

Spring 2017

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

*fore*FRONT

INSIDE:

Community Partnerships
Shape Future Nurses

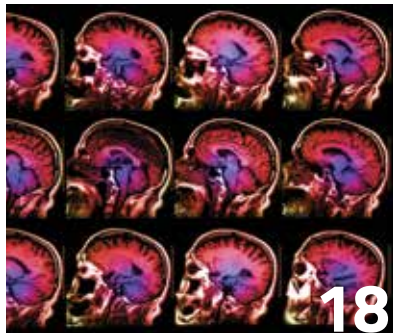
How to Be SMART

Homecoming
Celebration Report



foreFRONT

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About *Forefront*

This publication is produced twice a year 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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dean's LETTER

Dear Alumni and Friends,

This spring, *US News and World Report Best Graduate Schools* once again recognized the Frances Payne Bolton School of Nursing as one of the best nursing schools in the nation. It ranked our DNP and MSN programs #8 and #11, respectively, and ranked six of our MSN specialties in the top 20.

US News uses data such as undergraduate grade point averages, degrees awarded and total research dollars to create 60 percent of its rankings. The other 40 percent is a peer assessment survey—how the deans of other nursing schools rank us. Those rankings are often described as a snapshot—a moment in time. They only tell a portion of the story.

Part of what makes FPB great is the city in which it resides, and the supportive citizens who offer their time, patience and understanding to our students as they build their knowledge base.

Our students enjoy the privilege of learning in clinicals at world-class, home-grown organizations like University Hospitals, Cleveland Clinic, MetroHealth Medical Center, and the Louis Stokes Cleveland VA Medical Center. More than 10,000 nurses work in University Circle alone, with many serving as preceptors and role models.

One of the greatest contributors and benefactors to our student experience is the Cleveland Metropolitan School District (CMSD). Since 2003, FPB students have performed 40,000 health screenings on CMSD elementary school children. The screenings are part of our undergraduate public health curriculum. Our students receive invaluable learning opportunities (and quite a number of hugs) in city classrooms while CMSD receives invaluable information to improve the health of its students. In our cover story starting on page 8, "Community Partnerships Shape Future Nurses," you learn more about this award winning program, the city's contribution to our students' education and FPB's contribution to the city.

Also in this issue, you will find how the school is exploring individual health choices. On page 18, "How to be SMART: The Science Behind Healthy Decisions" discusses the school's innovative \$2.23 million NIH grant pushing the envelope of discovery by examining how our brain changes

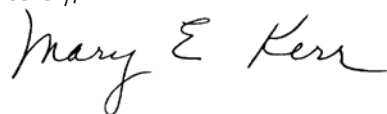
as we adopt new behaviors. You will also be introduced to some of our newest graduates as they head out into the world, and our returning alumni who visited campus for Homecoming this past year.

When I think of what makes FPB one of the best in the nation, I have to acknowledge our alumni and friends. Your dedication to the profession and this school help us create the future of nursing every day. With that in mind, the school's theme for this year's Day of Giving on June 14 is "CREATE."

Using the placard on the inside back cover, post a selfie to one of our social media channels expressing what you hope to create with your gift to the school. Get creative and let me know where your passion lies. Maybe you want to "CREATE Midwives" or "BSN-educated RNs" or "Nurse Leaders." Maybe

you want to create something more basic like "CREATE Friendships" or "Memories." I hope you'll participate and help CREATE one of the best nursing schools in the nation. I look forward to seeing your postings and thank you for your continuing support of FPB.

Sincerely,



Mary E. Kerr, PhD, RN, FAAN (GRS'91)
Dean and the May L. Wykle Endowed Professor



FPB TOPS IN NEW US NEWS RANKINGS

The Frances Payne Bolton School of Nursing continues to be recognized as one of the best in the nation by *US News and World Report's Best Graduate Schools*. In its recently released 2018 edition, *US News* ranked FPB's Doctorate of Nursing Practice (DNP) program as #8 and Master of Science in Nursing programs #11 in the nation.

Five of the school's MSN specialties landed in the top 15 for their categories, plus one additional in the top 20: the most in the school's history. Those rankings are as follows:

#11 Nurse Practitioner:

Adult/Gerontology, Acute Care

#12 Nurse Practitioner:

Psychiatric/Mental Health,
Across the Lifespan

#12 Nurse Practitioner:

Pediatrics, Primary Care

#13 Nurse Practitioner:

Adult/Gerontology, Primary Care

#15 Midwifery (ranked in 2016)

#17 Family Nurse Practitioner:

"This is a wonderful testament to the hard work and sustained efforts by our faculty and staff to conduct outstanding research and to educate the next generation of nurse leaders," states Mary E. Kerr, PhD, RN, FAAN, dean and May L. Wykle Endowed Professor. "I could not be more proud."



\$2 MILLION NIH GRANT STUDIES HEALTH OF CAREGIVERS WITH BIPOLAR DISORDER RELATIVES

With the help of a \$2 million grant from the National Institutes of Health, nurse scientists at Case Western Reserve University will study how people caring for loved ones with bipolar disorder can improve their own health.

The four-year grant from NIH's National Institute of Nursing Research supports one of the first studies to test how family members can maintain and improve their health, which often suffers from the demands of taking care of their loved ones.

"Family caregivers experience the unpredictable ups and downs of their relatives living with bipolar disorder," said Jaclene A. Zauszniewski, PhD, RN-BC, FAAN, principal investigator on the NIH grant. "At the same time, caregivers may also be raising their own families, holding down jobs and leading their own lives.

"Stress on caregivers can become so intense that it affects their health,

which may make them unable to care for the diagnosed family member and may worsen the condition of the relative with bipolar disorder," said Zauszniewski, the Kate Hanna Harvey Professor in Community Health Nursing at Case Western Reserve's Frances Payne Bolton School of Nursing.

Researchers will provide caregivers with ways to manage their health that fit their mental and physical needs, based on clinical and written assessments. They may also prescribe training in certain self-help and help-seeking skills to enhance the caregivers ability to cope.

"Existing strategies for these caregivers have had little effect on improving their health," Zauszniewski said. "If we can get to a place where these family members can manage their distress and remain healthy, then they'll be able to provide better care for their relatives."



CLASS SEARCHES FOR THE MEANING OF A “GOOD DEATH”

In its second year, the class titled, “Perspectives on Dying and Death: Normalizing the Inevitable” enrolled 18 students who hailed from China, Italy, America, and many places in between. Together, they studied what it means to die in physical, psychological, spiritual, cultural, ethical and economic terms—and approached the topic from an array of cultural and religious backgrounds.

“We are all born with the disease of mortality,” said Maryjo Prince-Paul, PhD, APRN, ACHPN, FPCN, associate professor at the Frances Payne Bolton School of Nursing, who teaches the SAGES course. “In the class, we try to confront death as something more than an abstract possibility—it’s going to happen to all of us.”

During the semester, the class visited Lake View Cemetery, a hospice facility, and the Busch Funeral and Crematory. They read Atul Gawande’s *Being Mortal* and discussed how race, income and education affect end-of-life decisions. “It’s important to discuss what each person wants in terms of end-of-life decisions,” said Liz Madden, a third-year nursing student from Columbus, Ohio. “I’ve seen patients during my clinical rotation slowly dying and families not ready to accept it, or not accepting what the patient wants. Sometimes it’s hard to face the reality of the situation.”

In class, Prince-Paul had students make a list of people and things important to them, and then cross them off, one by one, to get a sense of what they will lose in their lives.

“This class helped me identify what’s most important in life,” said Hannah Kent, a bioethics major who plans to pursue her doctorate. “For me, that will be helping people navigate these tough situations.” The class has been a singular experience for Prince-Paul, who has had a long career serving as an advanced practice nurse in palliative care at the Hospice of the Western Reserve in Cleveland and conducting research in the area of advance care planning and serious illness.

“When I think of all the patients’ lives I’ve touched and the privilege of witnessing their deaths, all the research studies I have been involved in and the courses I’ve taught—this class has affected me more than anything,” said Prince-Paul. “When students ‘get it’—they realize that this is not a dying class, but one about making decisions on how you want to live.”

View the full story: thedaily.case.edu/class-searches-meaning-good-death/

Mary A. Dolansky, PhD, RN, FAAN, associate professor; director of QSEN Institute, received an R13 Conference Grant for \$34,993 from the Agency for Healthcare Research and Quality (AHRQ) for “Dissemination & Implementation Methods: Quality & Safety Competencies in Academia and Practice.”

Matthew Plow, PhD, assistant professor, received a United States Army Medical Research Acquisition Activity Grant for \$237,749 for “Identifying and Managing MS Fatigue Phenotypes by Developing an Artificially Intelligent Smartwatch App.”



Joachim G. Voss, PhD, RN, ACRN, FAAN, director of the Hirsh Institute and the Sarah C. Hirsh Professor, received a \$540,882 Department of Defense subcontract for “The Effect of Hypobaric on Muscle Inflammation and Regeneration after Injury and Hemorrhagic Shock.”



honors & awards

Mary A. Dolansky, PhD, RN, FAAN, associate professor, received the Senior Scientist Award from the Gerontological Nursing Science Research Interest Group of Midwest Nursing Research Society.

Ronald L. Hickman, Jr., PhD, RN, ACNP-BC, FAAN, associate professor, received the Distinguished Scientist Award from the Acute & Critical-Care Across The Life Span Research Interest Group of Midwest Nursing Research Society.

