

FALL/WINTER  
2021-2022

THE FRANCES PAYNE BOLTON  
SCHOOL OF NURSING  
AT CASE WESTERN RESERVE UNIVERSITY

# *fore*FRONT

## Not standing Still

Armed with a \$3.4M grant, an alumna, assistant professor and new fellow of the American Academy of Nursing is on a mission to improve Black Americans' health



# foreFRONT

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#### About Forefront

This publication is produced for the alumni and friends of the Frances Payne Bolton School of Nursing at Case Western Reserve University. The *Forefront* mission is to inform readers about the school's excellence in nursing science, education and practice and how it impacts daily lives.

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#### On the Cover:

Assistant Professor Carolyn Harmon Still received a \$3.4 million grant to discover how technology can help Black patients self-manage high blood pressure. Learn more about her work on p. 18.

Photo by Roger Mastroianni.

## dean's LETTER



### To Alumni and Friends of the Frances Payne Bolton School of Nursing,

Thank you for joining us for another edition of *Forefront* magazine, bringing you the latest news from our beloved school of nursing.

Our nursing programs continue to engage and work with our community partners to give our students early and frequent exposure to a diverse range of clinical settings and patient populations. In our feature story (p. 12), you will meet Melissa Kline, the chief nursing officer for the Cleveland-area MetroHealth System, who is the inaugural holder of the JoAnn Zlotnick Glick Endowed Professorship in Community Health Nursing and a new assistant professor at our school of nursing. Our strong base of clinical partners in Cleveland and the surrounding areas are essential to developing the next generation of nurses and nurse leaders.

This year has been a phenomenal one for Carolyn Harmon Still, an alumna, researcher and assistant professor in our nursing school who was just inducted as a fellow of the American Academy of Nursing. She is also celebrating a new \$3.4 million grant award from the National Institutes of Health (p. 18). Congratulations to her and all of our faculty, students and alumni who are celebrating recent honors and awards (p. 4).

In October, the Frances Payne Bolton School of Nursing Alumni Association hosted a limited in-person celebration at its annual Alumni Awards ceremony recognizing our distinguished winners (p. 22). The event was livestreamed during our primarily virtual homecoming weekend.

Also during our virtual homecoming events, I presented a brief overview of the state of our school. I wanted to highlight, again, the phenomenal work of our faculty, staff and students in this issue (p. 8).

And finally, our school has an exciting milestone coming up in 2023: the centennial celebration of the endowment of our school by Congresswoman Frances Payne Bolton. As we continue our path forward in 2022, I hope you will share your thoughts and ideas with us as we plan our centennial year activities (p. 23).

Thank you all for your continued support, engagement and incredible kindness to our nursing community as we advance the practice and science of nursing.

**Carol M. Musil, PhD, RN (NUR '79; GRS '91, nursing)**

Dean and Edward J. and Louise Mellen Professor  
Frances Payne Bolton School of Nursing  
Case Western Reserve University

## Recognizing recent accomplishments of our faculty, staff and students

honors and awards



Carolyn Harmon Still

**Carolyn Harmon Still, PhD, CNP (GRS '10, nursing; MGT '16)**, assistant professor of nursing, was awarded a National Institutes of Health (NIH)/ National Institute of Nursing Research (NINR) grant for her study, "Optimizing Technology to Improve Medication Adherence and Blood Pressure Control." Learn more on p. 18.



Grant O'Connell

**Grant O'Connell, PhD**, assistant professor of nursing, received an R21 Exploratory/ Developmental research grant award from the NINR/ NIH for his study, "Massively High-

Throughput Profiling of the Circulating Antibody Pool for Identification of Diagnostic Signatures with Utility for Stroke Triage." Find out more about his work on p. 6.



Deniece Jukiewicz

PhD candidate **Deniece Jukiewicz** won two grants this summer for her research studies to help adolescents with Crohn's disease: one from Sigma's Alpha Mu chapter

for her study, "SoS for Teens with Crohn's Disease," as well as an Alumni Research Award from Frances Payne Bolton School of Nursing for her study, "Strategies of Self-Efficacy for Teens with Crohn's Disease."

### Congratulations to the newest AAN fellows

Six members of the Frances Payne Bolton School of Nursing community were inducted as fellows of the American Academy of Nursing (AAN) during the academy's annual Health Policy Conference in October.

The 225 distinguished nurse leaders in the fellowship class of 2021 represent 38 states, the District of Columbia, and 17 countries.

#### Frances Payne Bolton School of Nursing Alumni



Kellie Bryant

**Kellie Bryant, DNP (NUR '07)**, associate professor and assistant dean of clinical affairs and simulation center at Columbia University School of Nursing



Cynthia Danford

**Cynthia Danford, PhD (NUR '84)**, assistant professor at University of Pittsburgh School of Nursing



Carolyn Harmon Still

**Carolyn Harmon Still, PhD, CNP (GRS '10, nursing; MGT '16)**, assistant professor at Frances Payne Bolton School of Nursing

#### Marian K. Shaughnessy Nurse Leadership Academy Fellows



Michelle Acorn

Michelle Acorn, DNP, the Samuel H. and Maria Miller Foundation Executive Leadership Postdoctoral Fellow at Frances Payne Bolton School of Nursing and the International Council of Nurses' chief nurse



Natalia Cineas

Natalia Cineas, DNP, RN, a Coldiron Senior Nurse Executive Fellow for 2021 at Frances Payne Bolton School of Nursing, as well as senior vice president and chief nurse executive at NYC Health+Hospitals



Claire Zangerle

Claire Zangerle, DNP, RN, a Coldiron Senior Nurse Executive Fellow for 2021 at the school of nursing and the chief nurse executive at Allegheny Health Network in Pittsburgh, Pennsylvania.

## Professor earns Fulbright to advance nursing education in Kenya

**Deborah Lindell, DNP (NUR '03)**, the Marvin E. and Ruth Durr Denekas Professor at Frances Payne Bolton School of Nursing, follows one particular piece of advice in her life: "When you see a possible opportunity show up, take it. You never know what might happen." It's that mantra that led her to depart Cleveland in September for an eight-month sojourn to Northwest Kenya as a Fulbright Scholar.

Through her Fulbright research project, "Advancing Nursing Education in Northwest Kenya," Lindell will work with Turkana University College (TUC) and the Turkana Basin Institute (TBI) to help survey nurses about their interest in nursing, and to develop a nursing program curriculum that could develop into an RN to BSN program. She also will teach a public health nursing course.

The Fulbright U.S. Scholar Program, sponsored by the U.S. government since 1946, offers opportunities for U.S. academics, administrators and professionals to teach, research and complete professional projects and attend seminars abroad.

TBI, where Lindell will stay, is an international research facility conducting research and education in paleontology, archeology and geology. TUC is a constituent college of Masinde Muliro University of Science and Technology and the first public university established in Northwest Kenya.

In preparing her research proposal, Lindell gathered information on regional data pertaining to health concerns, workforce supply and differences between regions to justify the needs for the areas in which she'll be working. Lindell noted she has been fortunate to work with these host institutions throughout her Fulbright application process, so the move to implementation of her project has been smooth.

"I had weekly Zoom meetings all last year with the Turkana Basin Institute, and email communication with people at the college," she said. "I am very excited for this opportunity."

International travel and teaching are familiar to Lindell, who has previously taught public health nursing to students in Asia.

"When I taught public health in Vietnam and China, I taught the universal concept—like what is epidemiology and what is a community assessment—but I let them shape it," she said. "What

I teach has to reflect their health systems."

