the state of Virginia. A majority of those new nurses, 94 percent, stayed in the area after graduation, finding nursing jobs in Washington, D.C., Virginia and Maryland. Among M.S.N. graduates, 61 percent opted to stay in the area after graduation.

SCHOOL ADVANCES NURSING EDUCATION

While producing new practitioners, faculty members are also shaping how nursing education is delivered.

With expertise in both online learning and health care simulation, Dr. Jeffries was a natural successor to Dr. Johnson. "Dean Johnson had built the foundation, and I could see so much potential. I came here because I felt like I could contribute to our profession and build a top school of nursing in the nation's capital," Dr. Jeffries said.



DEAN EMERITA JEAN JOHNSON AND DEAN PAMELA JEFFRIES



Dr. Jeffries took over leadership of GW Nursing in 2015, the same year The NLN Jeffries Simulation Theory was published. This theory helped legitimize simulation education in nursing education, setting forth guidelines that simulation should be collaborative and transparent—the student, simulated patient (if one is used) and faculty should know exactly what’s expected and what the objectives are.

After coming to GW, Dr. Jeffries oversaw several renovations and expansions of the school’s state-of-the-art simulation space, including the addition of the objective structured clinical examination lab. The school infused its entire curriculum with simulation pedagogy—every clinical course has some sort of simulation experience embedded.

In her two-and-a-half years as the school’s simulation director, Crystel Farina, Ph.D.(c), RN, CNE, CHSE, has overseen the growth in infrastructure, both lab space and upgrading 80 percent of simulators from no-fidelity, static manikins to all moderate- and high-fidelity patient simulators.

“But what is not visible is what has been happening on the programming side of simulation. We have implemented an evaluation plan of all the simulation scenarios for the graduate and undergraduate programs,” Ms. Farina said.

Faculty is continuing its own education to better deliver 21st-century nursing education. Many faculty members have taken a debriefing workshop and attended the school’s simulation pedagogy courses offered through the school’s division of Ventures, Initiatives

and Partnerships.

The National Organization for Nurse Practitioner Faculties and GW Nursing hosted Thought Leaders’ Summit on Simulation in NP Education in January 2019, examining existing evidence, discussing the challenges of evaluation and formulating next steps.

“Simulation is not just about manikins. It continues to be about the pedagogy. In the NP world, they need to perform diagnostic reasoning, holistic patient assessments and other advanced practice patient care competencies. Whether you put them in a virtual case or with standardized patients, that’s a proven pedagogy, and students want that. Patients should demand that,” Dr. Jeffries said.

At its 2019 Simulation Conference, the school announced an NP Simulation Consortium, dedicated to creating a collaborative network and professional community of educators dedicated to high-quality simulation NP education, research and practice.

These efforts have paid off. GW Nursing was among 16 nursing programs nationwide to be named a 2018-2022 Center of Excellence in Nursing Education by the National League for Nursing (NLN) in 2018.

NLN’s Center of Excellence designation acknowledges outstanding innovation, commitment and sustainability of excellence.

NLN recognized GW Nursing in the category of “enhancing student learning and professional development” for its enduring commitment to best practices in pedagogy and investment in



GW NURSING

10 Years of Excellence



GW School of Nursing is approved by the GW Faculty Senate and the Board of Trustees as the university’s 10th school.

Jean Johnson is named dean of the new School of Nursing.



2010

2013



Agreement with Virginia community colleges guarantees admission to students who have received an associate’s degree from an accredited nursing program.

EVENT

FACULTY ACHIEVEMENTS

SCHOOL DISTINCTIONS

21st-century technologies.

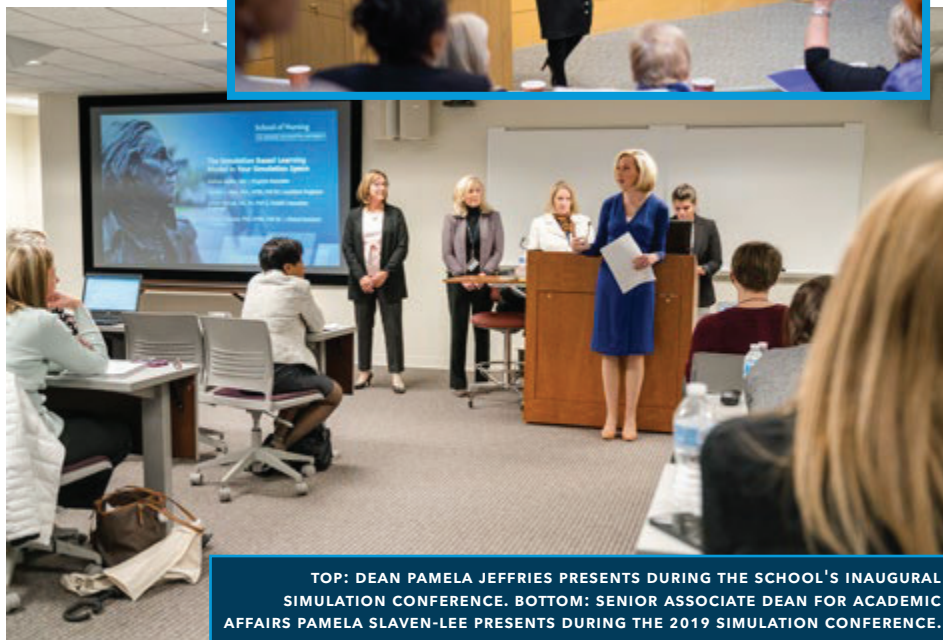
Faculty dedication to improving nursing education extends beyond its simulation expertise.

“People cannot continue to teach the way they were taught,” said Angie McNelis, associate dean for scholarship, innovation, and clinical science. “In nursing, we’ve been doing the same exact thing for 100 years. Our faculty members are pushing the envelope. We are not OK with the status quo. Students want active learning, and they want technology-enabled learning,” said Dr. McNelis, Ph.D., RN, FAAN, ANEF, CNE.

Dr. McNelis’s own leadership and work advance the science by developing evidence to direct transformative changes in education across pre-licensure, graduate and doctoral education.

Majeda El-Banna, Ph.D., RN, CNE, studies students’ perceptions, satisfaction and achievement in a flipped classroom model and strategies for learning in accelerated second-degree B.S.N. programs.

Catherine Cox, Ph.D., RN, CEN, CNE, CCRN, and Gretchen Wiersma, D.N.P., RN, CPN, CNE, assess undergraduate nursing ▶



TOP: DEAN PAMELA JEFFRIES PRESENTS DURING THE SCHOOL'S INAUGURAL SIMULATION CONFERENCE. BOTTOM: SENIOR ASSOCIATE DEAN FOR ACADEMIC AFFAIRS PAMELA SLAVEN-LEE PRESENTS DURING THE 2019 SIMULATION CONFERENCE.



GW Nursing launches veterans initiative funded by a grant from the U.S. Health Resources and Services Administration; awards academic credit for veterans’ prior experience and training to support veterans transitioning to the professional nursing workforce.



Pamela Jeffries is recruited as dean to lead GW Nursing and build upon the foundation set by Dean Johnson and the school’s founding faculty and staff.

2014



Partnership with MedStar Washington Hospital Center offers scholarship benefits and the promise of guaranteed employment upon graduation to GW’s B.S.N. students.

Jean Johnson steps down as the inaugural dean of GW Nursing. ▶



2015



► education with a particular focus on veterans succeeding in nursing school and successfully transitioning into practice.

Karen Kesten, D.N.P., APRN, FAAN, CCNS, CNE, CCRN-K, received a Nursing Outlook Excellence in Education Award in 2019 for Retirements and Succession of Nursing Faculty 2016-2025.

Other faculty members work to improve life for nurses in the workforce and nursing's standing as a profession.