Shirley M. Moore, PhD, RN, FAAN, the Edward J. and Louise Mellen Professor of Nursing; associate dean for research, received the Midwest Nursing Research Society's 2017 Distinguished Contribution Award.

Sonya D. Moore, DNP, CRNA, instructor and director of the Nurse Anesthesia Program, was elected to the Professional Membership of the Nursing Academy, National Academies of Practice.

Rita M. Sfiligoj, DNP, MPA, RN, instructor, received an award from the Association for Prevention Teaching and Research for her case study "Development for Poverty Simulation Pedagogy: Understanding the Conditions of Poverty as Determinants of Health and their Impact on Access to Health Promotion and Health Care."

Kathy D. Wright, PhD, RN, GCNS-BC, PMHCNS-BC, instructor and KL2 Scholar, received the New Investigator Award from the Health of Diverse Populations Research Interest Group of the Midwest Nursing Research Society. She also was elected to the Board of Directors for Kendal at Oberlin College.

Joachim G. Voss, PhD, RN, ACRN, FAAN, director of the Hirsh Institute; Sarah C. Hirsh Professor, received the 2016 President's Award from the Association of Nurses in AIDS Care for his service to the organization.



5 MINUTES WITH DEAN MARY KERR

As Mary E. Kerr, PhD, RN, FAAN, the May L. Wykle Endowed Professor, starts her next five-year term as dean of the Frances Payne Bolton School of Nursing, she sat down with Forefront magazine to talk about her tenure to date and her plans for the future.

What's your favorite memory as dean, so far?

I love every graduation and pinning ceremony. All year, I see our students working hard in the classrooms, in clinicals and in the lab. Then I get to see them walk across that stage and receive their pins and diplomas. They are so confident and their families are so proud of them. And so am I. I'm honored that I get to be a part of this important milestone in their lives.

What has been the most surprising aspect of your job?

At NIH's National Institutes of Nursing Research, I was an administrator. I implemented policy and managed a large staff. At FPB, I am the head of a family.

We celebrate together in the good times like when we received accreditation simultaneously for all programs from the Commission on Collegiate Nursing Education, or when someone gets an award or grant. And I help shepherd the faculty, staff, students and alumni through the bad times, too—like the unexpected loss of a beloved professor. It's an enormous responsibility and privilege.

What excites you about your next five years?

The new Health Education Campus [HEC]. The HEC is a game changer for us. We will have a world-class facility worthy of our students, faculty, staff and alumni. We have always been a world-class institution. Now we will have a facility to match that reputation and build upon it. We can build an education for the future of health care.

What's the biggest challenge on the horizon?

We need to insure that an FPB education remains affordable in a learning environment that is second to none. That goal is everyone's responsibility: from examining rising costs while maintaining quality programs to providing more scholarship support.



\$2 MILLION NIH GRANT TO IMPROVE HEALTH OF GRANDPARENTS WHO PARENT

The National Institutes of Health has awarded the Frances Payne Bolton School of Nursing a four-year, \$2 million grant to test a new approach in helping grandparents manage the stresses of raising their grandchildren fulltime — and hopefully reduce the emotional and physical fallout that often results.

“From the comfort of home, grandmothers can use an online tool that is designed to reduce depression and improve health, family functioning and overall well-being,” said Carol Musil, PhD, RN, FAAN, FGSA, the Marvin E. & Ruth Durr Denekas Professor of Nursing, and leader of the study.

In 2010, about seven percent of children in the United States, or one in 14, lived with their grandparents. According to the Census Bureau, about 2.7 million grandparents are now ‘grandparent caregivers.’

“The parents are not in the home, and it’s often attributable to drug addiction.

We last saw it with crack cocaine; now it’s opioid and heroin addictions. Grandmothers step in, but those caring for grandchildren are stressed and depressed, which has a cascading effect on the family,” said Musil.

With a sample of more than 300 grandmothers, researchers will assign subjects to different approaches in managing stress with their mental health, depressive symptoms, physical health, and family functioning being measured at two, twelve and twenty-four months.

“We know that health problems get worse as a grandmother’s caregiving responsibilities increase,” Musil said. “Our prior research shows that certain cognitive-behavioral skills are associated with fewer depressive symptoms and better health, and our project is designed to test these.”

The study will also determine if family demographics—the grandmother’s

age, race, education, marital status, employment status, family income, age and number of grandchildren—affect the outcomes.

“We’re giving them tools to re-think their situation at any given point,” Musil said. “Hopefully, they will learn new ways to handle relevant problems they face.”

The study’s co-investigators include Jaclene Zauszniewski, PhD, RN-BC, FAAN, the Kate Hanna Harvey Professor in Community Health Nursing; Christopher Burant, PhD, MACTM, and Camille Warner, PhD, both assistant professors at the nursing school; and Elizabeth Tracy, PhD, the Grace Longwell Coyle Professor in Social Work at the Jack, Joseph and Morton Mandel School of Applied Social Sciences.



SENIOR REFLECTIONS

Forefront talked to five undergraduate students as they get ready to graduate. They were asked to share memorable moments from their four years as nursing students and what they've learned at the Frances Payne Bolton School of Nursing.



Samantha Loebbaka

Hometown: Mount Prospect, Illinois

Post-Graduation Plans: Critical care nursing; graduate school for nurse anesthesia

"My favorite memory at FPB is from my pediatric clinical experience. I took care of the same baby for several weeks. After my Peds rotation ended, my best friend and I continued to visit him. He ended up getting discharged a few weeks before our last clinical. It was so rewarding to see him graduate and move on. I didn't realize nursing would be entirely different than anything I had experienced in high school or in an educational setting. The integration of the sciences with the clinical experiences were more rewarding than you could ever imagine."



Eric Wieber

Hometown: Portage, Michigan

Post-Graduation Plans: Pediatrics critical care nursing

"One of the unique experiences I had at FPB was attending classes at a federal facility in Alabama called the Center for Domestic Preparedness. It provides training for hospital and field work decontamination and, because of that, I am certified to teach hospital emergency response training.

It surprised me to see the role nurses play in the decision-making for the care of patients. Nurses and nursing students provide valuable input on what's actively happening with the patient. We help guide the clinicians and the patient orders."



Sarah Lin

Hometown: Cerritos, California

Post-Graduation Plans: Orthopedics at Cleveland Clinic; graduate school for gerontology or family practice.

"I will never forget this one patient from my first-year clinical. One of the physicians delivered some

bad news to her. As soon as he left the room, the patient, thinking she would be discharged that day, broke down and cried. I wasn't too sure what I should do, so I sat with her, held her hand, and comforted her. We talked about her family and grandkids, and she started to brighten up. It was amazing to be able to make a positive experience in someone's life in my first year."



Isaac Martinez

Hometown: Cleveland, Ohio

Post Graduation Plans: Cardiovascular ICU nursing; graduate school for nurse anesthesia or flight nursing

"The Medical Intensive Care Unit clinical rotation was the best because it's fast paced. There's

always new technology to learn. You're able to see and apply everything you've read to real life – the signs and symptoms of diseases you've had in lectures, all types of medications you've studied, vents, central lines, and many other things. I had no clue how important the nurse's role was until I started going to the Frances Payne Bolton School of Nursing. Nurses are leaders, patient advocates, teachers, researchers, caregivers, and they have other roles as well. Nurses are the eyes and ears of the health care team. If any changes occur with a patient, they are the first ones to know."



Lena Rosenblum

Hometown: Worcester, Massachusetts

Post Graduation Plans: Critical care nursing; graduate school for acute care

"When I look back at the contrast between first year and senior year, it's funny to see how scared I was when I started. Things are simple now that

were so complicated back then. I am surprised by how fast the time went by – and how much you can learn in such a short amount of time. Everything is connected and sometimes that's hard to see at the beginning. You can really surprise yourself."

Heather Hardin, PhD, RN, T32 post-doctoral fellow, received the New Investigator Award from the Adolescent Research Interest Group of the Midwest Nursing Research Society. Hardin was also elected to the Board of Directors for the Midwest Nursing Research Society.

Lenette M. Jones, PhD, RN, ACNS-BC, post-doctoral fellow, has been accepted into the 2016 NIH-sponsored GUMSHOE Grantwriting Program.

Karen Moss, PhD, RN, CNL, T32 post-doctoral fellow, received the PhD Dissertation Award from the Gerontological Nursing Science Research Interest Group of Midwest Nursing Research Society.

Joseph Perazzo, PhD, RN, post-doctoral fellow, received an award from the American Nurses Foundation, for his work, "A Mixed Methods Study of Physical Activity and Diet Self-Management in People Living with HIV."

Ashley Weber, PhD, RN, T32 post-doctoral fellow, received an NANN Scholarship to attend the 2017 Nurse in Washington Internship from the National Association of Neonatal Nurses. Weber also received the Outstanding Dissertation Award from the Pediatric Research Interest Group of Midwest Nursing Research Society.