Through her travels as a nursing educator, Lindell said her experiences have helped her better understand how nursing is viewed and practiced in other countries.

"Nursing is in a different place in other countries. I'm learning just as much as they are," she said. "My approach is to be respectful of where their needs are. My goal is to use my knowledge and skills to facilitate them to achieve their goals."

—Elizabeth Lundblad



"My approach is to be respectful of where their needs are. My goal is to use my knowledge and skills to facilitate them to achieve their goals."

## Using machine learning to improve stroke diagnosis

Up to 30% of patients who experience stroke are misdiagnosed at first contact, which can lead to life-threatening delays in care. Now, an interdisciplinary team of researchers at Frances Payne Bolton School of Nursing and MetroHealth Medical Center are using a combination of machine-learning and molecular biology techniques to develop a simple blood test that they hope will help emergency clinicians better—and more quickly—recognize if someone is suffering a stroke.

Through a \$201,250 R21 exploratory/developmental research grant from the National Institutes of Health's National Institute of Nursing Research, Assistant Professor **Grant O'Connell, PhD**, and his team are sampling blood from emergency department patients who are suspected of stroke. Then, they are using machine learning to analyze the levels of over 400,000 immune molecules to identify patterns that can discriminate between patients who ultimately receive a diagnosis of stroke versus those determined to have other illnesses.

Their work is believed to be the first to use machine learning to comprehensively profile bloodborne components of the immune system to search for stroke-specific patterns of changes—a strategy the researchers believe will substantially increase the odds of finding biomarker signatures to improve diagnosis.

The ultimate goal, said O'Connell, director of the nursing school's Biomarker and Basic Sciences Laboratory, is to adapt the findings to develop a rapid, point-of-care triage test that can outperform the often-ineffective, symptom-based stroke recognition scales used in clinical practice today.

Grant O'Connell, PhD



## Assessing health education methods in the era of COVID-19



Matthew Plow

Four years ago, the Patient-Centered Outcomes Research Institute (PCORI) awarded Associate Professor **Matthew Plow, PhD**, \$4.9 million to test digital methods of reducing multiple sclerosis (MS)-related fatigue—one of the most common and disabling symptoms of the disease. Now, amid a pandemic that has significantly altered how

research is done, especially with vulnerable groups, Plow's team earned nearly \$500,000 more to advance their work.

Their original project compares three delivery methods of a fatigue-management course. Each format is also assessed among different groups of people, such as those who live in rural vs. urban environments and racial or ethnic minority groups.

Through the new PCORI funding—a COVID-19-related project enhancement grant—they are focusing on improving the mental health of unpaid caregivers for people with MS, comparing a coaching program offered via video with four sessions over six weeks and a web-only program that caregivers complete on their own.

After the study, Plow's team intends to publish results and make the web-only program available for free.

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### Postdoc opportunities available

Matthew Plow is recruiting postdoctoral nurse scientists to join his I-Well Research team. Learn more at [case.edu/nursing/i-well-research](https://case.edu/nursing/i-well-research).



## Could a good night's sleep help control Type 1 diabetes?

Eight hours a night has long been touted as the optimal amount of sleep to feel rested and restored. Now, a Frances Payne Bolton School of Nursing researcher is studying if this same credo could help better control Type 1 diabetes in young adults.

"We know that sleep is important for all of us, of course, but we believe that this group of young adults is unique for this study," said Assistant Professor **Stephanie Griggs, PhD, RN**, who is leading the research. Sleep, she explained, restores the mind and body, repairs blood vessels and regulates blood sugar—critical for a person with diabetes.



Stephanie Griggs

So through a three-year, \$728,912 grant from the National Institute of Nursing Research, part of the National Institutes of Health, Griggs and colleagues will equip a group of young adults with the chronic, insulin-production-halting, autoimmune disease with several simple—but important—methods to help get restful sleep.

The 48 participants—all now living on their own for the first time and diagnosed with having Type 1 diabetes for at least six months—will take part in "motivational interviewing" to set personal sleep goals, have their sleep patterns monitored for three months, and follow certain recommendations to improve sleep quality, such as sleeping in a cool, dark atmosphere, limiting "blue-light" devices at night and avoiding caffeine late in the day.

"We often focus on diet and exercise for managing diabetes for people of all ages, which is very important, but sleep is a neglected topic," said Griggs, who specializes in the role of sleep and the circadian system in chronic childhood conditions. "When I first began to talk to young people with Type 1 diabetes

about this, many would say 'Nobody has ever asked me about sleep,' and that was eye opening."

Griggs said young adults with Type 1 diabetes achieve blood-sugar targets at the lowest rate and have unique needs to maintain their health.

"They're away from parents or the home they grew up in for the first time; some may no longer have health insurance or high out-of-pocket costs; and some may be struggling with just the weight of a lifelong effort to manage their diabetes," she said. "This is a 24/7 condition that they didn't ask for, and as one of the participants in my research said: 'I have my whole life to have diabetes—but I'm only in college once.'"

### Creating a pathway for critical research

Stephanie Griggs' project is funded through the National Institute for Nursing Research's Pathway to Independence program, which provides support for nurse scientists, especially in areas that "promote and improve the health of individuals, families, and communities."

"This is a highly competitive [National Institutes of Health] award geared toward launching research careers for the most promising early career faculty," said **Ronald L. Hickman Jr., PhD, RN (CWR '00; NUR '02, '06, '13; GRS '08, nursing)**, associate dean for research and the Ruth M. Anderson Professor of Nursing.

Hickman, who is also a collaborator on the project along with **Kingman Strohl, MD**, a sleep expert from Case Western Reserve School of Medicine and University Hospitals, said Griggs is believed to be Frances Payne Bolton School of Nursing's first recipient of this grant.

# STATE OF THE SCHOOL

A look at the statistics\* behind the success of Frances Payne Bolton School of Nursing



## Research Training and Activity

**#28**

National Institutes of Health funding ranking

**\$680K**

NIH funds received

## U.S. News & World Report Rankings

### BEST GRAD SCHOOLS 2022

▪ DEGREE PROGRAMS ▪

**#12** DNP

**#13** MSN

▪ SPECIALTIES ▪

**#5** DNP – Leadership

**#7** MSN – Acute Gerontological Care

**#8** MSN – Mental Health

**#12** MSN – Family Care

**#12** MSN – Primary Gerontological Care

### BEST COLLEGES 2022

▪ DEGREE PROGRAMS ▪

**#10** BSN

the first time *U.S. News* ranked undergraduate nursing programs

\*Data released in 2021, unless otherwise noted.

## Diversity and Representation

All numbers reflect self-reported student responses.

UNDERREPRESENTED MINORITIES (ALL PROGRAMS)	MALE REPRESENTATION (ALL PROGRAMS)
2017 = <b>12%</b>	2017 = <b>15%</b>
2018 = <b>13%</b>	2018 = <b>14%</b>
2019 = <b>14%</b>	2019 = <b>14%</b>
2020 = <b>15%</b>	2020 = <b>14%</b>
2021 = <b>16%</b>	2021 = <b>15%</b>

## Faculty Scholarship

<b>4,457</b> citations of faculty publications	
<b>147</b> publications authored by faculty	<b>46</b> awards or honors earned by faculty
<b>50</b> faculty-led funded research projects	<b>10</b> faculty served on a grant review panel

## Total Program Enrollment 2021

<b>BSN = 412</b>
<b>MN = 55</b>
<b>MSN = 144</b>
<b>DNP = 155</b>
<b>PhD = 32</b>

## Professional Exam Results

### NCLEX PASS RATE (REFLECTS FIRST-TRY RESULTS)

BSN	MN
2017 = <b>95%</b>	2017 = <b>84%</b>
2018 = <b>97%</b>	2018 = <b>89%</b>
2019 = <b>91%</b>	2019 = <b>94%</b>
2020 = <b>95%</b>	2020 = <b>100%</b>
2021 = <b>93%</b>	2021 = <b>100%</b>

### MSN ADVANCED PRACTICE NURSING 2020 PASS RATES

Advanced Practice Nursing certification exam results are officially released in February/March of the following year. These numbers reflect the passage rates of students who sat for the exams in 2020.