If you're a nurse who's grabbed a nap in a hospital sleep room or switched from 12-hour shifts to eight-hour shifts, then you've likely benefited from the work of Associate Dean for Research Jeanne Geiger-Brown, who found that 12-hour shifts contributed to job dissatisfaction, patient-care errors and drowsy-driving car crashes.

Woodhull Revisited, a study released in 2018, found that nurses remain significantly underrepresented in health care and health policy stories even 20 years after the original Woodhull Study. These findings helped drive a movement among nurses to find their voices and advocate for themselves and their patients. [🐦](#)

[🐦 Found your voice?](#)
Share your advocacy story on
Twitter using [#Woodhull2](#)

SCHOOL GROWS RESEARCH REALM OF INFLUENCE

While improving the profession is an important legacy of GW Nursing, the largest body of its faculty research aims to improve quality of life for different populations.

Ashley Darcy-Mahoney, Ph.D., NNP, FAAN, is a 2017 Josiah Macy Scholar and the 2014 March of Dimes Nurse of the Year. As a researcher, she leveraged technology in creating Talk With Me Baby and its Spanish-language counterpart Háblame Bebé. Research shows that the number of words a baby hears during the first three years of life is the best indicator of success in school and in life. These apps are designed to help parents close the "word gap," and prepare their children for success.

Some of the school's researchers come from other disciplines, including health policy, public health, law and biostatistics. "Different disciplines and views are important to health care research and our teaching," Dr. Jeffries said.

Caring for patients at the other end of their lives, Associate Research Professor Dale Lupu is leading a project that aims to revolutionize the type of end-of-life care available to older kidney-disease patients. Currently in its second phase, funded with \$2.4 million from the Gordon and Betty Moore Foundation, Dr. Lupu's Pathways Project questions whether a quality-improvement approach to spreading supportive-care best practices at dialysis centers and

[🏆](#)
GW Hospital Nursing Scholars initiative established to provide scholarship opportunities to B.S.N. students who want to work in the D.C. metro area. [►](#)



[🚩](#)
GW Nursing launches Center for Health Policy and Media Engagement to advance policy and the health of the public through education, research, media and public forums.

[🏆](#)
GW Nursing hit its peak in rankings:

#29

for Master of Science in Nursing

#26

for Doctor of Nursing Practice

#5

for Online Graduate Programs
U.S. News & World Report

— **2016** — **2017** — **2018** —

[🚩](#)
Move to new offices on Pennsylvania Avenue.

[🏆](#)
GW Nursing certified as a National League of Nursing Center of Excellence.



[🚩](#)
Faculty releases The Woodhull Study Revisited: Nurses' Presentation in Health News Media 20 Years Later, to address continued lack of nurses' voices as sources in news media. [►](#)

affiliated clinics will measurably increase the provision of supportive-care best practices.

Other professors are working to improve the quality of life for different populations.

Professor Tony Yang, ScD, LLM, MPH, is leading a study, funded by the Robert Wood Johnson Foundation Policies for Action program, that examines the impact that state laws enacted or repealed between 1997 and 2017 to preemptively prohibit tobacco control measures have had on public health in the United States.

Dr. Yang, along with a team including Assistant Professors Sherrie Flynt Wallington and Daisy Le, 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 to evaluate and reduce the incidence of liver diseases attributable to the hepatitis B virus, which is responsible for half of the deaths from liver cancer and a third of the deaths from liver cirrhosis.

N. Maritza Dowling, Ph.D., is a biostatistician who employs a longitudinal assessment of cognitive decline in older adults and the application of novel statistical approaches to model the complex interplay between risk and protective factors in Alzheimer's disease-related brain changes and biomarkers for disease prognosis. Her research also aims to optimize cognitive outcome measures for early diagnosis and patient selection in clinical studies of Alzheimer's disease-modifying therapies.

The work of numerous other faculty members improves care for underserved populations, in keeping with the school's vision: Compelled by the belief that all people deserve quality health care, we aspire to be trusted advocates for the advancement of societal well-being in the clinic, community and statehouse.

PREPARING FOR THE FUTURE

Awareness of underserved populations and improving well-being for all is not only an externally focused effort at GW Nursing.

Sandra Davis, Ph.D., DPM, FAANP, CRNP-BC, was the school's first black faculty member when she started working at GW Nursing in 2011. She is now the school's assistant dean for diversity, equity and inclusion, a role originated in 2017.

In its first year, GW Nursing's student population was 67 percent white and only 10 percent male. The student body in 2020 is 48 percent white and 13 percent male, making it more diverse than nursing's national average.

"Diversity is so important for us in nursing because we need to mirror the communities we serve," Dr. Davis said. "Nursing faculties should be diverse to better serve as role models for our underrepresented students."

As role models, faculty members may share similar experiences with underrepresented students and can therefore offer more ▶



GW Nursing faculty wins **\$2.8 million**

Health Resources and Services Administration grant to develop and implement an experiential Technology Enhanced Community Health (NP-TECH) curriculum for the program's scholars.



GW Nursing admits its first cohort of Ph.D. students.



Innovation Hall is named for the School of Nursing.



2019

2020



Major renovations to Innovation Hall are completed, to include additional simulation space and student community areas.



GW Nursing ranked:
#6

for Online Graduate Programs

#33

for Master of Science in Nursing
U.S. News & World Report



TOP: DEAN PAMELA JEFFRIES WORKS WITH STAFF IN THE GW NURSING SIMULATION AND INNOVATION CENTER. BOTTOM: GW NURSING GRADUATE STUDENTS DEBRIEF WITH FACULTY DURING AN ON-CAMPUS EXPERIENCE IN THE GW NURSING SIMULATION AND INNOVATION CENTER IN FEBRUARY 2020.

GW NURSING STUDENT BODY, 10 YEARS LATER:

19%
increase in diverse
student body

2%
increase in
male students

► appropriate support and help. And because nursing is traditionally a profession for women, men are an underrepresented group. “Men bring a very valuable contribution to the field of nursing. Nursing is for everyone,” Dr. Davis said.

With a faculty and student population now growing more reflective of the general population, Dr. Jeffries sees continuous innovation on the school’s horizon. “Our efforts toward preparing a diverse workforce and ensuring health equity for all will continue,” she said.

Technology can also play a part in closing gaps in health care. Nurses will need to understand data as digital health becomes more critical at the point of care. Eventually, nurses will be interacting with

artificial intelligence systems as nurses care for patients, she said.

“We must keep abreast of the changing health care landscape. Data analytics and telehealth are key; nurses must have competency in these areas,” said Dr. Jeffries.

Advancing the profession also plays a part in better serving patients. “Nurses are the largest health care workforce group. As leaders, we monitor workforce needs, note shortages and examine what we can do in nursing education to best fulfill the care needs for our patients, families and communities,” Dr. Jeffries said.

Because nurses make up such a large percentage of the health care workforce, their perspective is an important one. The dean plans to continue GW Nursing’s work toward infusing its curriculum with lessons on health care policy and advocacy, as the Woodhull Revisited study revealed is still so necessary. “Nurses need to have a voice and help shape the policies needed to transform health care and ensure health equity,” she said.

**“NURSES NEED TO HAVE A VOICE AND HELP
SHAPE THE POLICIES NEEDED TO TRANSFORM
HEALTH CARE AND ENSURE HEALTH EQUITY.”**

DR. PAMELA JEFFRIES

In the future, as it has in the past, GW Nursing will use all available tools—whatever those may look like in 2030, 2040 and beyond—in preparing highly qualified health care providers with the knowledge and skills to both care for patients and shape the health care landscape effectively. [GW](#)



GW Nursing's *Distinguished Alumni Awards*

The GW Nursing Distinguished Alumni Award honors alumni who have exemplified the George Washington University tradition of excellence and brought recognition to GW Nursing by their personal accomplishments; professional achievement; humanitarian service; leadership; military service; clinical expertise; and contributions to nursing, health care and society.