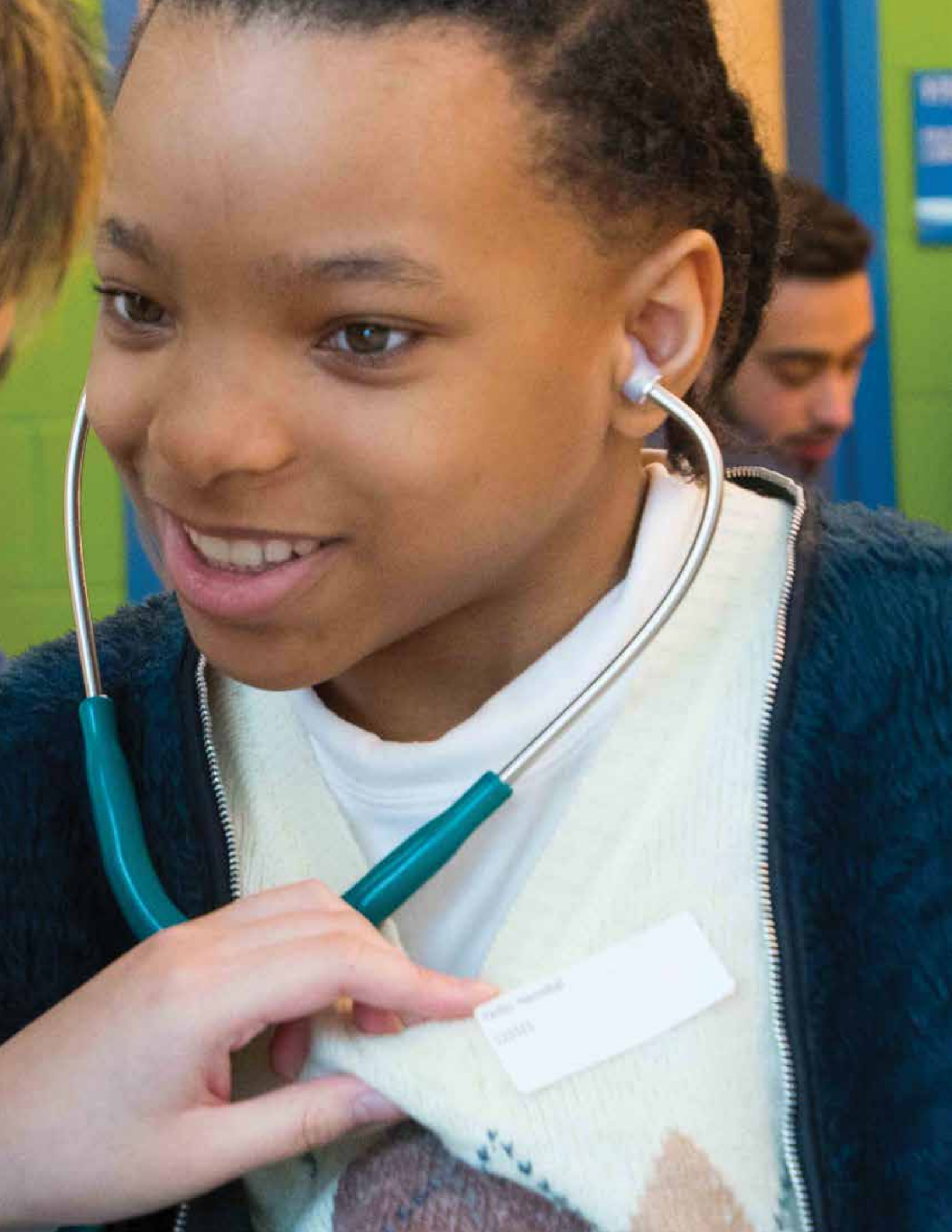
Christine Horvat Davey, RN, Kayla S. Herbell, RN, Nirmala Lekhak, RN, Shanina Knighton, RN, Kathy J. Meyers, MSN, RN, ACNS-BC, and Julie Schexnayder, DNP, MPH, ACNP-BC, all PhD students, received the 2016 PCORI Annual Meeting Scholarship from the Patient-Centered Outcomes Research Institute.

Kayla Herbell, RN, PhD student, received a grant from the Foundation for Education and Research in Biofeedback and Related Studies for her research, "Psychophysiological Stress in Pregnant Women: Correlates with Maternal Mental Health."

A close-up, profile view of a young boy with dark hair, wearing a blue shirt. He is looking down at a book with blue covers. The background is slightly blurred, showing a green wall. The text is overlaid on the top half of the image.

Community Partnerships Shape Future Nurses

STORY BY SUSAN GRIFFITH
PHOTOGRAPHS BY DANIEL MILNER



Undergraduate nursing students at Frances Payne Bolton School of Nursing have performed health screenings on approximately 40,000 Cleveland Metropolitan School District (CMSD) elementary schoolchildren since 2003. This unique partnership and service learning model is now nationally lauded for innovation in nursing education — recognized with the 2016 Centers for Disease Control and Prevention/ the AACN Innovation in Baccalaureate and Graduate Population Health Curriculum Award.

GOOD HEALTH STARTS HERE

Jillian Balkenhol, a third-year undergraduate nursing student, greets the first fifth grader in line at George Washington Carver Elementary School. She asks his name, checks it off the list, gives him a sticker with his name and ID number, and then directs him to the first of three health screening stations.

The place buzzes with activity as the fifth grader makes his way through the three stations manned by second-year student nurses who measure his weight, height, and blood pressure. At the blood pressure stop, he is challenged, like most of the children, to sit silently for five minutes, while his BP is checked three times.

The city school screening program is the largest project in Partners in Health initiative organized by the Frances Payne Bolton School of Nursing. Third-year nursing students, who have gone through the five-course public health sequence in concert with second-year students, use the research quality equipment and follow specific protocols to complete the screenings.

Nursing students collect information, which school districts have been required to report to the state since the 1950s. The data has greater meaning now than ever, stresses Debbie Aloschen, MEd, RN, LSN, director of the CMSD Health and Nursing Services, “Kids are unhealthier now.” The numbers collected support her statement.

She reports kindergarteners used to be “square” — 34 inches tall and weighing 34 pounds. “Now, they are 34 inches tall and weighing 102 pounds. Their blood pressures are much higher, and Type II diabetes, which used to be an adult disease, is now found in the third grade.”

Of the children screened between 2010-15 for high blood pressure, up to two percent of the students were identified annually as hypertensive and were referred for medical care.

Parents receive the health findings in letters from the school to share with the family’s health care provider.

Aloschen explains that general, non-indentifying information about the student population is shared with sources, such as, the City of

Cleveland, which uses the data to track health trends or to determine where additional community health care services are needed.

A PUBLIC HEALTH NECESSITY

The partnership between the CMSD and the Frances Payne Bolton School of Nursing began in 2002 after the American Association of Colleges of Nursing (AACN) urged nursing schools to demonstrate a linkage between the school and the health and wellness of the neighborhood residents.

Associate Professor Marilyn Lotas, PhD, RN, FAAN, then director of the undergraduate nursing program, saw a need even before this call to action, and responded by expanding the School of Nursing’s public health curriculum with new courses that combined class work with community experiences. Previously, the School of Nursing offered only one public health course in the senior year. “It was too little, too late,” she says.

The ultimate goal, says Lotas, is a nursing workforce that both reflects the population and understands cultural and community connections



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Students train and practice screening protocols to measure height, weight and blood pressures under faculty supervision, including Associate Professor Marilyn Lotas, PhD, RN, FAAN.

to health, and in turn, provides quality care in schools, clinics and hospitals for patients from diverse backgrounds that might differ from what students have experienced.

Lotus received a \$10,000 planning grant from the Nord Family Foundation to organize a committee of experts from anthropology, informatics, epidemiology, medicine, and public health. Together they created and evaluated the proposed curriculum changes.

The program launched in 2003. It received help a few years later with a \$75,000 grant from the St. Luke's Foundation. In 2010, the School of Nursing received additional support in the form of a five-year, \$500,000 Elisabeth Severance Prentiss Foundation grant, which helped expand the program by launching the district-wide screening program, and

an asthma initiative in collaboration with the Cleveland Lung Association. Training included the Dreyfus Foundation's Problem Solving for Better Health (PSBH), a framework that highlights how small changes help individuals and communities reach a positive, healthy outcome.

Students are taught screening protocols, including a training video to learn testing for accurate blood pressure reading. It also involved practice to insure that measurements were taken and recorded in a consistent manner.

FPB students visit schools on Friday mornings and afternoons. Sometimes they are joined by students from the School of Medicine. It is an interdisciplinary experience that teams nursing and medical students together to learn more about each profession.

'DO THE REAL WORK'

"Measuring blood pressure, weight, and height are tasks nurses will do throughout their careers," says third-year student Balkenhol, who plans on a career in pediatric nursing and oversees the work of her younger classmates.

Margaret Kowalsky, a second-year student, who records measurements taken on the scale at the Carver School weight station, notes that this experience differs from their acute care hospital and clinical training. "Faculty are present, but we get to do the real work of accurately measuring weight, height, and blood pressures."

The Cleveland Metropolitan School in-service opportunities reflect the FPB classroom learning, starting in the students' first year, explains instructor Shannon Wong, CPNP, MSN, RN, the course

coordinator for the Community Enhancement Engagement sequence.

Students begin in their first year with one course, "Healthcare in the Community."

"Here," Wong says, "Students are introduced to public health and have an opportunity to understand life outside the hospital or clinical setting. It's actually 'Case Western Reserve in the community.' "

They plan pilot projects and implement them. "We don't expect them to move mountains in their first year. We want them to understand the community health connection," says Wong.

During their second and the third years, they take courses including "Teaching/Learning in the Community," "Evidence Based Public Policy in the Community," "Leadership in the Community," and "Process Change in the Community."