<b>100%</b> first try and overall	Nurse Anesthesia
	Women's Health
	Nurse Midwifery
	Adult Gerontology Primary
	Family Systems – Psychiatric Mental Health Nursing
<b>86%</b> first try; <b>100%</b> overall	Family Nurse Practitioner
	Adult Gerontology Acute Care
<b>83%</b> first try; <b>100%</b> overall	Pediatric Primary Care
	Pediatric Acute Care

# Meet the leaders

## Student organization officers develop skills—and build community

**A**t Frances Payne Bolton School of Nursing, students at all levels participate in a variety of professional and academic organizations across the Case Western Reserve University campus. But their professional organizations in particular complement classroom and clinical instruction for students from undergraduate to doctoral levels, providing avenues to develop an understanding of health care policy, hone leadership skills, and collaborate on the future of programming at the school of nursing.

### UNDERGRADUATE STUDENT NURSING ASSOCIATION

The Undergraduate Student Nursing Association (USNA) represents CWRU's largest group of student nurses, with 412 enrolled in the Bachelor of Science in Nursing program in 2021. USNA members collaborate frequently on policy issues affecting the future of nursing. At the 2021 National Student Nurses Association (NSNA) conference, CWRU's USNA chapter presented a resolution urging health care systems to adopt energy-saving practices and guidelines to reduce carbon emissions. NSNA adopted the chapter's resolution and is including it as one of its advocacy points when meeting with national and international professional organizations and special interest groups in the field of healthcare.

#### Usna Executive Board

- President: Megan Rodriguez
- Vice President: Sampada Arora
- Secretary: Jackson Carr
- Treasurer: Michael Dellaripa
- Vice President of Fundraising: Gwendolyn Zhen
- Vice President of Communications: Audrey Palmer
- Vice President of Student Development: Marina DiVasta
- Vice President of Alumni Relations: Alice Jiang
- Marian K. Shaughnessy Nurse Leadership Academy  
Undergraduate Nursing Representative: Nicholas Valenta
- Faculty Advisor: Catherine Mohney, RN



USNA students (pictured here pre-pandemic) also take part in service opportunities across the community.

## GRADUATE STUDENT NURSES ASSOCIATION

The Graduate Student Nurses Association (GSNA) creates opportunities for graduate students to develop responsibility and leadership skills, build loyalty to the school and nursing profession, and increase understanding between themselves and faculty. GSNA represents students in the Master of Nursing (MN), Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) programs.

### GSNA Board Members

- President: Celine Mathijsen Greenwood
- MN Vice President: Anna Tuttle
- MSN Vice President: Kelsie Einhaus
- DNP Vice President: Craig King
- Treasurer: Kelli Elmore
- Faculty Advisor: Carol Kelley, PhD, RN



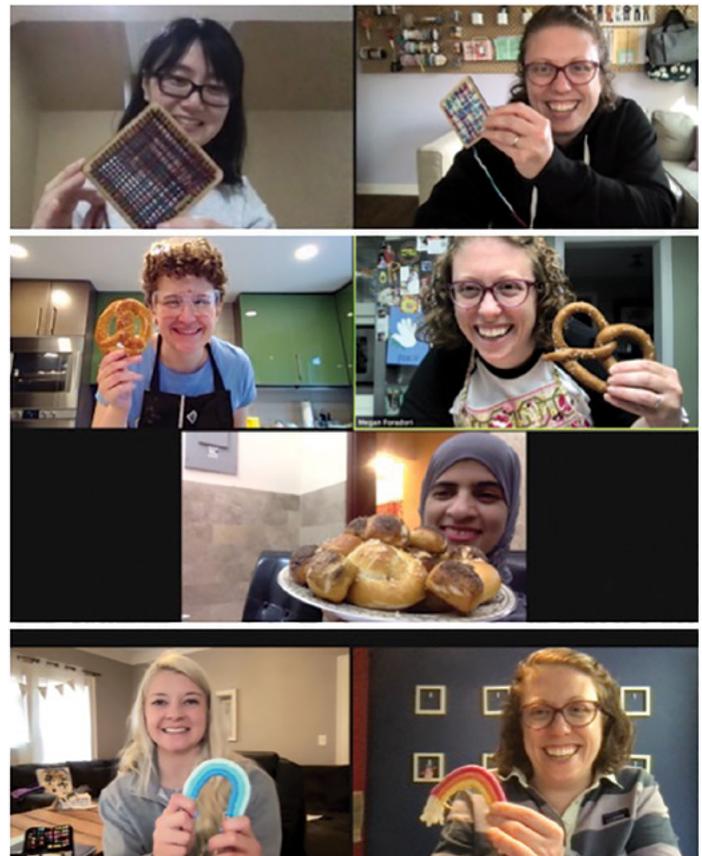
Master's and Doctor of Nursing Practice students work and learn together in the classroom and clinicals—and GSNA helps them connect well beyond.

## PHD STUDENT NURSES ASSOCIATION

The PhD Student Nurses Association (PSNA) supports and promotes the interests of PhD students at the school of nursing. PSNA builds community, facilitates networking, ensures good communication with program faculty and administration, and represents PSNA members' interests on the PhD Council and Graduate Student Council.

### PSNA Executive Officers

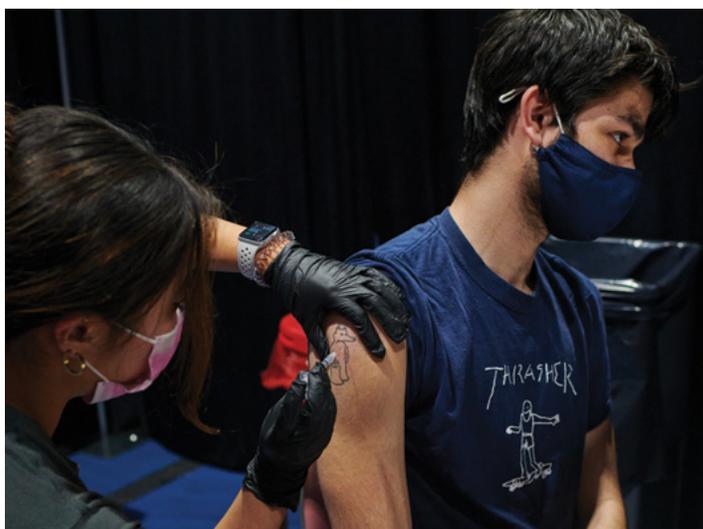
- Chair: Megan Foradori
- Vice Chair: Zeyana Al Ismaili
- Secretary: Papa Niyomart
- Treasurer: Julia Chang
- Professional Development Chair: Sumin Park
- Community Liaison Chair: Nader Al Nomasy



Members of PSNA showed off their do-it-yourself skills in a virtual meeting during the COVID-19 pandemic.