This diverse group of outstanding nurses and health care leaders represents all three academic programs for which we have alumni, and was selected in a competitive process by a committee of GW Nursing faculty, staff and alumni.

Congratulations to the inaugural recipients!

Jennifer Cooper

Assistant Professor
Hood College
Department of Nursing
D.N.P. '16, RN, PHNA-
BC, CNE

Janet Lynn Douglass

*Family Nurse
Practitioner*
Lake Monticello Family
Practice
D.N.P. '12, FNP, BC

Barbara Jacobs

*Vice President of
Nursing
and Chief Nursing
Officer*
Anne Arundel Medical
Center
M.S.N. '09, RN-BC,
NEA-BC

Carrie Jeffries

Associate Director
U.S. Department of
Veterans Affairs
Office of Inspector
General
D.N.P. '19, MPH, RN,
ANP-BC,
NEA-BC, FACHE,
AACRN

Simmy King

Nursing Director
Clinical Information
Systems
and Professional
Development
Children's National
Hospital
D.N.P. '10, RN-BC,
NE-BC

Laure Marino

Assistant Professor
West Virginia University
School of Nursing
D.N.P. '16, APRN, FNP-
BC, GNP-BC

Ann Marie Matlock

*Captain, U.S. Public
Health Service
Nursing Service Chief,
Medical Surgical
Specialties*
NIH Clinical Center
D.N.P. '10, RN, NE-BC

Stacia Moreno

Staff Nurse
St. Agnes Hospital
B.S.N. '15, RN

Richard Prior

Associate Professor
University of Cincinnati
College of Nursing
D.N.P. '12, FNP-BC,
FAANP

**Mary Cres
Rodrigazo-
Manansala**

Stroke Coordinator
George Washington
University Hospital
M.S.N. '19, RN, SCRNP

School of Nursing

THE GEORGE WASHINGTON UNIVERSITY

10th anniversary
GW NURSING



A BRIEF HISTORY OF VETERANS' TIME AT GW

— BY —

MENACHEM WECKER



GW colleague recently told Catherine Cox, associate professor of nursing, that one of the students in her lab is among the dozens with prior military experience whom Dr. Cox mentors. The student was confident he could pass the competency in taking blood pressure, and everyone in the class understood why when he said he had been an IDC. What, the colleague wondered, is an IDC?

A retired Navy nurse of more than 30 years, Dr. Cox explained that independent duty corpsmen have advanced training and deploy on ships in lieu of nurses or physicians. “They’re called ‘Doc’ on those ships,” she said.

For Dr. Cox, as well as for many of the students with prior military experience—whether active duty, reservists, National Guard or veterans—the motivation to join the military and to become a nurse may draw from the same desire to serve.

“What’s really neat about being in the military is that you’re a part of something bigger than yourself. When I joined the Navy, the slogan was ‘It’s not a job. It’s an adventure,’” Dr. Cox said. “It is dedicating yourself to public service for the nation. The military students have provided that service to the nation, but they also want to be a nurse and give service to the profession.”

On its 10th anniversary, the GW School of Nursing is a national leader in training nurses with prior military experience, and Dr. Cox and other faculty members said that GW’s commitment to veterans is diversifying the field. The veterans initiative brings in new students with valuable and rare skill sets and is helping the university better understand those who have served and what they can offer.

Students with prior military experience bring a worldly perspective to their studies, and they are used to working under pressure, said Gretchen Wiersma, coordinator of GW Nursing’s veterans initiative and a nurse of 10 years in the U.S. Army. “They don’t stress out about the same things other students do.”

There are other challenges and opportunities for military students. Mary Jeanne Schumann, associate professor of nursing said students who are veterans tend to stay silent rather than speak up, they often want to be told what is necessary to complete an assignment, and the “Yes, sir” and “No, sir” posture requires some recalibrating to produce nurses who challenge others’ thinking. But it’s also a group that supports one another. If someone struggles, others make time for that person on nights or weekends to help get the colleague back on track.

“They leave no one behind,” Dr. Schumann said.

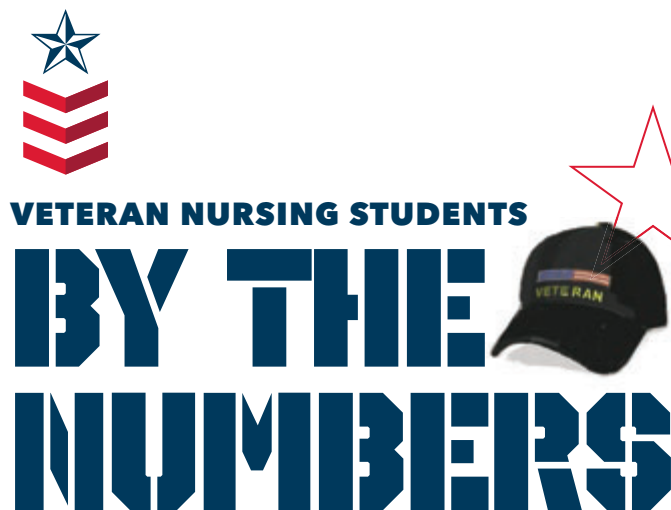
★ IT ALL STARTED WITH A GRANT

When GW Nursing applied for and secured a grant from the Health Resources and Services Administration (HRSA) in 2014, the school launched a suite of support services and initiatives to better help those with military experience succeed in a Bachelor of Science in Nursing (B.S.N.) program and, if students wanted, to subsequently

“What’s really neat about being in the military is that you’re a part of something bigger than yourself. When I joined the Navy, the slogan was ‘It’s not a job. It’s an adventure,’” Dr. Cox said. “It is dedicating yourself to public service for the nation. The military students have provided that service to the nation, but they also want to be a nurse and give service to the profession.”



CATHERINE COX, Ph.D., RN, CEN, CNE, CCRN
ASSOCIATE PROFESSOR



VETERAN NURSING STUDENTS BY THE NUMBERS

#3 Online Master's in
Nursing Program
for Veterans
U.S. News and World Report

150+

veterans have gone
through the GW
nursing program

1 in 5

proportion of expected
incoming first-year GW
nursing students from
the military

11% of U.S. nurses
are male

23%

GW Nursing student
veteran population is male

2.7%

increase of male U.S.
students from 1970

▶ transition successfully to a civilian career and life.

Dr. Schumann served as principal investigator on the initial HRSA grant-funded program. The grant stretched to fund four-and-a-half years of services, even though it was initially billed to fund three, due to HRSA recognizing that it takes time to succeed when appealing to veterans who need to take prerequisites, and apply to complete a program of study.

"[Former] Dean Jean Johnson and I had already decided that whether we got the funding from HRSA or not, we were going to move forward with the accelerated B.S.N. program to really promote veterans coming into nursing," Dr. Schumann said.

GW was successful, and the more than 150 student veterans it has attracted since represent a larger cohort than those at other colleges receiving similar HRSA grants. That's because GW Nursing marshalled resources and personnel on a school- and university-wide level to help eliminate barriers for the students and to help them succeed, Dr. Schumann said.

First, GW created a "public face" for the program, so applicants could contact an admissions staff member who was well versed in the complexities of applying from the military. "They had a button to push and a person they could reach out to for expert advice," Dr. Schumann said.

Students must have 60 prior credits—including prerequisites in areas such as anatomy and physiology, microbiology, nutrition and statistics—to enter the accelerated B.S.N. program. GW Nursing helps applicants with military experience by counting their training and coursework toward prerequisite fulfillment, so not all veterans entering the program were IDC or even have prior nursing experience.