Their second and third years are focused on the school screenings and

health projects. Wong says that they learn how to write teaching objectives for improving health in a community, design and implement a health project and evaluate their ability to teach and observe how their lessons are perceived and learned among the population.

She also notes that students have applied their classroom learning for health interventions at Westside Catholic Center, a homeless center, and McGregor Place Daycare Center for Older Adults. Students talk to and interview the centers' clients to understand their needs and then design and test health behavior interventions targeted toward the clients' needs.

The culmination of the course sequence is the Senior Capstone Project: a graduation requirement for all Case Western Reserve undergraduates. Teams of School of Nursing students develop and implement health projects at

approved sites. "Our students learn the importance of how communities impact health. Faculty and students have contributed time and effort to help Cleveland's organizations, like the Cleveland Metropolitan School District and the City of Cleveland. They work together to reduce major health issues like obesity, hypertension, and heart disease through health education programs. The student-designed interventions also provide steps toward a healthier and potentially longer life," says Mary Terhaar, DNSc, RN, ANEF, FAAN, associate dean of academic affairs and the Arline H. and Curtis F. Garvin Professor of Nursing.

LEARNING LIFE LESSONS

Aloshen says FPB students augment health education in the CMSD. They help run a variety of educational programs like the American Lung Association's Open Airways program for five high-risk





"Here students are introduced to public health and have an opportunity to understand life outside the hospital or clinical setting. It's actually 'Case Western Reserve in the community.' "









public schools in Cleveland with a high number of children with asthma.

All are essential programs, Aloschen says, “but we don’t have enough time to address all of these health concerns.”

The nursing students help.

As part of her capstone project, FPB senior Shelby Means was a member of a team that taught district teachers and high school students to perform cardiopulmonary resuscitation (CPR) and use an automated external defibrillator (AED). The program was created to help Cleveland Metropolitan School District administrators comply with a new state law that mandated all graduating students have CPR/AED certification. Means and her teammates received instructor training for teaching CPR/AED from the American Red Cross.

“Our goal was to train as many students as possible,” says Means. “We were able to certify 280 students.”

Aloschen sees CMSD contributing to the education of future nurses as well. “The nursing students are exposed to the needs and challenges that our students face in their everyday lives,” explains Aloschen. “It’s one thing to see poverty on TV; it’s another to see a child walk into school without a coat, socks or underwear when it’s 15 degrees outside.”

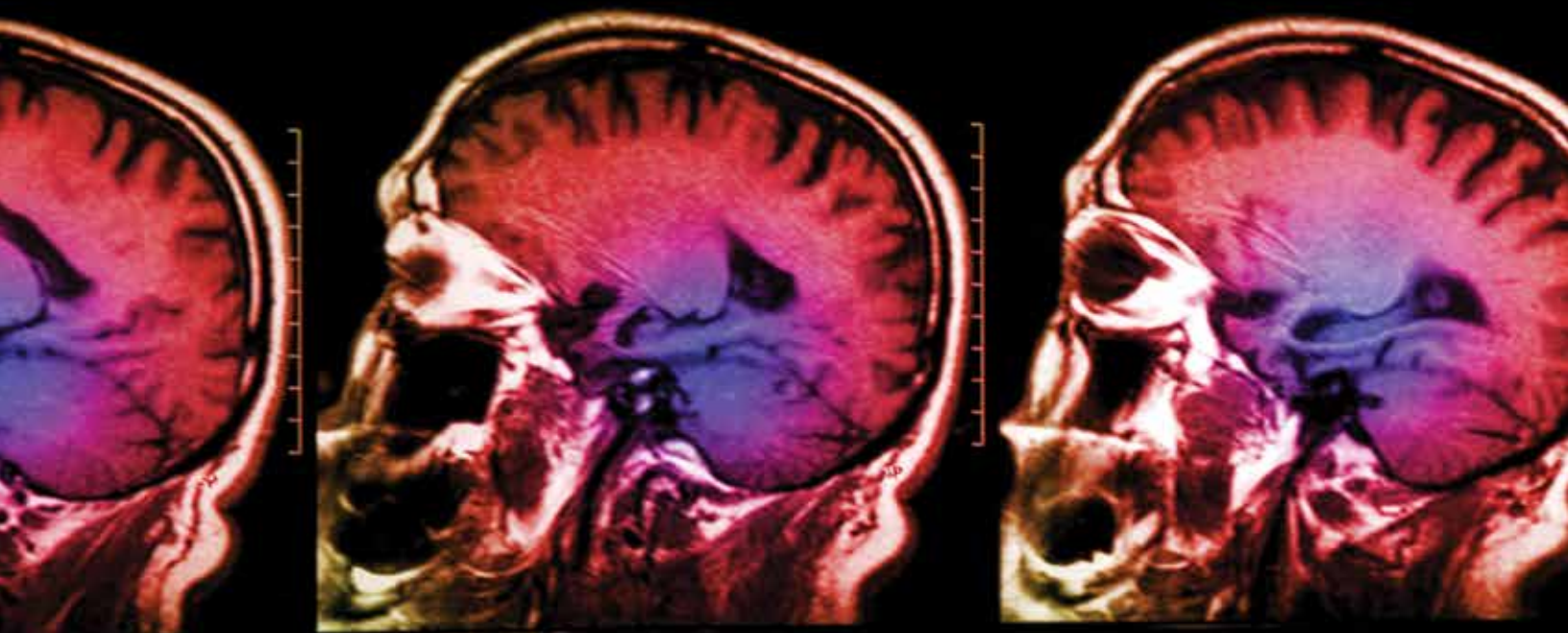
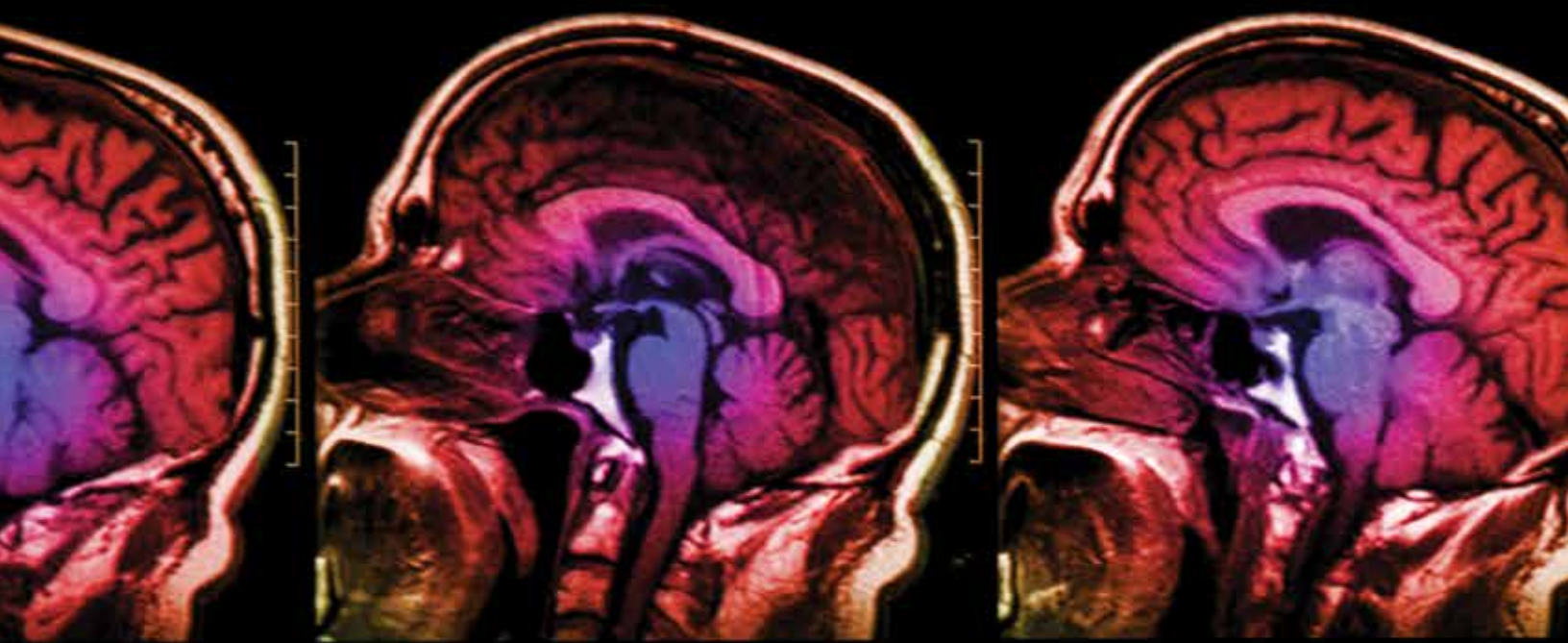
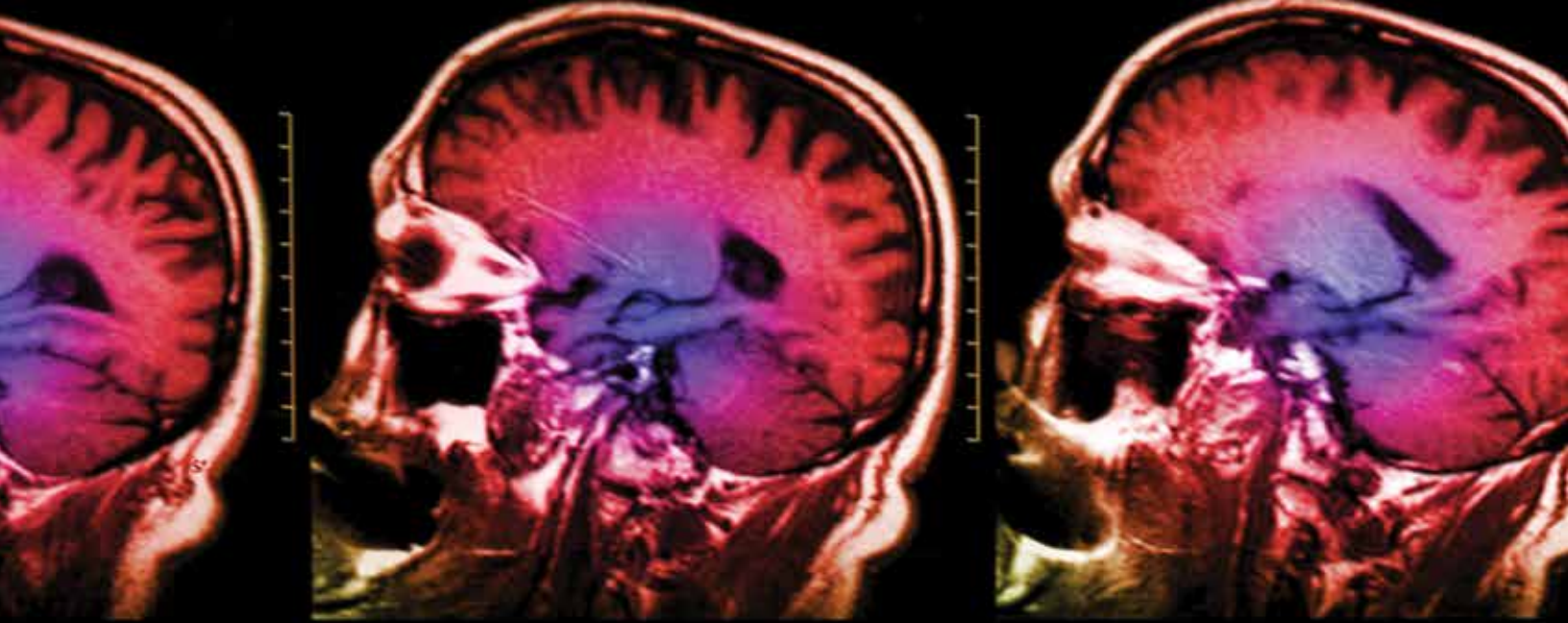
FPB students also encounter many different cultures and witness how those cultures are blended and how to engage members the community.