# A commitment to community care





## With focused curricula and an alumna's creation of a \$2 million endowed fund with MetroHealth, the nursing school homes in on community health

BY MARK OPREA

**A**s chief nursing officer of Cleveland's MetroHealth System, **Melissa Kline, DNP, RN**, knows first-hand the power of community health. And amid the COVID-19 pandemic, she and her colleagues realized it was even more critical to meet patients where they are—even at home—to keep them healthy and out of the hospital.

They deployed nurses to shelters, nursing homes and group homes to test residents for COVID-19, Kline explained, and even began offering at-home monitoring for COVID-19 patients who didn't need to be in the hospital, checking in with them up to three times a day.

"We were able to keep hundreds of [COVID-19] patients out of the hospital," said Kline, who is also senior vice president of patient care services at MetroHealth.

This commitment to community health—meeting patients where they live to educate them, advocate for their well-being and, ultimately, prevent hospital stays—is central to nursing education at Case Western Reserve. And it's part of what Kline brings to the university as a new assistant professor at Frances Payne Bolton School of Nursing.

At the core of this focus on community-based health care is a \$2 million endowed fund at MetroHealth from alumna and nurse-turned-philanthropist **JoAnn Glick, RN (NUR '79)**, and her husband, Bob, the former CEO of clothing retailer Dots.

Frances Payne Bolton School of Nursing students volunteered at Case Western Reserve's COVID-19 vaccination clinic, administering shots, helping with event logistics, and educating residents of Cleveland and members of the Case Western Reserve community.

Vaccine clinic photos by Angelo Merendino

Part of a much larger investment in the MetroHealth System to reduce health inequities across Greater Cleveland, the Glicks created the JoAnn Zlotnick Glick Endowed Fund in Community Health Nursing. Managed by MetroHealth, the fund supports an endowed professorship, held by Kline, and other initiatives at Frances Payne Bolton School of Nursing. All involved hope the collaboration between MetroHealth and the nursing school will result in a resounding payoff: more nurses ready to improve the health of their communities.



**“What we’re seeing now is a shift of trying to keep patients out of that acute care side and out of the hospital.”**

*Melissa Kline, DNP, RN,  
the JoAnn Zlotnick Glick Endowed Professor  
of Community Health Nursing*

Philadelphia—she saw firsthand “the inequities of the health care system.”

The problem, Glick said, is that “we have policies that don’t take into account the importance of social determinants of health,” or the conditions and environments in which people are born, live, work, learn and play. Social determinants may include, according to the Centers for Disease Control and Prevention, safe housing, transportation and neighborhoods; racism, discrimination and violence; education, job opportunities and income; access to nutritious foods and physical activity opportunities; polluted air and water; and language and literacy skills.

Community health nursing, Glick explained, plays a critical role in understanding and acknowledging those determinants—and devising solutions to address the inequities they create.

## FUNDING THE FUTURE

The use of the endowment fund, which is still in its planning stages, could crystallize in a number of ways at Frances Payne Bolton School of Nursing, Glick said. She envisions anything from a revised clinic-based practicum, to added guest lecturers, to re-inventing CWRU’s dormant master’s in community health nursing program.

This stronger focus within the school, said Kline, the inaugural JoAnn Zlotnick Glick Endowed Professor of Community Health Nursing at the School of Nursing, is both a response to COVID-19’s additional devastation of already hard-hit populations as well as the advancement of a long-running push to move treatment from being reactive to proactive.

“What we’re seeing now is a shift of trying to keep patients out of that acute care side,” Kline said, “and out of the hospital.”

Throughout Glick’s career in inner-city health care settings—including Mt. Sinai Hospital and University Hospitals in Cleveland and Temple University Hospital in

## STRESSING SOCIAL DETERMINANTS

Although community health has been taught in colleges since the nursing school’s namesake, Ohio Congresswoman Frances Payne Bolton, introduced the U.S. Cadet Nurse Corps training program at the height of World War II, it has often lagged in practice and prominence.

In the decade following the 2008 Great Recession, the country lost nearly 55,000 public health workers. In 2018, a Public Health Leadership Forum declared a \$4.5 billion deficit in community health spending. And that was pre-COVID-19, which upended health care *and* the health of communities.

At the tip of the pandemic’s first wave, a group of leading

scholars from Boston and New York wrote a criticism of the U.S.'s preference for inpatient care nurses, even though there is a desperate need for them outside the hospital, working in their communities. "Yet, despite their critical role," the authors wrote in their 2020 *Public Health Nursing* editorial, "[such] positions have been underfunded, left vacant, eliminated or replaced over the past three decades."

And in its *Future of Nursing Report 2020–2030*, the National Academy of Medicine calls for greater health equity and access to care, and emphasizes the importance of public health, primary care and home care, as well as community engagement, to improve the health and well-being of the U.S. in years to come.

**Carol M. Musil, PhD, RN (NUR '79; GRS '91, nursing)**, dean of Frances Payne Bolton School of Nursing, said the fix needs to start in the schools where nurses train. Musil hopes the Glick fund's professorship and other community-based initiatives will spark an educational movement across the country to redesign programs to focus on social determinants of health.

"There have been too few initiatives that are really trying to understand and tackle those upstream social determinants," Musil said. "And that's the thing we're trying to affect, so we can improve lives."

## COMMUNITY-FOCUSED CURRICULUM

Frances Payne Bolton School of Nursing offers 19 community-health-related classes across its degree programs, ranging from introductory courses such as "Health Care in the Community," to the senior capstone



**The problem is that  
"we have policies that  
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conditions and environments  
in which people are born, live,  
work, learn and play.**

*JoAnn Glick, RN (NUR '79)*

"Population Health Practicum," to graduate-level seminars such as "Modalities for Family Systems Practice: Vulnerable Family Populations."

For **Beverly Capper, DNP**, the director of the Bachelor of Science in Nursing program, the pandemic has heightened the need for her program's five community-intensive courses. From guiding students on how to teach health literacy to residents in Cleveland's predominantly Latinx Clark-Fulton district to following a senior's 280-hour capstone project on lead poisoning in the city's majority-Black Glenville neighborhood, the courses are in high demand by students, Capper said, and also "fill a gap of practice with the community partners."

Throughout the courses, Capper and other instructors emphasize the critical importance of understanding the communities and cultures in which students study and work.

As a specialist in neonatal nursing, Capper knows, for example, the danger of Sudden Infant Death Syndrome (SIDS), which is particularly prevalent in the east side's Black population (Cuyahoga County has the highest rate of SIDS in the state). But she also knows the risks of a nurse caring for a family without cultural knowledge. Why is the mother sleeping with her baby in bed? Does she have heat? What about a crib? Is this simply how her own mother raised her? Understanding the *why* is just as key as knowing *how* to treat the infant, Capper said.

"Parents have good intentions. They want to protect; they want to take care of their baby," Capper said. "But sometimes they don't understand the risk that puts



Photo by Michael McElroy.

**Frances Payne Bolton School of Nursing students regularly gain experience in the community, such as providing lead screenings in Cleveland schools. (Photo taken pre-pandemic.)**

them in. By bringing the baby into bed with them, they're trying to keep them warm. But blankets pose a higher risk for strangulation."

Asking families to help them understand the reasons for sleeping arrangements, or any other at-home investigation, requires nurses "to put their critical-thinking hats on a little bit more," Capper said.

The need to better understand patients is instilled across the school's Master of Science in Nursing and Doctor of Nursing programs as well. Yet for **Latina Brooks, DNP (CWR '93, '95; NUR '98, '02)**, the programs' director and an assistant professor, it's not enough. It's clear, she said, that 19 months of COVID-19 have revealed ugly social inequities in practically every discipline and drawn a clear need for strengthened programming to prepare students.