Many applicants were corpsmen or licensed practical nurses and may have taken anatomy and physiology as part of their training. GW considers advice from institutions like the American Council on Education when it looks at applicant transcripts and determines what meets prerequisite requirements. "For many students, this is a huge benefit, because it's at a cost for them in time and money to retake something they already took and have been practicing," Dr. Wiersma said.

Buy-in from the dean and the rest of the university leadership is key, said Dr. Cox, who heard from a colleague at a different institution, where a dean stopped committing to a program for military students. The colleague saw an exodus of those students from the school as a result.

The students, whom Dr. Cox calls "military nursing students," bring a unique skill set to the nursing classroom. "They tend to be a little bit older, a little bit more experienced. They usually have a global view," she said. "They're mature, have a strong work ethic and are very disciplined. They bring life experiences to the classroom." They're also used to working on teams, she said.

Even after the HRSA grant, the school's commitment to continuing to encourage and support military students is helping diversify a profession in which just over 11 percent of nurses are men, per recent census data. That's up from 2.7 percent in 1970, per other official data. According to recent data gathered by GW Nursing, 23 percent of the B.S.N. student veteran population is male.

"You want to educate and promote the diversity of the student



FACULTY WHO WORK CLOSELY WITH THE VETERAN B.S.N. STUDENTS POINT OUT THAT THEY BUILD A TIGHT-KNIT COMMUNITY OF SUPPORT FOR ONE ANOTHER.

body, so that when they graduate, they reflect the population for which we're caring," Dr. Cox said.

One student told Dr. Cox that he had started college 10 years ago but had dropped out because no one was looking out for military students, nor did anyone at that school understand VA benefits. By making the admissions process easier for veteran applicants and establishing dedicated support services for them, GW Nursing has proven its commitment to supporting veterans.

"I think that's why our numbers and our applications have grown from military students," Dr. Cox said. "Because the word is out." Indeed, military nursing students are slated to represent about one-fifth of the incoming first-year class in the fall and spring semesters, she said.

★ WHAT'S NEXT?

The school has also established partnerships that provide educational opportunities in veterans' health care and promise to improve health outcomes. Kathleen Griffith, associate professor of nursing and assistant dean for the school's Ph.D. program, spends 30 percent

"Students with prior military experience bring a worldly perspective to their studies, and they are used to working under pressure."

Dr. Gretchen Wiersma
COORDINATOR, GW NURSING'S
VETERANS INITIATIVE

of her time conducting research at the Maryland Veterans Administration Health Care Center in Baltimore. Her grants include exercise-focused research studies for cancer survivors who have chronic pain. Among the research she and her team are implementing is a progressive exercise intervention using aerobic, strength and balance training to help transition veterans to exercise at home.

The Baltimore VA is also home to a geriatric nurse practitioner residency program, which has partnered with GW Nursing. Recent graduates of GW's family nurse practitioner and adult-gerontological nurse practitioner programs receive preferential consideration for a one-year geriatric nurse practitioner residency. Veteran graduates are especially encouraged to apply, and graduates of the residency program are well prepared to provide specialized care to aging veteran populations.

Dr. Wiersma said the school is ideally situated to be a leader in sharing what it has learned about veterans and health care work with nurses in the larger community.

"It's very rewarding to know that our program is doing so well even after the grant ended. We have figured out how to keep going and ensure the students' success," she said. [GW](#)

RESEARCH & SCHOLARSHIP



New Grant-Funded Program Expands Access to Health Care

BY ERIN JULIUS

To Michael Fanelli, emerging technologies are tools that can preserve human dignity by providing safe and effective health care for all.

Mr. Fanelli is one of 13 graduate students in the first cohort of the Nurse Practitioner Technology Enhanced Community Health initiative (NP-TECH). Offered by GW Nursing and funded by a four-year \$2.76 million Health Resources and Services Administration grant, this initiative supplements the education of students already enrolled in the school's primary care nurse practitioner (NP) program option.

NP-TECH educates students on social determinants of health and population-based care and on how to use telehealth capabilities to facilitate patient engagement and monitoring. With these skills, NPs will be better able to provide high-quality care to patients in underserved communities who might have chronic health issues or lack

access to care.

Some health care providers are already applying technology in new ways, but those services tend to benefit patients who already have access to high-quality health care. For example, some concierge practices offer virtual appointments in which a provider evaluates patients remotely.

"This is great for busy professionals with the economic resources to afford a computer and internet access, but what about the urban and rural poor?" said Mr. Fanelli, highlighting one of the barriers NP-TECH students discuss and prepare to address in their practice.

Professor Christine Pintz, who leads the faculty team involved with the NP-TECH initiative, said this is the latest in a series of HRSA grants in which she focused on increasing the ability of NP students to work with underserved populations once they graduate. One project brought in underrepresented minorities to graduate education, and another looked at interprofessional teams managing patients with multiple chronic illnesses, focusing on patient engagement and underserved populations.

"This grant is continuing that work, where we're focusing on urban and rural populations and using technologies to help patients improve their health," said Dr. Pintz.

The curriculum was created by an interprofessional team, including Laurie Posey, Sandra Davis, Tony Yang and Sherrie Wallington from GW Nursing; Neal Sikka from the GW Medical Faculty Associates; and Karen Lewis from the GW School of Medicine and Health Sciences.

The team created scenarios and case studies involving standardized patients who act out scenarios involving underserved populations. One scenario involved a patient

from an urban area who had just received a cancer diagnosis, and another scenario had a homeless patient from a rural area who presented to a free clinic with a variety of health problems.

These simulations are a key part of the students' learning, Dr. Pintz said. "They might not encounter these situations in clinical experience while they're in school, but they need to be prepared for it."

Alexa Sequeira, a nurse with a background in emergency care, said the NP-TECH curriculum changed her thinking about health care access, infection control and primary prevention of chronic disease.

"Most, if not all, patients I've seen across all settings have access to a cellphone or tablet but do not always have access to costly transportation to seek medical help," she said.

"I see telehealth being pivotal for those seeking urgent care but who do not necessarily have an emergent condition or complaint. Urgent care telehealth for things like psychiatric, dermatologic and various other conditions could be easily diagnosed and treated while the patient is in the comfort of their own home," Ms. Sequeira said.

The first cohort of NP-TECH-prepared nurse practitioner graduates in May and later this summer. But they won't be on their own, because the NP-TECH grant also provides funding for transition-to-practice support.

Mr. Fanelli is already planning to make an impact. "This type of creative, forward thinking is going to take the commitment and dedication of not only the providers, but also the people trained to teach them and the vendors providing the hardware."

He also knows that innovation can be costly. "As telehealth providers, we will need to demonstrate effectiveness through thoughtful study in order to get payers and insurance companies on board," he said. [GW](#)

Local and Global Presentations

August 2019 - February 2020



Huntington Beach, California

Associate Research Professor **DALE LUPU** and G. Harbert presented "Expanding the Menu Choices: Person-Centered Care for Seriously Ill Patients on Dialysis" at the 2019 National Renal Administrators Association Conference in October 2019.

Pasadena, California

Associate Professor **KAREN DRENKARD** presented "Show Me the Money: The Return on Investment for Professional Development in Action" at the Kaiser Permanente Southern California Nurse Educators Conference in November 2019.

San Francisco, California

Associate Professor **KAREN DRENKARD** presented "Caring Science Health Care Organization Accreditation Standards: Become an Accredited Caring Science Organization" at the Watson Caring Science Consortium in October 2019.

Assistant Professor **DAISY LE** presented her poster, "You Can't Escape Tobacco; You Have to Change Your Environment: Perceived Barriers to and Recommendations for Cessation Among Polytobacco Using Urban Young Adults in Baltimore, Maryland," at the 12th AACR Conference on the Science of Cancer Health Disparities in September 2019.

Hartford, Connecticut

Associate Professor **KAREN DRENKARD** presented "Creating a Culture of Patient and Family Engagement" at Central Connecticut State University in October 2019.