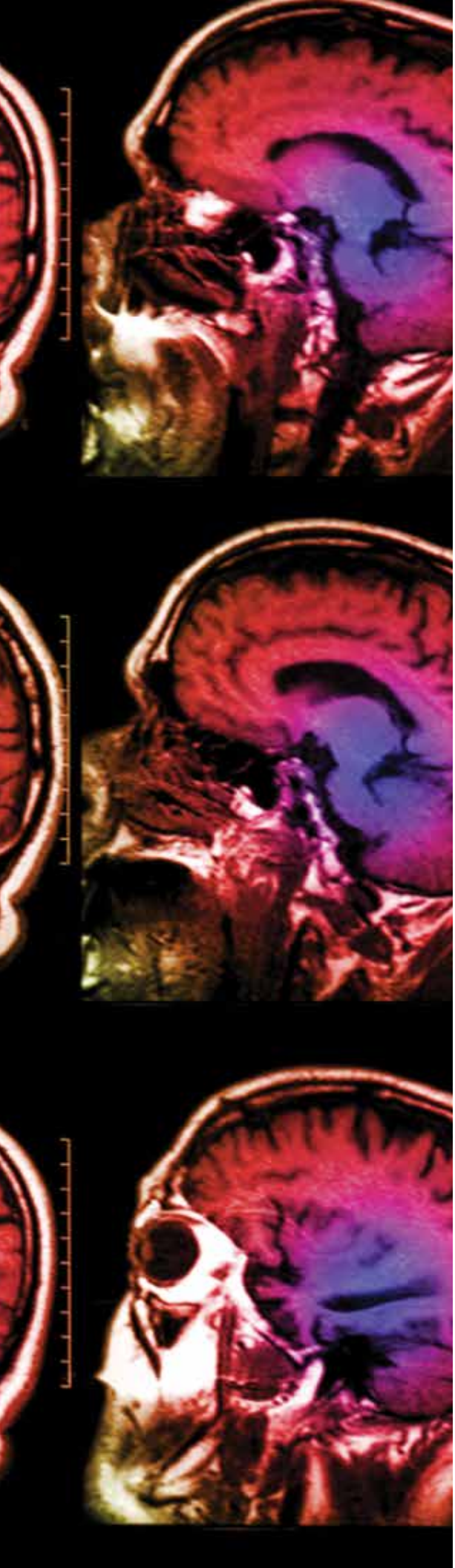
Senior Ellen Swenson says by traveling to schools across Cleveland she learned how to talk to and calm anxious children during the screenings. “Some things you cannot learn from a Power Point presentation,” says Swenson who plans to become a pediatric nurse practitioner. “Experiential learning is the best way to learn.”

During her school visits, she notes she also had the opportunity to answer questions about being a nurse, talk to children about what they want to be when they grow up, and discuss the importance of school to realize those dreams.

“One of the biggest advantages of this partnership is that it shows our kids that there are places for them to go and be when they grow up,” says Aloschen. “The little kids are thrilled when they get a nursing student for the day. Their faces light up.”

The feeling is mutual. +





HOW TO BE SMART

The Science Behind Making Healthy Decisions

BY KRISTIN OHLSON

“Lack of knowledge is not the problem,” says Shirley Moore, PhD, RN, FAAN, associate dean of research and the Edward J. and Louise Mellen Professor at the Frances Payne Bolton School of Nursing. “It’s not that people don’t know what happens when they smoke or that they don’t know the importance of diet and exercise. What we need to figure out is how they process that information to identify the factors that help them decide to take the right actions.”

To that end, Moore and collaborators from the Self-Management Advancement through Research and Translation (SMART) Center—where Moore is the principal investigator and director—have launched eight pilot research studies to investigate the connection between behavior and changes in the brain. While the studies are small—with

around 30 patients in each—and the funding modest, the team from the School of Nursing and its Neuroscience Lab, the College of Arts and Sciences’ Brain, Mind & Consciousness Laboratory, and the School of Medicine’s Case Center for Imaging Research hopes this unique initiative will provide insights that lead to larger studies.

These efforts build on the SMART Center’s work over the past decade. Created in 2007 with a \$2.23 million grant from the National Institutes of Health (NIH) National Institute of Nursing Research, the Center focused its research on the science of self-management by designing and testing tools and strategies for individuals and families that improve health. The Center received an additional \$2.35 million NIH grant to dive deeper into this work by examining the neurologic basis for positive health behavior change.

The impact of the knowledge gleaned from this research could be huge. Around 80 percent of health care is self-delivered—individually or with family assistance. We are responsible for taking our medications, monitoring our

health, engaging clinicians, and reporting symptoms, as well as making critical daily decisions about food, exercise, sleep, stress, and danger. Figuring out how to help patients make healthy choices as they discharge this responsibility is, as Moore says, “the holy grail of health science” and could dramatically impact both the effectiveness and cost of care.

Each pilot study targets a different population that is either dealing with or at risk for a chronic illness. Within each study, participants are introduced to one or more self-management interventions and provided with basic information on how to control their illness. Before the intervention, patients undergo a functional MRI to establish baseline activity in two cortical networks that affect behavior: the default mode network (DMN), the more emotional and social part of our brains, and the task positive network (TPN), the analytical part of our brains. After the intervention is completed, the participants return for a second brain scan to see how activity in these two networks—demonstrated by increased blood flow—has

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“...My goal is to help parents and early-adolescent kids build the strength of their relationship and improve trust before the kids become skeptical.”



“We are looking for patterns of brain activation that parallel changes in behavior. Nursing is just beginning to utilize neuroimaging to see how interventions affect brain functioning.”

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changed. The studies will examine this change in brain activity with the participants' behavior change.

The working hypothesis is that our emotional network needs to be de-activated before our analytical, task-oriented network can be engaged to make changes in behavior. The impetus for this series of studies came from research showing that managers in the world of business who can switch rapidly between the DMN and TPN networks were more likely to make plans and take action on them.

“The whole idea of the SMART Center is to understand brain mechanisms that are involved in behavior change,” says Michael Decker, PhD, RN, RRT, Diplomate ABSM, associate professor of nursing and leader of the Center's Neuroscience Core. “We are looking for patterns of brain activation that parallel changes in behavior. Nursing is just beginning to utilize neuroimaging to see how interventions affect brain functioning.”

The brain scans will also map neural pathways and capture the unique anatomy of each participant's brain. “This research offers the opportunity to connect the basic anatomy and functional information from neuroimaging with behavioral changes,” says Chris Flask, PhD, associate professor and scientific director of the Case Center for Imaging Research. “My role is to figure out how we can best use the magnetic resonance technology and to develop new technologies if needed to sensitively track these changes.”