"One of the mistakes that's made in health care, I think, is that people go in and just *do* before they actually determine what actually is happening and also what the community wants," Brooks said. "We say, 'Oh, this is what they need because we know this will help, for example, diabetes.' But

no one ever did an assessment of the community to see what resources they had in the first place!"

Which is precisely why Frances Payne Bolton School of Nursing puts community outreach at the core of its curriculum—with students at all levels engaging in clinical learning at more than 200 Cleveland-area community agencies and organizations each semester. This outreach includes the Cleveland Metropolitan School District, where nursing students conduct health screenings, including testing for lead levels, and educate children on a variety of age-appropriate, healthy-lifestyle strategies.

Plus, BSN, MSN and DNP students work with community agencies to conduct service-learning projects that help students understand the health issues in their community, learn the context in which services are provided, and make connections among their experiences, their coursework and their roles as health care professionals.

The pandemic has created another opportunity to put community-health knowledge to use: Nursing students have become integral in the university's and city's



**“To be able to meet people from across the Cleveland community and our smaller community at Case Western Reserve—it’s just been really rewarding to know we’re helping out the people around us.”**

*Maggie Puc-Lakomy*

**Nursing students, alongside their medical and physician assistant peers, regularly administer vaccinations on campus and across the city.**

COVID-19 vaccine responses, volunteering at clinics as public health educators as well as dose distributors. Beginning in March, about 120 BSN and MSN students worked alongside Case Western Reserve’s medical and physician assistant students to administer more than 20,000 vaccines. And each day, as many as 20 students staffed vaccine sites across the city—from community center clinics to mobile units to the university’s own site.

**Maggie Puc-Lakomy**, a third-year BSN student, got her first beyond-the-hospital care experience at a flu vaccination clinic in fall 2020; months later, she started distributing the Moderna, Pfizer and Johnson & Johnson COVID-19 vaccines at Case Western Reserve’s clinic. Alongside the clinical skills needed to actually inject the shot, Puc-Lakomy also had to tap into her social and empathic skills to alleviate patients’ anxiety and reassure them of the vaccines’ safety.

Those experiences became even more essential in November, as she and her classmates gave the newly approved Pfizer COVID-19 vaccine to children ages 5 to 11 at a Neighborhood Family Practice community health center in Brooklyn, Ohio.

“When I talked with adults to calm them, I focused a lot on the fact that this shot is going to help them and everyone else around them,” said Puc-Lakomy, who had never before given a shot to a child. “But for younger kids,

it’s more ego-centric: ‘Because of this shot, you’re going to be healthy—you’ll be OK!’”

She’s learned these varying approaches in her classes and hospital-based clinicals, but said the opportunity to provide care in the community was a “completely different experience” that she enjoys as a counterpart to her in-patient pediatric work.

“These are healthy people coming in to prevent themselves from getting sick, and I get to be part of preventing them from getting a horrible virus,” Puc-Lakomy said. “To be able to meet people from across the Cleveland community and our smaller community at Case Western Reserve—it’s just been really rewarding to know we’re helping out the people around us.”

It’s that in-the-community, impactful experience that Kline and Musil hope the Glick fund will help MetroHealth and Frances Payne Bolton School of Nursing provide to more students—from undergraduates to doctoral candidates—who are looking to make an impact in their own communities, especially those that are underserved.

“Our focus has long been on reducing health disparities and improving overall well-being for people in general but also within our Cleveland community,” Musil said. “The pandemic has proven just how critical—life or death, actually—it is to make real, lasting improvements in the health of our communities.”

# Not standing Still



Armed with a \$3.4M grant, an alumna, assistant professor and new fellow of the American Academy of Nursing is on a mission to improve Black Americans' health

**C**arolyn Harmon Still, PhD, CNP (GRS '10, nursing; MGT '16), was 14 when she began caring for her first "patient."

At her Orlando, Florida, home, Still changed dressings, administered medications and monitored vitals for her great-grandmother, who had advanced Alzheimer's disease. It was a role Still immediately gravitated toward—she and each of her four siblings held various caregiving responsibilities—when a home health nurse showed the teenager the ins and outs of nursing care.

The experience transformed Still personally and professionally, propelling her on a path toward multiple academic degrees and a productive career in health disparities research.

Now, 25 years since being introduced to the field, the assistant professor at Frances Payne Bolton School of Nursing has earned national accolades—including induction this fall as a fellow of the American Academy of Nursing—for her work, through which she has one underlying goal: "to help individuals who look like me have better health."

BY EMILY MAYOCK

## HARNESSING TECHNOLOGY

Central to Still's progress is her newest grant, "Optimizing Technology to Improve Medication Adherence and BP Control," a five-year, \$3.4 million National Institutes of Health (NIH)/National Institute of Nursing Research (NINR)-funded study to investigate how digital technologies can help older Black patients control high blood pressure. A major risk factor for heart disease, stroke and other serious illnesses, high blood pressure, or hypertension, is especially prevalent among Black Americans—a health crisis requiring a heightened response among health care leaders and institutions, according to the Centers for Disease Control and Prevention.

"The key to saving lives is to reduce cardiovascular risk by controlling high blood pressure in hypertensive individuals," Still said, "and one way to do that is to help these individuals adhere to their prescribed treatment regimen."

So Still and her multidisciplinary team, which includes researchers from Case Western Reserve University's nursing, medical and engineering schools (see sidebar), are now enrolling study participants—namely 200 African Americans with hypertension who are over the age of 50 and have smartphones.

Research shows that Black patients often require more medications than individuals of other races and take as many as three different medicines to keep their blood pressure levels under control (defined as 130 mm Hg or less). So the researchers are focused on using a tech-based intervention, such as a smartphone app with medication reminders, a hypertension education resource website, and

online counseling from registered nurses, to help patients remember to take their medication and, in turn, self-manage their high blood pressure.

"There is this belief that African Americans don't use technology," Still said. "But we know that's not true."

In fact, according to a 2018 Nielsen study, 90% of African Americans live in a household with a smartphone—a figure that is 6% higher than the total population—and they

have the highest smartphone ownership and usage of any other racial demographic.

It's a point Still and her team have studied on multiple projects, including two pilot studies—one in 2018-19 funded by the NIH/NINR and another in 2019-20 supported by the NIH/National Institute on Minority Health and Health Disparities. Working with community partners in Cleveland, such as the Cleveland Council of Black Nurses and American Heart Association, Still and her research team conducted interviews and focus groups in the community to determine better ways of helping Black patients manage hypertension—including through the use of technology. Among their

many findings: Black Americans have the technology needed but don't know how to use it for these purposes.

With this new study, Still and her team set out to expand upon those findings.

"We know there is a huge digital divide," Still said. "So how can we train these patients, using the technology they have, to better their outcomes in terms of high blood pressure?"

Still said she hopes participants also will be able to better advocate for their own health care needs. Previous research, she explained, has shown that older Black patients are often

**"The key to saving lives is to reduce cardiovascular risk by controlling high blood pressure in hypertensive individuals and one way to do that is to help these individuals adhere to their prescribed treatment regimen."**

*Carolyn Harmon Still*

prescribed only one medication for lowering their blood pressure, when evidence suggests two or three are needed.

By providing resources to assist these older Americans in controlling their blood pressure, Still hopes to also “empower patients to communicate more effectively about their condition to their providers” and, ultimately, reduce disparities in care.