Newark, Delaware

Professor **RICHARD RICCIARDI** gave the keynote address, "Driving Change: Rethinking the APRN's Role in Reshaping Healthcare," at the Tristate Consortium meeting at the University of Delaware in October 2019.

Miami, Florida

M. Baralt, Assistant Professor **ASHLEY DARCY-MAHONEY**, A. Thota, C. Myland, V. Dargam, L. Rincon, V. Leon and R. Jung presented "Bilingualism Enhances Preterm-born Children's Executive Function: An fNIRS Study"

at the 5th Annual Florida Psycholinguistics Meeting at the University of Miami in October 2019.

Orlando, Florida

S. Taft, Associate Professor **KAREN KESTEN** and Associate Professor **MAJEDA EL-BANNA** presented "One Size Does Not Fit All: Structuring High Quality Learning Experiences: Differentiating Class Enrollment Sizes in Online Nursing Courses" at the Association of Colleges of Nursing Faculty Development Conference in November 2019.

Chicago, Illinois

Assistant Professor **SHERRIE WALLINGTON** presented "HPV and Cervivor Cancer" at Cervivor School 2019: Survivor Advocacy Training in September 2019.

Downers Grove, Illinois

Assistant Professor **RHONDA SCHWINDT** presented "Top Ten Things You Need to Know About Gender Affirmative Care" at the Annual Midwestern University Health Sciences Conference in December 2019.

Baltimore, Maryland

V.L. Strockbine, E. Gehrie, Assistant Professor **QIUPING (PEARL) ZHOU** and C. Guzzetta presented a poster, "Reducing Unnecessary Phlebotomy Testing Using a Clinical Decision Support System," at the Architecture of High Value Health Care National Conference in November 2019.

National Harbor, Maryland

Associate Professor **CATHERINE COX**, Assistant Professor Gretchen Wiersma and Mary Pearce presented on a panel at the NLN Education Summit in September 2019. Their panel discussion was titled "Creating a Culture of Success: Transitioning Military Bachelor of Science in Nursing Students to the Civilian Classroom and Beyond."

Associate Professor **SANDRA DAVIS** presented "Understanding Implicit Bias" at the 2019 National League for Nursing Education Summit in September 2019.

Clinical Assistant Professor **NADINE MARCHI**, Clinical Education Instructor

JACKIE WAVELET and Associate Professor **SANDRA DAVIS** presented "Developing Patient Safety Teamwork to Address Lateral Violence Using Clifton Strengths Finder Tool and Cognitive Rehearsal" at the 2019 National League for Nursing Education Summit in September 2019.

Assistant Professor **KAREN DAWN** presented "A Nurse-led Community Partnership Initiative to Identify and Reduce Hypertension in the Mukono District, Uganda" at the Biannual Sigma Theta Tau Convention in November 2019.

Clinical Education Instructor **CRYSTEL FARINA** and T. Schneidereith made a podium presentation titled "Ways to Maximize Simulations: Outsourcing" at the Sigma Biennial Convention in November 2019.

Associate Professor **MAJEDA EL-BANNA**, M. Whitlow and Clinical Science Professor **ANGELA MCNELIS** presented "Connecting Pharmacology Concepts through Team Based Collaborative Learning" at the Sigma Biennial Convention in November 2019.

Professor **JOYCE PULCINI**, Assistant Professor **CAROL LANG**, Assistant Professor **KAREN DAWN**, Associate Professor **MAYRI LESLIE**, Associate Professor **SANDRA DAVIS** and Associate Professor **ARLENE PERICAK** presented "Becoming a Community-Engaged Department in an Academic University" at the Sigma Biennial Convention in November 2019.

Professor **RICHARD RICCIARDI** gave the keynote address, "Presidential Call to Action: Infuse Joy," at the Sigma Biennial Convention in November 2019.

Assistant Professor **QIUPING (PEARL) ZHOU**, Associate Professor **KATHLEEN GRIFFITH** and Assistant Professor **SHERRIE WALLINGTON** gave a podium presentation titled "Body Weight and General Health among Female Breast Cancer Survivors" at the Sigma Biennial Convention in November 2019.

M. Whitlow, Associate Professor **MAJEDA EL-BANNA** and Clinical Science Professor **ANGELA MCNELIS** presented "Active Engagement in the Classroom: Using Team-Based Learning (TBL) to Improve Student Learning of Pharmacology" at the 2019 National League of Nursing Education Summit in September 2019.

Minneapolis, Minnesota

Assistant Professor **SHERRIE WALLINGTON** presented "The Wicked Problem of Health Disparities" at the Human Rights Forum at Augsburg University in October 2019.

Columbia, Missouri

Associate Professor **KAREN DRENKARD** presented "Every Nurse Is a Leader" at the University of Missouri Nursing Symposium in November 2019.

Las Vegas, Nevada

Visiting Professor **JOYCE KNESTRICK** and C. Edwards-Tuttle gave a podium presentation titled "Ethics for Leaders in Healthcare" at the American Association of Nurse Practitioners Fall Conference in October 2019.

Visiting Professor **JOYCE KNESTRICK** and V. Wilbur gave a podium presentation titled "Interdisciplinary Care Conference from a Primary Care Perspective" at the American Association of Nurse Practitioners Fall Conference in October 2019.

Wayne, New Jersey

Professor **RICHARD RICCIARDI** presented "The Role and Value of Professional Organizations in Lifelong Professional Development" during the Iota Alpha Chapter Chartering at William Paterson University in October 2019.

Brooklyn, New York

Professor **RICHARD RICCIARDI** presented at the Omega Nu Chapter Chartering at Long Island University. Sigma Theta Tau International Honor Society of Nursing: Supporting the Work of Nurses in October 2019.

New York City, New York

Dean **PAMELA JEFFRIES** served as a panelist in the session "Simulation in an Academic Setting" at the Columbia Innovation Summit in October 2019.

Charlotte, North Carolina

Assistant Professor **SHERRIE WALLINGTON** and T. Felder presented "Cervical Screening and Prevention. Session: Black Women,

Cervical Cancer and What You Need to Know" at the Sixth Annual Healthy Churches 2020 National Conference in November 2019.

Philadelphia, Pennsylvania

Professor **Y. TONY YANG** gave a podium presentation titled "Empirical Evidence of Nonmedical Exemptions' Contagiousness" at the American Public Health Association's Annual Meeting and Expo in November 2019.

Nashville, Tennessee

Professor **RICHARD RICCIARDI** presented "Value-based Care in Ambulatory Setting" at the Nurse-Led Care Conference in October 2019.

Austin, Texas

Assistant Professor **N. MARITZA DOWLING** et al. presented "Measuring Literacy of Dementia Prevention and Treatment Among Older LGBT Adults" at the 2019 Gerontological Society of America Annual Scientific Meeting in November 2019.

Georgetown, Texas

Associate Professor **MELISSA BATCHELOR** presented three breakout sessions at the 2019 Quality in Long-Term Care Conference in August 2019. The title of the sessions was "Supporting Nutritional Outcomes in Dementia through the Interdisciplinary Team" and aimed to teach caregivers handfeeding strategies for improving meal intake in older adults with dementia.

Williamsburg, Virginia

Clinical Education Instructor **CRYSTEL FARINA** made a podium presentation titled "Concept-Based Debriefing: Making Connections" at the Virginia State Simulation Alliance Conference in July 2019.

Jeddah, Saudi Arabia

Professor **RICHARD RICCIARDI** presented "Development, Integration and Implementation of the Advanced Practice Nurse in the Kingdom of Saudi Arabia" as part of a panel presentation at King Faisal Specialist Hospital and Research Center in November 2019.

Washington, D.C.