Six of the eight pilot studies have been designed by an early-career nurse scientist. One of the pilots examines the impact of trust on health between children who are at risk for obesity and their parents. This study is designed by post-doctoral fellow Heather Hardin, PhD, RN, based on insights from her previous research. She had found that adolescents who reported higher levels of trust had healthier lifestyle behaviors. Knowing that the key to adolescent weight management lies in the home, and since parents control most of their children's diet and lifestyle choices, she wondered if building greater trust between parents and adolescents would lead to better weight management.

“At around the age of 14, kids become more skeptical and mistrustful,” Hardin explains. “They have cognitive abilities they didn't have before and suddenly realize the world is very relative and that there are gray areas. They may have been taught X is always right and Y is always wrong, but they begin to realize this might not always be true. My goal is to help parents and early-adolescent kids build the strength of their relationship and improve trust before the kids become skeptical.”

Hardin's study will assign 30 parent-child dyads to one of two groups. One will participate in eight weekly 90-minute trust-building sessions based on Rotenberg's Framework of Interpersonal Trust, which focuses on honesty, reliability and emotional connection. The other group will receive enhanced usual care – a single dietary and physical activity counseling session and eight weekly follow-up phone calls.

In another study, assistant professor Valerie Boebel Toly, PhD, RN, CPNP is presenting two interventions to a population she knows well: caregivers of children with complex, chronic medical conditions that require medical technology such as mechanical ventilation or feeding tubes. “I worked as a home health nurse with these families years ago, and the experience never left me,” says Toly. “The care for these children is so complex, with a number of therapies and treatments and doctor visits, and the caregivers do it 24-7, sometimes for years. What struck me was not only their stress but the fact that some families floundered while some thrived, even with nearly identical circumstances.”

In Toly's pilot, thirty such caregivers will be randomly divided into two groups. One group will be given an intervention called ReMind, a package of daily mindfulness meditation delivered via smart phone along with individual training in eight resourcefulness skills, regular journaling about their experience with the skills, and weekly follow-ups. The other group will only receive the mindfulness meditation app. Toly has already tested the resourcefulness training in another study with promising results, but she suspects that the combination may be even more helpful.

Across all eight studies, investigators will employ common data elements to ensure that they are all evaluating participants in the same way and can aggregate results. “We want to make sure we’re measuring the same things across different populations,” says pilot studies core leader Carol Musil, PhD, RN, FAAN, FGSA, the Marvin E. and Ruth Durr Denekas Professor of Nursing. “For example, we have to measure similar outcomes among adolescents, among people with AIDS, and among adults with hypertension.”

All participants must be cognitively intact. All are evaluated for depression and stress, the latter measured both in the hair and blood. Their ability to solve problems—executive function—is recorded, as well as their level of self efficacy, or the belief that they can be successful at something.

Investigators record how much social support they have and gauge their capacity for compassion—not just

for others, but also for themselves, especially when they need to forgive their own failures. Investigators will track their ability to decenter—to pull away from a situation and assess it with some objectivity. These common elements will likely give researchers a profile of the characteristics that influence self-management across all studies.

But the breakthrough of this initiative is it will link all of the factors that nurses and other health professionals typically gather from patients – from their ability to regulate emotions to their level of compliance with health care—to the anatomy and function of the brain.

“We now have a way to look directly at the organ that determines whether and how you can change your behavior,” says Anthony Jack, PhD, associate professor of philosophy and leader of the Brain, Mind & Consciousness Laboratory. “We are not merely looking at the brain but are getting the kind of information that eventually will revolutionize our ability to intervene and help people.” +

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Toly has already tried the resourcefulness training in another study with great success, but she suspects that the combination may be even more helpful.





HOMECOMING CELEBRATION 2016



Last fall's Homecoming Celebration gave more than 100 alumni of the Frances Payne Bolton School of Nursing the chance to connect with faculty, visit with longtime friends, meet the next generation of nursing leaders and educators, and learn more about their school's future home. Graduate students, including Patricia Beam, DNP, MSN, RN-BC, Letitia Close, MSN, ACNP-BC, Jacqueline Martz, DNP, ACNS-BC, CDE, Linda Baer, MSN, NP-C, AOCNP, and Eric Baum, DNP, MSN, PhDc also presented their research as a new addition to the weekend's events. An FPB Alumni Uptown party at the Corner Alley capped off a great Homecoming celebration.

Registration opens for this year's Homecoming on July 1, 2017.

Homecoming Celebration 2016

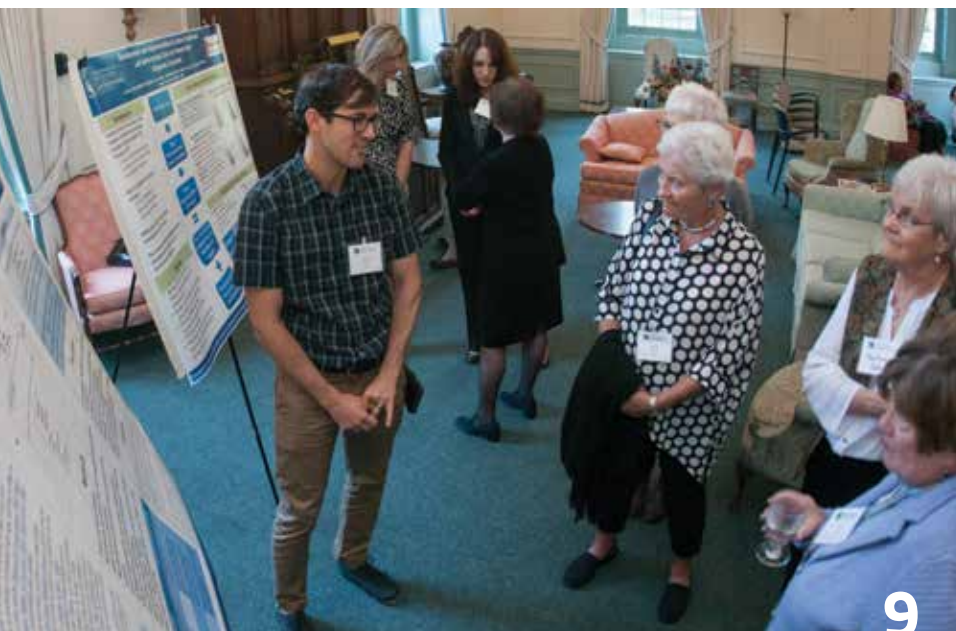


(1) Alumni listen as graduate students share their research during Homecoming and Reunion 2016.

(2) Dean Kerr meets with alumni, students, faculty and friends during a traditional Frances Payne Bolton tea.

(3) Students joined faculty, staff and alumni for the weekend's festivities.

(4) The Class of 1966 celebrates 50 years of being FPB alumni.



(5) Catching up at the School of Nursing social hour.

(6) School of Nursing students get the chance to talk with alumni about their careers.

(7) Dean Kerr celebrates during her bowling frame at the Corner Alley Uptown event.

(8) 2016 Award for Excellence recipient, Michael Zychowicz (NUR '06) takes a look at class photos.

(9) Eric Baum, DNP, MSN, PhDc, shares his research with alumni.



Left to right: Catherine Lindenberg, Diana R. Debartolomeo Mager, Mary E. Kerr, Margaret A. Fitzgerald, and Michael E. Zychowicz.

A dedicated orthopedic nurse educator, an expert in nursing certification, a champion for home health services, and a leader in public health education were honored by the Frances Payne Bolton School of Nursing Alumni Association last fall during Homecoming. Each year, the alumni association pays tribute to the accomplishments of its most noted alumni and friends with various accolades.

The Award for Excellence recognizes alumni of Frances Payne Bolton School of Nursing who have demonstrated outstanding leadership and achievement in nursing, and have made significant contributions in nursing or related areas of health care.

The Distinguished Alumni Award is the highest honor given by the Frances Payne Bolton School of Nursing Alumni Association to alumni who have demonstrated continuous, outstanding, creative, and exemplary contributions to the discipline of nursing or to health care.

The Young Alumni Award for Excellence recognizes alumni who have demonstrated outstanding leadership and achievement in nursing, and who have made significant contributions in nursing or related areas of health care within 10 years or less of graduation from Frances Payne Bolton School of Nursing. The accomplishments are rooted in their education from the School of Nursing.

The President's Award recognizes outstanding alumni selected by the president of the FPB Alumni Association and its Alumni Awards Committee for exceptional service to nursing or various unique efforts—often at the grassroots level—which benefit nursing.

Alumni Association Honors 2016 Award Recipients

2016 AWARD FOR EXCELLENCE

MICHAEL E. ZYCHOWICZ, DNP '06

*Professor and Director, MSN Program
Duke University School of Nursing*

Michael Zychowicz is an associate professor and director of the Master of Science in Nursing program at Duke University School of Nursing. He is co-director for two post-graduate nurse practitioner residency programs funded through a VA Nursing Academic Partnership and has developed and leads the only graduate-level Orthopedic NP specialty program in the United States.

He authored and edited the book *Orthopedic Nursing Secrets*, and is currently editing the book *Introduction to Orthopedic Nursing*. A columnist for *Orthopedic Nursing*, he is on the editorial advisory board for the journal *Advance for Nurse Practitioners*. He also serves on the Orthopedic Nurses Certification Board.

A fellow of the American Academy of Nursing and the American Academy of Nurse Practitioners, he has been honored as the New York State Nurse Practitioner of the Year and with the American Association of Nurse Practitioners (AANP) Award for Excellence. He has participated in the AACN Leadership for Academic Nursing Program Fellowship and was recently selected to participate in the AACN – Wharton Executive Leadership Program Fellowship.