## A COMMUNITY COLLABORATION

Still’s study specifically focuses on Black Americans because of their historic underrepresentation in clinical trials. This imbalance leads to skewed results, and longer-term decision making that can perpetuate disparities.

In this latest project, Still’s team is meeting potential participants where they are to help them understand the importance of the study. They are partnering with local churches and community organizations in urban areas—an approach she has taken throughout her studies in the Cleveland area, since the first research project she helped lead.

After completing her PhD in nursing at Case Western Reserve in 2010, Still became project director at Cleveland’s University Hospitals for the landmark Systolic Blood Pressure Intervention Trial (SPRINT), supported by the NIH’s National Institute of Diabetes and Digestive and Kidney Diseases, National Institute of Aging, and National Heart, Lung, and Blood Institute. University Hospitals was one of five Clinical Center Networks across the country selected to conduct the decade-long trial, which recruited more than 9,300 participants, and Still helped coordinate all of the project directors across the nation.

“Carolyn is a star and has been since I first met her,” said SPRINT investigator **Jackson T. Wright, MD, PhD**, professor

emeritus at Case Western Reserve University School of Medicine and director of the Clinical Hypertension Program at University Hospitals Cleveland Medical Center.

Through SPRINT, Wright became Still’s mentor—and now, the hypertension expert is a collaborator on Still’s latest study. “Carolyn has made the transition from trainee to mentee to mentor to leader in remarkable fashion and,” he noted, “in remarkable time.”

Wright called Still’s work “critically important” for Black patients, who “are more likely to develop the disease, die from the disease and suffer terrible consequences even in those who survive—and a lot of it is due to the lack of control.”

Through this latest study, Wright said, Still could transform how hypertension patients, especially those in the Black community, are treated.

## FORWARD PROGRESS

Still has focused her work on the health of Black Americans since graduate school at Florida A&M University, when she first began researching health disparities related to diabetes and hypertension. When it

came time for her to move into a doctoral program, Still’s dean led her to an opportunity nearly 1,000 miles away: Frances Payne Bolton School of Nursing’s then-dean, **May Wykle, PhD, RN (NUR ’62, ’69; GRS ’81, nursing)**, and Professor **Diana Morris, PhD, RN (NUR ’86; GRS ’91, nursing)**, were seeking research-focused PhD students through a Graduate Assistance in Areas of National Need grant award. Wykle, who dedicated much of her career to growing enrollment of Black nursing students and faculty after facing racism as an African American woman entering the field in the 1950s, specialized in topics such as minority elder health, while Morris focused

“You have to be kind of an entrepreneur to be successful as a [principal investigator]—having oversight of the enterprise, keeping up with large budgets, maintaining program documentation, balancing budgets, working with and managing staff.”

*Carolyn Harmon Still*

on geriatric, adult, and minority mental health, among other areas.

Still's research quickly progressed, working on multiple studies while pursuing her PhD, including an NIH-funded project with **Carol M. Musil, PhD, RN (NUR '79; GRS '91, nursing)**, now dean of Frances Payne Bolton School of Nursing.

"Carolyn has always been a hard worker," Musil said of her experience with Still over more than a decade. "She has a calm, confident demeanor and projects an impressive degree of competence."

## RUNNING RESEARCH

Still brings this approach to her research studies—and pairs it with recently acquired business acumen.

While working on the SPRINT study, Still joined the university's Weatherhead School of Management as a student in its inaugural health care management master's degree program. She viewed it as an opportunity to "learn something new" and explore the business side of health care. But what the "lifelong learner" found: Though nursing and management are vastly different fields, they're highly complementary.

"Having a research grant is a business within itself," Still said. "You have to be kind of an entrepreneur to be successful as a [principal investigator]—having oversight of the enterprise, maintaining program documentation, balancing large budgets, working with and managing staff."

Still brings all of these skills and more to her latest study—a grant that Musil said could "define the career trajectory of the faculty member." Perhaps more importantly, Musil said, an award of this significance "provides opportunities for students, faculty and others to grow research in this critical area of minority health."

And for Still personally, this research study marks a chance to bring her career full circle—from a teenager providing care to her aging great-grandmother to a seasoned researcher empowering older Black patients to care, and advocate, for their own health.

## A cross-campus effort

**Carolyn Harmon Still** sought a cross-campus, interdisciplinary team of researchers at Case Western Reserve whose varying backgrounds and expertise will bring insight into hypertension, working with minority communities, facilitating and tracking data, and qualitative research methodologies. They include:

- **Carla Harwell, MD**, medical director of University Hospitals' Otis Moss Jr. Health Center and Douglas J. Moore Clinic and associate professor at CWRU School of Medicine;
- **Ronald L. Hickman Jr., PhD, RN (CWR '00; NUR '02, '06, '13; GRS '08, nursing)**, the nursing school's associate dean for research and the Ruth M. Anderson Professor;
- **Cheryl Killion, PhD, RN**, associate professor at the nursing school;
- **Kenneth Loparo, PhD**, the Arthur L. Parker Professor in the Department of Electrical, Computer, and Systems Engineering;
- **Abdus Sattar, PhD**, professor of population and quantitative health sciences at CWRU School of Medicine; and
- **Jackson T. Wright, MD, PhD**, professor emeritus at Case Western Reserve University School of Medicine and director of the Clinical Hypertension Program at University Hospitals Cleveland Medical Center.

"We have a well-versed expert panel of individuals who are helping to support this study," Still said, "so we're ready to take off and get rolling."

# Reconnecting and recognizing our alumni

Case Western Reserve University celebrated Homecoming & Reunion Weekend in October with a mix of on-campus and online events, including an in-person commencement ceremony for the Class of 2020.

At Frances Payne Bolton School of Nursing, the weekend schedule of events kicked off with the Alumni Association Board and Community Meeting, featuring a State of the School presentation by Dean **Carol M. Musil, PhD, RN (NUR '79; GRS '91, nursing)**. (See some of the statistics she shared on p. 8-9.) Other events throughout the weekend included a hybrid Interprofessional Education Forum led by members of the Student Run Health Clinic and in-person class parties for graduates from 1966, 1970 and 1971.

Plus, the School of Nursing held its Alumni Awards and Grand Classes Dinner. The limited-attendance event, which also was livestreamed for virtual attendees, honored Grand Classes celebrating milestone anniversaries and recognized three outstanding alumnae for their work in the field and beyond.

## Distinguished Alumni Award

*The Distinguished Alumni Award recognizes alumni who have demonstrated continuous, outstanding, creative and exemplary contributions to the disciplines of nursing and health care or have made noteworthy contributions in related fields throughout their careers.*



Susan J. Stocker

**Susan J. Stocker, PhD, RN (NUR '92)**  
Dean and Chief Administrative Officer  
Kent State University at Ashtabula

**Susan J. Stocker**, who earned her Master of Science in Nursing from Frances Payne Bolton School of Nursing, is celebrating her 20th anniversary as dean and chief administrative officer of Kent State University

at Ashtabula. A past president of the Ohio Nurses Association (1997-2001), Stocker has been a nurse leader throughout her career as a registered nurse and educator. She serves as chair of the Ohio Nurses Foundation Board of Directors.

In 2019, she was named to *Crain's Cleveland Business's* inaugural list of Notable Women in Education and received the Giny Harshey-Meade Excellence in Leadership Award from the Ohio Nurses Association (ONA).