Assistant Professor **ASHLEY DARCY-MAHONEY**, M. Baralt, A. Thota, C. Myland, V. Dargam, L. Rincon, V. Leon and R. Jung presented their poster, "The Neural Recruitment of Executive Function in Monolingual versus Bilingual Preterm-Born Children: An fNIRS Study," in October 2019 at the Council on Advancement in Nursing Science Advanced Methods Conference: The Expanding Science of Sensor Technology in Research.

M. Faunda, E. Austin and Assistant Professor **ASHLEY DARCY-MAHONEY** presented a poster titled "Enhancing Early Literacy & Language Coaching with Nurse Family Partnership" in October 2019 at the Council on Advancement in Nursing Science Advanced Methods Conference: The Expanding Science of Sensor Technology in Research.

Associate Professor **SANDRA DAVIS** presented "The Social Determinants of a Heart-Healthy Community: A Participatory Action Research Project" in October 2019 to the American Academy of Nursing Transforming Health, Driving Policy Conference.

Associate Professor **MAJEDA EL-BANNA**, M. Whitlow and Clinical Science Professor **ANGELA MCNELIS** presented "Team-Based Learning: A Strategy to Foster Active Learning

and Improve Exam Scores" at the 2019 George Washington University Teaching Day in September 2019.

Associate Professor **KAREN KESTEN** and Associate Professor **MAJEDA EL-BANNA** presented "Current Best Evidence about Nurse Practitioner Residency/Fellowship Programs" at the 12th National Doctors of Nursing Practice Conference in August 2019.

Associate Professor **KATHLEEN GRIFFITH** and K. Crandall presented "Responsible Conduct of Research Monthly Series: Collaborative Research" to the George Washington University Office of the Vice President for Research in December 2019.

Associate Professor **ELLEN KURTZMAN** gave a podium presentation titled "Transforming Health, Driving Policy: Confessions of an RWJF Health Policy Fellow" at the American Academy of Nursing's Transforming Health, Driving Policy Conference on the Quality Expert Panel in October 2019.

Assistant Professor **CAROL LANG** and Assistant Professor **JEANNE MURPHY** gave a podium presentation titled "International Community Engagement as a Construct for Teaching Social Determinants of Health" at the 14th International Family Nursing Conference in August 2019.

Professor **RICHARD RICCIARDI** presented

"Opportunity Awaits: Are We Ready to Be Disruptive Innovators in Healthcare?" at the DNP National 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.

Professor **RICHARD RICCIARDI** presented "Evaluating New and Established Strategies for Implementing Large-Scale, System Level Interventions" at the 12th Annual Conference on the Science of Dissemination and Implementation in Health in December 2019.

On the Web

C. Pitts, M.N. Begley, D. Padden and Visiting Professor **JOYCE KNESTRICK** presented a webinar titled "A Relationship and Communication Checklist for Faculty and Preceptor to Enhance the Nurse Practitioner Student Clinical Experience" to the National Organization of Nurse Practitioner Faculties in 2019.

Professor **RICHARD RICCIARDI** presented a cost-benefit analysis in a webinar presentation for the Duke-Johnson & Johnson Nurse Leadership Fellows in September 2019.

Grants and Funding

⊕ Associate Professor **MELISSA BATCHELOR** received funding from University Seminars Funding Program 2019-2020 for "Towards Age-Friendly: Improving Lives for All."

⊕ Assistant Professor **ASHLEY DARCY-MAHONEY** served as a visiting professor in spring 2019 at the School of Health Sciences at Swinburne University of Technology in Melbourne, Australia. She also received several funding awards: from the NIH National Library of Medicine for "Hablame Bebe: Improving Health Information Access for Low-Income Hispanic Children's Early Language Environments"; from the Robert Wood Johnson Foundation for "Social

Mission and the Culture of Health: Nursing Schools Educating for Health Equity"; and from the NIH National Center for Advancing Translational Sciences for "Early Detection of Autism with Automated Social Cognition & Imitation Screener (AScIS)."

⊕ Associate Professor **SANDRA DAVIS**, Clinical Assistant Professor **ANNE-MARIE O'BRIEN**, Assistant Professor **ADRIANA GLENN**, S. Lambert and L. Kajikawa were awarded funding from the University Seminars Funding Program 2019-2020 for "The Power of Music to Heal, Inspire and Unite."

⊕ Assistant Professor **DAISY LE** received a 2019 GW Cancer Center Intra-Program Pilot Cancer Grant for her work on "Promoting

HPV Self-Sampling Test Kits to Increase Cervical Cancer Screening among Women Living with HIV."

⊕ Professor **TONY YANG** was awarded funding by the George Washington Cancer Center for "A Secondary Analysis of State Cancer Registries to Understand the Epidemiology of Liver Cancer in the Washington D.C. Area."

Faculty Publications

August 2019 - February 2020



C

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COMMUNITY & GLOBAL INITIATIVES



Student Brings Home Health Care Lessons from Slovenia

BY ASHLEY EL-ZEIN (B.S.N. STUDENT)

Student Featured

In my last semester of nursing school, I took the opportunity of a lifetime to travel to Maribor, Slovenia, for a week to watch universal health care in action and to see firsthand how another country has (successfully!) tackled a widespread public health problem. I was delighted to find a beautiful mixture of old-world European charm and modernity, brimming with hospitality and kindness.

We were received so warmly by the students and faculty of the University of

Maribor. We prepared and presented health education to Slovenian high school students, accompanied Slovenian home health nurses on visits with patients, shadowed nurses in a prevention clinic for cardiac health, and learned about Slovenia's approach to public health policy at the National Institute of Health in the capital city of Ljubljana. The students and nurses were just as eager to teach us about their culture and approach to nursing and patient care as they were to ask us questions and learn about culture and nursing in the U.S.

Working alongside home health nurses in patients' homes gave me a unique perspective on the nurse-patient relationship that I will carry with me into my career. In Slovenia, home health nurses are assigned to families, not just individual patients, so they assume care for everybody in that family should the need arise. They are able to build relationships and, in many cases, become like family themselves. The nurse I accompanied said many of her patients share things about their health with her that they don't even tell their family.

And our visits did not end once the clinical tasks were finished. In a display of Slovenian hospitality, patients and their families had baked goods and refreshments waiting for us, and they insisted on sharing food and conversation. Patients were interested in life in the U.S. and were often so proud that we

had chosen to explore and learn about their country. The nurse I was shadowing remarked that she feels the social aspect of her visit is just as important as the clinical care.

Officials from the Slovenian National Institute of Health detailed for us their comprehensive approach to addressing cardiovascular disease, the leading cause of death in the country. By implementing a robust public health messaging campaign and providing free cardiovascular screening and treatment of all citizens over the age of 30, Slovenia has been able to reduce cardiovascular-related deaths by nearly 70 percent over the past decade.

In the cardiovascular clinic, we saw that nurses had a lot of autonomy in these screenings. Nurses spent up to 45 minutes talking with their patients about risk factors, lifestyle choices and prevention strategies. These conversations took place in an office, rather than on an examination table with the patient sitting vulnerably in a hospital gown, and fostered a very comfortable, trusting dynamic.

If you ever have the opportunity to visit a country and embed yourself in the culture and everyday life, I cannot encourage you enough to take it. This experience will stay with me forever and remind me that there are lessons from every corner of the world that we can use in our own lives and practice. [GW](#)



B.S.N. student Alison Hoffman at the Mac Brownell facility in Purcellville.

Students Immersed in Community Care for the Elderly

BY T. KEVIN WALKER

Undergraduate nursing students are putting lessons learned in the classroom into practice in their community through a partnership between GW Nursing and the Loudoun County Area Agency on Aging.

Pairs of students spend two days a week at the Mac Brownell Adult Day Center in Purcellville and the Leesburg Adult Day Center, providing a vulnerable population with the kind of health education that promotes safety and wellness.