He is certified as both an Adult Nurse Practitioner and an Orthopedic Nurse Practitioner. His specialty is orthopedic nursing, with subspecialties in sports medicine, spinal surgery, and general orthopedics.

2016 DISTINGUISHED ALUMNI AWARD

MARGARET A. FITZGERALD, DNP '06

*Founder and President
Fitzgerald Health Education Associates, Inc.*

Margaret A. Fitzgerald is the founder, president and principal lecturer with Fitzgerald Health Education Associates, Inc., an international provider of Nurse Practitioner Certification Preparation and ongoing continuing education for health care providers. More than 85,000 NPs have used the Fitzgerald course to successfully prepare for certification. Fitzgerald has also provided graduate-level pharmacology courses for advanced practice nursing students at a number of universities for more than 25 years.

She serves on the editorial boards of *The Nurse Practitioner*, *American Nurse Today*, and *Prescriber's Letter*. Her book, *Nurse Practitioner Certification Examination and Practice Preparation*, received the *American Journal of Nursing* Book of the Year Award for Advanced Practice Nursing.

She also is a fellow of the American Academy of Nursing and the American Association of Nurse Practitioners. Throughout her career, Fitzgerald has received honors including the National Organization of Nurse Practitioner Faculties' Lifetime Achievement Award, the American College of Nurse Practitioner's Sharp Cutting Edge Award, and the Loretta C. Ford Lifetime Achievement Award from the National Nurse Practitioner Symposium.

She also continues to practice as a family nurse practitioner at the Greater Lawrence Family Health Center in Lawrence, Mass. and serves as an adjunct faculty for the Greater Lawrence Family Health Center Family Practice Residency Program.

2016 YOUNG ALUMNI AWARD FOR EXCELLENCE

DIANA R. DEBARTOLOMEO MAGER, DNP '09

Associate Professor

Marion Peckham Egan School of Nursing and Health Studies, Fairfield University

An associate professor at Fairfield University, Diana Mager focuses on caring for older adults in their communities, especially in medication use and medication errors in a home care setting. She has conducted various studies involving medication omissions, errors, patient satisfaction related to nurses' medication skills, adverse drug events, and patients' medication side effect knowledge.

She recently concluded work as the principal investigator in the ELDER (Expanded Learning and Dedication to Elders in the Region) Expansion Project. This federally funded, three-year grant was designed to work with partnering institutions in the community to mentor nurses, nursing assistants and other professionals regarding communication and teamwork, cultural self-awareness, and palliative/end-of-life care for older adults.

She is also an expert in the use of simulation to teach nursing. She has published articles in such journals as *Home Healthcare Nurse*, *Gerontology and Geriatrics Education*, *Clinical Simulation in Nursing* and *MEDSURG Nursing*. Board certified in Home Health Nursing since 1995, Mager lives in Milford, Conn. with her husband John and her three children, John, Emily, and Craig. While enjoying teaching full time, she continues her work as a visiting nurse and home care consultant.

2016 PRESIDENT'S AWARD FOR DISTINGUISHED SERVICE

CATHERINE LINDENBERG, BSN '66

President

TeenSmart International

Catherine Lindenberg has been a leader in nursing and public health education for decades with emphasis in clinical, consulting, and academic work in Central America and the United States. Her innovative efforts led to the creation of TeenSmart International, a health institute committed to improving the lives of Central American youths.

TeenSmart International works to promote "self-care and self-empowerment through the development of the knowledge, skills, and motivation needed to lead healthy, and satisfying lives." TeenSmart, which she serves as president, currently helps 34,000 youth in Costa Rica, Nicaragua, Honduras, Guatemala, El Salvador, Bolivia, the United States, and more.

Lindenberg has also enjoyed an extensive career in academia. The former director of research and faculty development at the University of Massachusetts, she has taught in the Department of Women and Children's Health and the Department of Family & Community Health at Emory University, as well as in the Department of Family and Child Nursing at Washington State School of Nursing. Her research focuses on financing and promoting health education to at-risk adolescent minorities and has been published in numerous journals including *International Journal of Nursing Studies*, *Maternal Child Nursing* and the *Journal of Drug Education*.

events & CELEBRATIONS

STETHOSCOPE CEREMONY



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A new tradition at the Frances Payne Bolton School of Nursing is the Stethoscope Ceremony for first year undergraduate students. Here, students are gifted this essential tool of the trade as they are introduced to the nursing profession. The Arnold P. Gold Foundation supported this year's ceremony.



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- (1) First-year BSN students show off their new stethoscopes.
- (2) Students ready to take the Nightingale Pledge.
- (3) BSN students head to the Corner Alley Uptown to celebrate with food, friends and bowling.
- (4) BSN first-year students receive their stethoscopes before they begin their first clinical.



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classNOTES



The Class of 1966: Back Row: Marcia Hallstrom, Nancy Horton, Barbara Zebo, Prudence Holtman, Joyce Kish, Bonita LaFleur, Sally Finet, Linda Burns, Janet Miller, Sharon Kratt, Dorothy Reilly, Jeanne Kamiab, Marianne Miller. Front Row: Virginia Brendlen, Gwen Chute, Judith Boehm, Elizabeth Murtfeldt, Martha Guidotti, Patricia Costanza, Susan Carlson, Catherine Lindenberg. Not Pictured: Ruth O'Brien

1960s

Bonita “Bonnie” Buyan LaFleur (NUR ‘66) celebrated 50 years of marriage to Virgil A. LaFleur (MED ‘68) with family and friends. They have two sons, two daughters, two son-in-laws and eight grandchildren. They also fostered 68 newborns, infants and toddlers – and watched many of them grow up, graduate and marry. LaFleur retired after working in pediatrics, and as a corporate and community wellness nurse. “I am grateful to FPB and University Hospitals for the opportunity to get a great education and to get to know so many wonderful people.”

1970s

Candy Wallace (NUR ‘76) worked for 10 years as a registered nurse at University Hospitals in Cleveland, served 25 years as a volunteer nurse in Stark County, and led the effort to create the first free-standing hospice and grief services building in Stark County, Ohio—the Aultman Women’s Board Compassionate Care Center. Married more than 37 years to Bill Wallace, the couple has four children and two grandchildren.

Deborah Klein (NUR ‘77, ‘82) was appointed as a representative to the board of directors of American Association of Critical-Care Nurses (AACN) Certification Corporation. A clinical instructor at FPB, Klein is a clinical nurse specialist at the Cleveland Clinic and is also an adjunct faculty member at Kent State University.

1980s

Lisa Presnall (NUR ‘85) is a professor in the Department of Nursing at the College of Health & Human Services at Concordia University. She has had more than 30 years of nursing practice in academic, community health, acute inpatient and administration positions.



Maureen Burger (NUR ‘89) published “Drug diversion is an equation: A + O = D2 TM,” with Gregory S. Burger, vice president for Hospitals and Health Systems, Visante Inc. in *Becker’s Hospital Review*.



She is the chief nursing officer at Visante, Inc. Her career covers more than 30 years including clinical and administrative aspects of hospital organizations.

1990s

Anne Barker Dunn (NUR ‘91), as part of the Veterans Justice Program Team, was a finalist for the 2016 Samuel J.



Heyman Service to America Medal in the Homeland Security and Law Enforcement category. A deputy director of the Homeless Programs Office at Veterans Health Administration, she and her team from the Veterans Health Administration led two programs to help veterans in the criminal justice system receive assistance and treatment: The Health Care for Reentry Veterans program and the Veterans Justice Outreach program.

Susan Stocker (NUR ‘92) was appointed interim dean and chief administrative officer of Kent State University at Geauga and Kent State’s Regional Academic Center in Twinsburg. Stocker led the Ashtabula Campus as dean and chief administrative officer since 2001 and will continue in this role. She also served as interim dean of the Regional College since 2015.



Azra Baig (NUR ‘94) was re-elected to the South Brunswick, New Jersey Board of Education. She works as a substitute



registered nurse in the Princeton and North Brunswick Public School Systems. Previously, she worked in the Emergency Department at the University Medical Center at Princeton and as a nurse in the South Brunswick School District. Married for 22 years, she has two daughters.

Gaye Ficarrota

(NUR '96) joined the Florida Hospital Physician Group as its first certified nurse midwife on staff. She provides comprehensive obstetrical and well-woman care, and has delivered 1,000 babies in her years as a Certified Nurse Midwife.



Susan L. Tullai-McGuinness (NUR '96) was honored as one of Cleveland State University's Distinguished Alumni Award winners. Tullai-McGuinness retired from Case Western Reserve University in 2013 as an associate professor, but continues to teach there and at Breen School of Nursing at Ursuline College. Her career includes working as a public health nurse, teen project coordinator for Family Planning of Lake County, an administrator of the Visiting Nurse Association of Cleveland's private duty program, and positions with University Hospitals' Home Health Agency. She lives in Painesville Township.

Nancy Sandrock (NUR '97) joined the faculty of Texas A&M International University as a clinical assistant professor of nursing.

Amy L. Smith

(NUR '97) joined Physicians' Primary Care of Southwest Florida as a certified



Alumni Association Board President Paula Forsythe (NUR '64, '82) with her granddaughter, Taylor Forsythe, BSN senior.

nurse midwife. Smith has 19 years of experience as a registered nurse and certified nurse midwife, working in both hospital and private practice settings in Ohio and Florida. She also has served as a clinical instructor for nursing students at Mercy College of Northwest.