**Rebecca M. Patton, DNP, RN (NUR '98, '17)**, the Lucy Jo Atkinson Professor at Frances Payne Bolton School of Nursing, nominated Stocker, who she's known for more than 30 years since they served on ONA's board of directors.

"[Susan] oversaw the Ohio Nurses Association's efforts to secure the passage of several legislative initiatives that helped to improve the work environment for nurses, including needlestick legislation and whistleblower protection," Patton wrote. "From those early foundational days, she exemplified the intelligence, leadership, caring, and compassion that have since earned her a reputation as an inspiring mentor and forward-thinking professional."

## Award for Excellence

*The Award for Excellence recognizes alumni who demonstrate outstanding leadership and achievement in nursing and have made a significant contribution in nursing or related areas of health care.*



Mary Joy Garcia-Dia

**Mary Joy Garcia-Dia, DNP, RN (NUR '15)**  
Director, Nursing Informatics  
NewYork-Presbyterian Hospital

As president of the Philippine Nurses Association of America (PNAA) for 2020-2022, **Mary Joy Garcia-Dia**, an alumna of the Doctor of Nursing Practice program, promotes resilience and empowerment

through the power of storytelling.

**Emerson Ea, DNP, PhD (NUR '07)**, the 2018 Award for Excellence recipient, a clinical associate professor and the associate dean of clinical and adjunct faculty affairs at New York University's Rory Meyers College of Nursing, nominated Garcia-Dia.

"The theme of her tenure [at PNAA], *Stories of People, Accomplishments, Resilience, and Kindness*, has effectively captured the complex and difficult experiences that Filipino RNs struggle with during this pandemic," he wrote. "It has also rallied the membership to raise their voices to tell their stories about resilience and empowerment in this difficult time."

Garcia-Dia also serves as the program director for nursing informatics in the Information Technology Department and the Center for Professional Nursing Practice at NewYork-Presbyterian Hospital, and as a nursing informatics course developer at the City University of New York School of Professional Studies.

For the last eight years, Garcia-Dia has been an advisor to the PNAA Human Rights Committee on matters involving unfair labor practice. She also serves on the Equity, Diversity and

Inclusion Steering Committee for the Future of Nursing: Campaign for Action, a joint initiative of the AARP and the Robert Wood Johnson Foundation.

### Young Alumni Award for Excellence

*The Young Alumni Award for Excellence recognizes outstanding achievement and significant contributions in nursing or related areas of health care by alumni early in their careers after graduation from Frances Payne Bolton School of Nursing.*



Shanina C. Knighton

#### **Shanina C. Knighton, PhD, RN (GRS '17, nursing)**

*Instructor, KL2 Scholar  
Frances Payne Bolton  
School of Nursing*

**Shanina C. Knighton** is a clinical nurse scientist, infection preventionist and faculty member at Frances Payne Bolton School of Nursing and a part-time

faculty member in biomedical engineering at Case Western Reserve University. Her work focuses on infection prevention and control, including technology-based interventions to improve patient hand hygiene, identification of harmful bacteria and viruses on patients' hands, and strategies for implementing infection-prevention guidelines in different settings.

During COVID-19, Knighton has been instrumental in providing practical prevention tools and guidelines to community members, small businesses, community organizations and public officials, explained her nominator, **Mary Dolansky, PhD, RN (GRS '01, nursing)**. She has distributed more than 200,000 infographic sets locally and through organizations in different states. Her practical tips have appeared in multiple media outlets, including *Forbes* and *Self* magazines.

As a leading influential researcher on patient and consumer hand hygiene, Knighton has been a local voice advocating for public health in Northeast Ohio. In April, Case Western Reserve University named Knighton a COVID-19 Champion for her advocacy and work as an "infection preventionist to students, colleagues and the public, [sharing] ways to prevent the spread and transmission of COVID-19 ... and as an advocate for vulnerable and underserved minority communities in Northeast Ohio."

**Want to get involved with the Frances Payne Bolton School of Nursing Alumni Association? Contact the alumni office at [fpbalumni@case.edu](mailto:fpbalumni@case.edu).**

## Celebrating the Frances Payne Bolton School of Nursing's centennial

**W**hen Frances Payne Bolton donated \$500,000 in 1923 to endow the School of Nursing at what is now Case Western Reserve—the largest gift at that time for a university school of nursing—the future congresswoman's commitment was grounded in an experimental approach to education. Bolton said that even though there might be no assurance that a particular effort would succeed, the school should be "free at all times in the future to engage in other experiments, to cooperate with hospitals in these efforts."

Nearly 100 years later, this spirit of innovative collaboration and education has remained among the hallmarks of Frances Payne Bolton School of Nursing, which continues to enhance its impact on nursing education, research and interdisciplinary scholarship and practice around the world.



Frances Payne Bolton

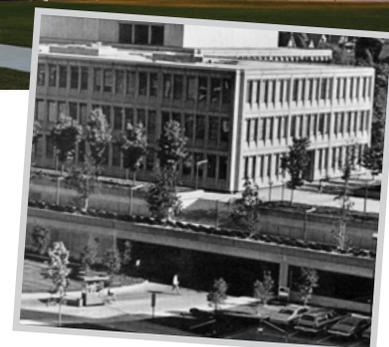
In planning the observation and celebration of a century as the Frances Payne Bolton School of Nursing in 2023, school leadership is seeking feedback on how best to celebrate with alumni, students, faculty, staff and friends.

*To share thoughts and ideas, please contact Maureen Kendel, manager of faculty affairs and special projects, at [mtr2@case.edu](mailto:mtr2@case.edu).*

*For more photos, continue to page 24*



**Frances Payne Bolton School of Nursing moved into its new home at the Health Education Campus of Case Western Reserve and Cleveland Clinic (top) in summer 2019, after decades in the school's former location on Cornell Road (inset).**



*Centennial Celebration, continued from page 23*



Learning to care for newborns has changed over the decades—from circa 1970 (inset) to February 2020 (above).



Classroom design—and, in 2020–21, the space required between students—has transformed dramatically from this 1948 black-and-white photo of a public health nursing course to a fall 2020 picture of a lecture in the Health Education Campus.

*class*NOTES

**Tina Resser (CWR '97; NUR '99)**, a nurse practitioner with the endovascular and open cerebrovascular program of Cleveland Clinic, was selected for Ohio's top nurse practitioner honor from the American Association of Nurse Practitioners (AANP), the 2022 AANP Nurse Practitioner State Award for Excellence from Ohio. Recipients are honored annually during the AANP National Conference. Established in 1991, the State Award for Excellence is given to a nurse practitioner in each state who demonstrates excellence in clinical practice.

**Bertia Jennings, DNP (NUR '11, '17)**, received an Alumni Research Award from Frances Payne Bolton School of Nursing for her research, titled "The Contribution of Gender, BMI and Ethnicity to the Development of Hypertension in 5th Grade Children." Jennings is a psychiatric nurse practitioner in Northeast Ohio.

**Adelais Markaki (NUR '92)** was elected chair of the Pan American Nursing and Midwifery Collaborating Centers network for a two-year term. Markaki was also promoted to professor and co-director of the University of Alabama at Birmingham World Health Organization Collaborating Center for International Nursing.

**Rita Chow (NUR '55)** received the Southern Gerontological Society's 2021 Rhoda Jennings Distinguished Older Advocate Award in recognition of outstanding advocacy and leadership for older adults in the Southern region and for modeling successful aging through her innovative contributions to society. She joins a prestigious list of recipients such as former First Lady Rosalyn Carter, who received the award in 1999. Chow's most recent article, "Delivering a Holistic Difference Undeterred by Adversity: Nursing Leadership in a Federal Correctional Institution," was in the February 2021 issue of *Beginnings*, a publication of the American Holistic Nurses Association.