"The health care perspective our students offer could mean anything from making sure the adults stay hydrated to keeping an eye out for fall risks," said Karen Dawn, an assistant professor at GW Nursing who educates students working in community settings.

The centers serve county residents with Alzheimer's, dementia or other conditions that are proven to benefit from a communal environment. Participants take part in

activities—from field trips to music therapy—designed to promote socialization and mental stimulation.

Although the centers are not intended for those who require more intensive nursing care, Virginia Davies, assistant manager at Mac Brownell, said having the students on site has been beneficial for the seniors there.

Students have created games and exercises to promote cognition and developed trainings and materials on topics such as fall prevention and handwashing for center staff and caregivers. "They treat participants with dignity and respect and engage them in conversations, and that can be very life-affirming for our participants," R. Davies said, adding that she is equally impressed with students' soft skills.

One of the students assigned to the Mac Brownell facility is Alison Hoffman, a former Marine intelligence officer. She said her experience as the daughter of parents who are of the same generation as the seniors at the center has come in handy. Ms. Hoffman engages the seniors with the songs her parents sang to her.

"If I start the first line of a song from the 1940s, '50s or '60s, one person will pick up the tune, and then the rest of the participants will all begin to sing along. I've found that using music to connect to the cognitively challenged is one of the easiest ways to communicate," said Ms. Hoffman, who is in the veterans initiative within the Bachelor of Science in Nursing program.

The other student assigned to Mac Brownell is Mamoona Choudry, who was a

physician in her native Pakistan. She came to GW Nursing with the goal of becoming either a family nurse practitioner or a nurse midwife. But her work at the center has led her to rethink her plans.

"I had never thought about working in a community or public health setting, but after this clinical, I have changed my mind. I have experienced firsthand how these community centers are helping clients and their families," Ms. Choudry said. "No matter which specialty I go into, I will make sure to volunteer my time at community centers like this."

Karen Drenkard assumed the role of associate dean of clinical practice and community engagement at GW Nursing with the goal of strengthening existing partnerships and building new ones. These partnerships help students log their required 500 clinical hours, but Dr. Drenkard said they are about much more than meeting requirements.

"We want our nurses to have experience working in the community, not just in hospitals and in research," she said. "The kind of work that is done in community nursing is really at the core of what nursing is."

The scope of the two-year-old partnership has grown to include an annual health fair that is free and open to the public. This year, about 20 nursing students will present on 10 health topics chosen by Loudoun County officials.

"This is really the first time our students get to be the experts," Dr. Dawn said. [GW](#)

AGING, HEALTH & HUMANITIES



Center Director Advocates for Robust Training for Dementia Care Providers

BY HALEY STEPP

Melissa Batchelor, director of the Center for Aging, Health, and Humanities, was invited to give expert testimony in December on a bill that aims to improve the quality of care for dementia patients in the District of Columbia. The bill, the Dementia Training for Direct Care Workers Act of 2019 (B23-0325), is under consideration by the D.C. Council's Committee on Health.

The bill would standardize training of workers across skilled nursing facilities, assisted living residences, adult day care facilities and hospice facilities with regard to care of residents and patients with Alzheimer's disease and related dementias. Doing so would require a standard number of training hours and yearly continuing education requirements for all staff, including but not limited to medical professionals and administrative staff who have contact with patients.

"In my experience of developing and implementing training programs for nursing home staff, dementia skills training is a game changer for staff... It's often the first time staff have ever learned about how dementia impacts a person's ability to communicate verbally, and in the later stages, these residents only have

non-verbal communication and behaviors to communicate their needs," Dr. Batchelor said before the committee in her testimony.

Dr. Batchelor said she favors the bill because "these educational opportunities ultimately improve the quality of care [workers] are able to deliver to residents and improve the quality of life for the care recipient."

This bill and the issue of dementia care training for the long-term care workforce are extremely important because the amount or quality of training related to dementia care that staff receive varies greatly from facility to facility, she said. In long-term care settings, over half of the residents have Alzheimer's disease or a related form of dementia, and the current caregiving workforce does not have adequate training to deliver person-centered dementia care.

Dr. Batchelor drew on her research and expertise to educate policymakers and the public on the importance of training the health care workforce in Alzheimer's care. [GW](#)

As B23-0325 moves through the legislative process, follow the Center for Aging, Health, and Humanities on Twitter (@GWAging) to keep up with its work toward creating age-friendly communities and health systems that foster growth and well-being for people of all ages.

RAISING HIGH

AT GW



OLIT Grows With Online Learning

BY KRISTIN MITCHELL

Miro Liwosz, assistant dean of online learning and instructional technology (OLIT), has assembled a team of experts in their respective fields of instructional design, video production and more. Faculty members come to Mr. Liwosz and his team with a vision for their courses, and they find ways to realize that vision so students can easily understand and learn.

Corresponding with growth in the school's online graduate programs, the OLIT team has expanded to better serve students and faculty. With an emphasis on quality, the department has built new infrastructure and greatly increased its scope of work to include

emerging technology and new infrastructure to improve online offerings.

"In the past, we were only doing instructional design for graduate programs, and that was only for a handful of courses. Now our team focuses on providing support for all programs," Mr. Liwosz said. "Whether they are teaching online or face to face, instructors can now look to common standards and best practices created by our team for posting course materials for students electronically."

When Mr. Liwosz came to GW more than four years ago, the team consisted of three people. Today, a core team of six work on instructional design, eLearning, multimedia production and instructional technology. Experts like Tiffany Moy, an eLearning specialist and former high school teacher, have added valuable skills and new perspectives to the department's work.

Ms. Moy's experience in teaching and technology helps her develop the vision instructors have for their courses. She then communicates that to the team to create new modules and animations. She recently built a module to help faculty identify ways to use Blackboard's discussion board feature more effectively for online learning.

"We're having constant conversations about what is going well in a course and what faculty needs more support with,"

Ms. Moy said. "Then we always frame our professional development offerings around those areas of improvement."

OLIT recently completed renovations on its video production suite to outfit it with state-of-the-art equipment, LED lights and soundproofing for cleaner acoustics. This has enabled the school to grow its video presence. Research on instructional design shows that not only do students learn better by watching and listening, they also enjoy video content more than static text, Mr. Liwosz said.

The team has also focused on adding closed captioning to videos to improve online accessibility, streamlining course evaluations, creating templates and standardizing the online course user experience. This helps students taking multiple courses find all their assignments in the same place, Mr. Liwosz said.

"We always work with the students in mind first. Students should not be focusing on learning the new course structure; they should just be focusing on learning," he said. "We've provided a common look and feel, and we trained the faculty to work with us to ensure that universal design is visible throughout the whole academic offering."

Mr. Liwosz said his department aims to be a resource to the entire GW Nursing community—not just those who take and lead classes online. [GW](https://nursing.gwu.edu)

GW WELCOMES

Faculty

⊕ **Ayomide Okanlawon Bankole**, Ph.D., RN, joined the Acute and Chronic Care Community as a clinical assistant professor. Dr. Bankole is a part of the MedStar Washington Hospital Center Washington Squared initiative. Prior to this role, she practiced as a nurse for more than eight years in an acute care setting.

⊕ **Karen Drenkard**, Ph.D., RN, NEA-BC, FAAN, is an associate professor and the school's inaugural associate dean for clinical practice and community engagement. She leads multiple centers at GW, including the Center for Aging, Health and Humanities; the Center for Health Policy and Media Engagement; and the school's global initiatives.

⊕ **Jennifer Hayes-Klosteridis**, Ph.D., is now a full-time visiting professor. Dr. Hayes-Klosteridis transitioned from her previous role as assistant dean for student affairs.