**Grace Wakulchik (NUR '79, '82)** retired from her position as president and chief executive officer of Akron Children's Hospital in October. During her 29-year career at Akron Children's, Wakulchik served as vice president of operations, chief operating officer, vice president of patient services, chief nursing officer and director of inpatient nursing. She was named president in 2017, and CEO in 2018.

**100 YEARS**

# inMEMORIAM

## 1940s



**Elizabeth Kinnison Sumner (NUR '49)**, 96, of Rock Hill, South Carolina, died July 20. She served as a nurse with the York County Red Cross Bloodmobile,

an instructor for the Red Cross Home Nursing Course and a clinical instructor in the Nursing Assistants program at York Technical College. She is preceded in death by her husband, Robert E. Sumner Jr., and their daughter Jane. She is survived by two children, Beth and Bobby; nine grandchildren; and 22 great-grandchildren.

## 1950s



**Rachel Mills Gherlein (NUR '50)**, 96, of Pepper Pike, Ohio, died Aug. 27. She was married for 64 years to the late John "Jack" Gherlein (LAW '51), who

she met while attending Frances Payne Bolton School of Nursing. She was later on the school's visiting committee. She is remembered as a loving mother, mother-in-law, grandmother and great-grandmother.



**Jane Jackson Griffiths (FSM '54, NUR '55)**, 89, of Chagrin Falls, Ohio, died July 4. A love for nurturing others led her to pursue nursing at Case Western

Reserve, where met her husband, David (LAW '56). After raising their daughters, Griffiths returned to her nursing career at Case Western Reserve University Women's Health Clinic, meeting the physical and mental needs of students—a job she held for over two decades.

## 1960s



**Althea M. Glenister, PhD (NUR '64)**, 88, of Utica, New York, died Sept. 4. She worked for a number of years as a public health nurse, earning master's

degrees in public health nursing from Case Western Reserve University, and in public health from the University of North Carolina. She later accepted a teaching position with SUNY Buffalo, where she earned her PhD from the School of Management. She is survived by her sister, sister-in-law, step-sister, nieces, nephews, cousins and friends.



**Nancy Harris Newberry (NUR '64)**, 82, of Beaufort, South Carolina, died Aug. 24. She is survived by her husband of 56 years, Marcus, three children,

four grandchildren and one sister.



**Marjorie "Marge" (Simmons) Cseplo (NUR '66)**, 83, of Newark, New York, died Aug. 10. She was a member of the first graduating class of

Rochester General School of Nursing. After completing her education at Frances Payne Bolton School of Nursing, Cseplo returned to Wayne County, New York, where she was a public health nurse for more than a decade. She enjoyed an accomplished nursing career working in multiple hospitals across the country.

## 1970s



**Marilyn Rossman Bartucci (NUR '79, MGT '98)**, 68, of Euclid, Ohio, died July 4. After earning her bachelor's degree from Marquette University, she

continued onto Frances Payne Bolton School of Nursing for graduate school, and was later named a professional fellow of CWRU's Weatherhead School of Management. Bartucci was an active volunteer for the Kidney Foundation of Ohio for more than 40 years.



# Empowering and engaging

How one alumna works to create lasting change in her community

In her 26-year career as a behavioral health nurse, **Mary Louise Tatum (NUR '20)** has learned “what makes people tick.”

“I would have been an anthropologist if I knew that was an option,” Tatum said with a laugh. Her passion for culture and love of travel have led the East Cleveland native to live in Mississippi, Zambia and, for one week, a Washington, D.C., homeless shelter to learn more about the vulnerable population.

Now, Tatum is an advanced practice registered nurse in outpatient psychiatry at Cleveland Clinic and is active in her hometown, “redefining nursing and health care by being engaged at the grassroots level.” She manages a community outreach program through the Cleveland Council of Black Nurses and works with **Faye Gary, EdD, RN**, the Medical Mutual of Ohio Kent W. Clapp Chair and Professor of Nursing, on Case Western Reserve’s Provost Scholars Program, which pairs middle and high school students in Cleveland and East Cleveland with faculty and staff mentors from the university.

## What has your experience been as a Provost Scholars mentor?

It has been incredibly rewarding. Ten years ago, my definition of an ‘underserved population’ was a group of people whose physical needs, like food and shelter, weren’t being met. And those tangible pieces are important—but without self-esteem and a knowledge of the system they live in, the problem still exists. And that’s where mentoring comes in.

When a white kid from the suburbs goes off to college, they know they can call their dean or a counselor to ask for help. But a student from a different background—be it racially, culturally or socioeconomically different—may feel intimidated or not even be aware of certain resources. You

can give them a scholarship to go to school, but you haven’t taught them to advocate for themselves.

The same goes for teaching people to speak up for themselves in health care spaces, where they may be marginalized to the point of not receiving proper care. It’s challenging because, to better understand someone’s situation and teach self-advocacy, you have to build a relationship and establish trust. But that’s the part that excites me.

You know the African proverb that says, ‘It takes a village to raise a child’? It’s true! And Dr. Gary has created—and is expanding—that village as director of Provost Scholars.

She launched a fitness study with the parents of the Provost Scholars through which we provide free health education and, prior to the pandemic, free blood pressure tests. Preventive programs like these are absolutely crucial because when we bring health care directly into the community, we decrease emergency room and urgent care visits.

## What advice would you give to others who want to help their community?

Be creative in helping your community find resources. Just start calling people! When you meet and talk with people, you’ll gain new information and connections that will lead you to the right project. And the best thing you can do? Listen.

## What’s next for you?

I absolutely love public health and want to focus my career on that. I’ve been doing it unpaid for years! And I plan to pursue a PhD one day so I can learn how to build and lead community programs.

I want to die knowing I truly did my best, elevating as many people as possible up this rocky mountain we call life.

—Carey Skinner Moss



# Tips for your 2021 philanthropic planning

**Celebrate your personal legacy and support Frances Payne Bolton School of Nursing**

The strength of our School of Nursing community has persisted throughout the COVID-19 pandemic, thanks to donor support that enabled us to adapt and continue to provide an exceptional education to our students.

Donations of all sizes are fundamental to sustain the caliber of our faculty, the relevance of our research and the success of our students.

Frances Payne Bolton School of Nursing remains a dominant and progressive voice in our field because of the generosity of alumni and friends like you. Thank you for your support.

As the end of the year nears and you consider your gift, remember:

- Your cash gift may be eligible for the 100% of adjusted gross income deduction offered in 2021 only.
- While Required Minimum Distributions (RMDs) were temporarily suspended in 2020, RMDs are again required for individuals aged 72 and older in 2021. Your donation to Case Western Reserve of up to \$100,000 from your IRA can count toward this requirement.

*To learn more about how cash gifts and other planned giving options can benefit Case Western Reserve University, and to take advantage of these temporary tax savings, please visit [plannedgiving.case.edu](https://plannedgiving.case.edu) or call the Office of Strategic Giving at 216.368.4460.*



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# Strong Together

Your support can fund critical areas of importance to the Frances Payne Bolton School of Nursing, such as:

- the Dean's COVID-19 Initiative Fund,
- a student support fund,
- research support for faculty and students,
- technology and simulation innovation, and
- enhanced community and public health programs.

Join fellow alumni and friends in supporting the School of Nursing with a gift at [giving.case.edu/FPBStrong](https://giving.case.edu/FPBStrong).