⊕ **Joyce Knestrick**, Ph.D., FNP-BC, FAANP, is a visiting professor focusing on nurse practitioner education programs. She serves as an advocate for nurse practitioners and advanced practice nursing. Dr. Knestrick has been a family nurse practitioner for more than 25 years and a nurse educator for more than 30 years.

⊕ **Billy Mullins**, D.N.P., RN, NE-BC, is a clinical assistant professor for the B.S.N. program. After beginning his health care career in the Navy, Dr. Mullins worked primarily in teaching hospitals in many different roles, including licensed practice nurse, registered nurse, nurse manager, clinical specialist, nursing director and education coordinator.

⊕ **Cara Padovano**, D.N.P., APRN, is the new assistant dean of the M.S.N. program. Dr. Padovano is an assistant professor and joins the Acute and Chronic Care Community.

⊕ **Anthony (Tony) James Roberson**, Ph.D., PMHNP-BC, RN, FAANP, is a visiting professor focusing on psychiatric mental health courses. Dr. Roberson has more than 17 years of experience in academia, holding appointments as an administrator, educator, researcher and clinician.

Staff

⊕ **Denise Bridges** is now a development assistant. Ms. Bridges transitioned from her previous role as an administrative assistant for the Office of Student Affairs.

⊕ **Christopher Dejean** joined GW Nursing as manager for the clinical placement program. Mr. Dejean previously worked at Boston University School of Medicine as the manager of training programs for the department of dermatology and at Northeastern University as the program manager of clinical operation for the undergraduate nursing program.

⊕ **Morgan Epps** joined the Office of Student Affairs as an academic adviser. She comes from Germanna Community College in Fredericksburg, Maryland, where she also worked as an academic adviser.

⊕ **Craig Kofi Farmer** joined the Office of Student Affairs as an academic adviser. He comes to GW Nursing from the University of Maryland, College Park, with ample experience in student conduct, academic integrity, student success and academic achievement.

⊕ **Chloe Harner** is now an assistant director of admissions. Ms. Harner transitioned from her previous role as an academic adviser.

⊕ **Maureen Harris** joined the Office of Student Affairs as assistant director of admissions. Ms. Harris comes from George Mason University, where she had a demonstrated history of working with nontraditional populations, including adult, transfer and military students.

⊕ **Miro Liwosz** is now the assistant dean of online learning and instructional technology, having previously served as the unit's director.

⊕ **Angie MacIntosh** joined the Office of Student Affairs as an administrative assistant at the Virginia Science and Technology Campus. Her background includes studying radiologic technology in college, working as an X-ray technician and serving in the California Air National Guard.

⊕ **Christine Martin** joined GW Nursing as an administrative assistant for diversity, equity and inclusion. Ms. Martin has worked as an administrative assistant for more than 20 years, most recently at a firm that appraised commercial jet aircraft.

⊕ **Justin Pohl** was promoted to director of strategic initiatives in addition to serving as special assistant to the dean.

⊕ **Jeff Richmond** is the new director of enrollment management. He comes from the University System of Maryland with more than nine years of higher education experience, working in enrollment management, advising, registration, strategic planning, policy and more.



⊕ **Ken Schappelle** joined GW Nursing as the director of marketing and communications. Most recently, he served as director of marketing and communications at the GW School of Business and has more than 12 years of experience working in higher education.

⊕ **Joe Velez** was promoted to executive director of operations.

Awards

⊕ Dean **PAMELA JEFFRIES** received the 2019 Virginia Nurses Foundation Leadership Excellence Award for a Nursing School Dean/Director.

⊕ Professor **DAVID KEEPNEWS** was inducted as a fellow into the National League for Nursing Academy of Nursing Education.

⊕ Associate Professor **KAREN KESTEN** received the 2019 Nursing Outlook Excellence in Education Award from the American Academy of Nursing.

⊕ Visiting Professor **JOYCE KNESTRICK** was inducted as a fellow of the American Academy of Nursing.

⊕ Assistant Professor **DAISY LE** was selected as a 2020 Emerging Scholar by Diverse: Issues in Higher Education.

MARY-MICHAEL BROWN

Innovates at MedStar

BY KRISTIN MITCHELL



As MedStar Health's vice president for nursing practice innovation, Mary-Michael Brown (D.N.P. '11) spends a lot of time thinking about how nurses at the 10 hospitals she oversees in the D.C., Maryland and Virginia metro area can provide the best possible patient care.

Whether determining how to help patients understand their risk for falling or fully adopting a primary nursing care delivery model, Dr. Brown credits her time at GW for giving her the skills needed to sift through new research and determine how to incorporate it into practice.

"The work that we did on translating research into practice, including being able to appraise the quality of published evidence, has been absolutely transformative for me as a doctor of nursing practice professional," she said. "I'm able to look at the evidence and say, on face value, this looks like something that might be beneficial to our patients. But if I appraise it in the systematic way I was

taught in my doctoral program, and there are some significant limitations to this study, we would not want to necessarily actively apply those research findings until we had more information."

Part of Dr. Brown's role as a nursing practice innovator occasionally involves looking beyond the clinical setting for solutions to clinical concerns. For example, she and a group of MedStar's perinatal nurses have been working closely with the MedStar Institute for Innovation to assess whether technology that helps long-haul truckers stay awake on the road would help exhausted new mothers remain awake while holding their newborns.

She has also consistently implemented a logic model for program development and evaluation she was exposed to at GW in her postdoctoral career.

Dr. Brown said she previously explored doctoral programs, but ultimately came to GW because the curriculum would put her

on the path to meeting her personal and professional goals. When she started the D.N.P. program, she said, it felt like entering "a whole new world" where she worked with first-rate faculty who intellectually challenged her and helped her to succeed.

"Faculty made me feel as if there were no limitations on what I could potentially contribute in my career," she said.

Dr. Brown graduated from the university with a desire to give back, and today she serves as chair of the Dean's Advisory Council—a deliberative body that provides direction and guidance to the dean as she charts a course for the school's future. Dr. Brown called the honor a highlight of her career.

"My time at GW certainly expanded my mind and really stimulated me to think in different ways," she said. "Thinking differently is the foundation to an innovative spirit." [GW](#)

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!

Tara Brandner, M.S.N. '16 and D.N.P. '16, was awarded the 2020 American Association of Nurse Practitioners (AANP) Advocate State Award for Excellence - North Dakota for introducing a bill to the state legislature mandating insurance to cover infertility treatment costs. Last year, she also organized the first and only nonprofit in North Dakota for infertility patients, Everlasting Hope. Dr. Brandner was featured on a panel during AANP's health policy conference in Washington, D.C., in March.

Stephanie Durbin, B.S.N. '16, is now a critical care registered nurse and trauma-certified registered nurse. She also received her first nursing instructor appointment in fall 2019 and is now teaching for Central Georgia Technical College.

Ronni Griffin, B.S.N. '14, is a psychiatric mental health nurse practitioner with a private practice in Washington, D.C., working with adults.

Elizabeth Johnson, M.S.N. '17, is the associate chief nursing officer at Sovah Health Martinsville in southern Virginia. She is also assisting in the wound clinic and participating in the hospital's hyperbaric medicine program.

Jordan Schaefer, B.S.N. '19, is currently working as a labor and delivery nurse in Georgia.

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**GW
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**Nurses need our help...
let them see how much we care.**

The current pandemic reminds us that educating and preparing frontline nurses and health care providers is vital to protecting the health of our communities. This public health crisis also exposes the significant nursing shortage in the D.C. Metro region - especially in acute care settings. As GW Nursing aims to recruit, prepare, and graduate more, qualified providers, scholarship funding remains critically important.

Your gift today will provide vital scholarship support to GW Nursing students in the 15-month Accelerated Bachelor of Science in Nursing program - a program that is ever more important today as we race to bolster our health care system with new graduates, ready to make a difference.

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