Leona "Anne" JoAnne Church (NUR '99)

was named Idaho's Nurse Practitioner of the Year by the American Association of Nurse Practitioners. A former president of the Nurse Practitioners of Idaho, she has been recognized as a pioneer in establishing Idaho legislative recognition for Nurse Practitioner prescriptive authority. She is the first DNP in the state of Idaho and the first to establish an independent practice.



Tina Resser (NUR '97, '99, CERT '08)

received the 2016 Professional Development and Education Award for the Cleveland Clinic Health Systems Zielony Nursing Institute. She is a nurse practitioner in Cerebrovascular Neurosurgery.

2000s

Ebony Drummer (NUR '01, '08)

was named the new associate dean of the Division of Nursing Education at Cuyahoga Community College. A member of the Tri-C faculty since 2011, she previously served as a program manager for the associate degree nursing program. She is an onsite peer evaluator for the Accreditation Commission for Education in Nursing (ACEN), serving on accreditation teams nationwide for the purpose of reviewing associate degree nursing programs for compliance to ACEN Standards and Criteria.



Donna Neff (GRS '01)

was appointed to the newly created position of associate dean of research at the University of Central Florida College of Nursing. She joined the faculty in 2013 as associate professor and interim director of research and served as PhD program coordinator since 2014. She is also vice president of communications for the National Academies of Practice, associate editor for *Issues in Mental Health Nursing*, manuscript reviewer for *Research in Nursing & Health*, and a member of Academy Health.



Jennifer A. Hackwith

(NUR '04) was named the coordinator of Idaho State University's accelerated nursing program. Hackwith holds a doctorate in nursing practice and a family nurse practitioner



post-graduate certificate from Frontier Nursing University.

Terri Parnell (NUR '09) is principal and founder of Health Literacy Partners, LLC and chief nursing officer for TVR Communications.



Previously, Parnell was vice president for health literacy and patient education for the Northwell Health System. A fellow of the New York Academy of Medicine, she was selected for the 2016-17 New York Academy of Medicine Fellow Ambassadors Program.

Patricia Sharpnack (NUR '09), dean and Strawbridge Professor of Ursuline College's Breen School of Nursing, was elected president of the Ohio Board of Nursing. She was appointed to the Ohio Board of Nursing in 2014.

2010s

Kimberly Garcia

(NUR '09, '10), a certified nurse midwife for Olean Medical Group, in New York, took medical equipment and offered training to Guatemalan lay midwives in September.



Leigh Anne Minchew (NUR '10) received the Outstanding NP Regional Award from the Nurse Practitioner Alliance of Northern Alabama. She is an assistant professor and vice chair for the Maternal-Child Nursing Department at the University of South Alabama College of Nursing. Her research and areas of interest include Women's Health Across the Lifespan, Rural Elderly Women's Health, Domestic Violence, Centering Model of Patient Care and Inpatient Obstetrical Nursing.

Loressa Cole

(NUR '12) was appointed chief officer/executive vice president of the American Nurses Credentialing Center (ANCC). Cole brings more than 30 years of nursing and management experience, most recently as the chief nursing executive for LewisGale Regional health System located in Salem, Va. She is a member of the American Organization of Nurses Executives, the Virginia Organization of Nurse Executives and the American College of Healthcare Executives.



Emma Cleary

(NUR '13) joined the family medicine team at Mayo Clinic Health System in Le Sueur, Minn. She earned her MSN from Yale University. Throughout her studies, Cleary also found time to travel the world to help volunteer where she can, including in the Dominican Republic, Haiti, Nicaragua, El Salvador, and Mexico.



Lisa Nummi

(NUR '13) was named chief operating officer of Bayfront Health St. Petersburg. She joined the staff at Bayfront Health St. Petersburg in 2010 as director of emergency and trauma services. Prior to joining the staff at Bayfront Health, Nummi served as the director of emergency services at Bronx Lebanon Hospital Center, corporate director of emergency services at Community Health Systems, assistant patient care



Mystery Solved: Thanks to Audrey Booth (NUR '48), the Nurse Cadets featured in the Fall 2016 issue of *Forefront* now have names to go with their faces. (Left to Right) Lorna Jones Schaschi (NUR '48) of Fullerton, Calif.; Barbara Crew Long (NUR '48) of Medina Ohio; Marguerite (Peggy) Imrie Norstog (NUR '48) of Lakewood, Colo.; and Booth of Chapel Hill, N.C.



The Frances Payne Bolton School of Nursing Alumni Association Board take a few moments from the Homecoming festivities to pose for a picture. To learn more about the association, visit nursing.case.edu/alumni/alumni-association-board

officer at University Community Hospital (Florida Hospital Tampa) and director of emergency services at Johns Hopkins Medical Center.

Debra K. Lewis (NUR '14) now serves Loudonville, Ohio and surrounding areas as part of a Pomerene Family Care.



Emily Orchard LaHue (NUR '14) married Phillip Duncan LaHue on Oct. 2, 2016 in the Meadows-Orrville, Ohio. LaHue is an operating room nurse at Southwest General Health Center in Berea and lives in Medina with her new husband.



Carolyn Williams (CERT '15) recently joined Primary Health Network in Clarion, Pa. as a certified registered nurse practitioner who provides behavioral health.



Maggie Lowe (NUR '14, '16) married her best friend of 11 years and recently moved back to the Pacific Northwest to Port Orchard, Wash. Lowe started work

as a Family Nurse Practitioner at a local community health center.

Randee Masciola (NUR '16) was promoted to assistant professor and director of the MSN program at the Ohio State University. She was also appointed to the Board of Directors of Nurse Practitioners of Women's Health.



Barbara Wilford (NUR '82, '16), an associate professor of allied health and nursing at Lorain County Community College, was presented with the Face of Care in Nursing Award from Cleveland Magazine and the Greater Cleveland Nurses Association. She also was named the winner of the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) 2016 Every Woman, Every Baby and the Tara Hansen Foundation Award. She received the award for her research titled, "Effects of Skin-to-Skin Contact on Newborn Responses During Extruterine Transition."



Addie A. Shock (NUR '16) joined New Beginnings Pediatrics in Norwalk and Bellevue, Ohio as a certified pediatric nurse practitioner. A member of the National Association of Pediatric Nurse Associates and Practitioners, Society of Pediatrics Nurses, and Sigma Theta Tau International Honor Society of Nursing, she and her husband, Kyle, live in Olmsted Township.



Nancy Jaskowak Cresse (NUR '16) was honored by the New Jersey State Nurses for outstanding professional career accomplishments at its Diva and Don Gala. Cresse is clinical assistant professor at Rutgers University School of Nursing Camden. She recently was named to the Quality and Safety Education of Nurses International Task Force.



Judy Tingley (NUR '16) was named vice president and CEO of Erlanger Health System's new Heart and Lung Institute in Chattanooga, Tenn.. She previously served as chief operating officer of HeartSource, a joint program of the divisions of Cardiology and Cardiothoracic Surgery at Columbia University Medical Center in New York City. A member of the American College of Cardiology's Science and Quality Steering Committee, Clinical Policy Approval Committee, and Surviving Acute MI Workgroup, she is also the founding chairperson of the New York State STS Regional Data Management Workgroup.



inMEMORIAM

1940s

Shirley Cahen Beal

(NUR '46), age 94, of Cleveland, Ohio, died Aug. 4, 2016. Married to Leonard Beal for 44 years until his passing in 1988, the couple raised their three children in Cleveland where she was an active volunteer in the inner-city reading programs and a part-time nurse in the Child and Family Health Service. Securing and expanding women's rights was a primary focus throughout her life. After moving to Stonington, Conn. in 1973, she became active in Planned Parenthood. Beal also sang in the Westerly Chorus, was a member of the Avalonia Land Trust, and a member of the Board of the Stonington Free Library. She was later married Harold Gegenheimer for almost a decade before his passing in 2006.

**Mary Louise Wagner**

Factor (NUR '46), age 92, of Barberton, Ohio, died Jan. 14, 2017. A cadet nurse during World War II at FPB, she also received a bachelor's degree in public health from the University of Minnesota. She married Donald Factor in 1949 and the couple moved to Barberton, where she worked as a nurse at Barberton Citizens Hospital. Factor received a teaching certificate from Kent State University and taught fifth and sixth grade at Arnold and Johnson Elementary Schools for 20 years.

**Helen Lamb (NUR '48)**

age 92, of Concord, Ohio, passed Dec. 22, 2016. Head of the Nursing Department at General Electric's Pitney Glass Plant for 35 years, she married Willard "Larry" Lamb in 1951. Together the couple shared a love for travel, gardening, and home improvement projects. A loving mother and devoted grandmother, she enjoyed spending time with family and friends.

**Barbara Crew Long**

(NUR '48, '66), age 90, of Cleveland, Ohio, died July 5, 2016. Raised in Santiago, Chile, Long came to the United States at the age of 16 and received her undergraduate degree at Ohio Wesleyan University. She earned both her Master of Nursing and later Master of Science in Nursing degrees from the Frances Payne School of Nursing, which she later served as an associate professor. Before retiring in



1984, she coedited several textbooks on medical surgical nursing.

Barbara Jean Woodward

Rahal (NUR '49), age 88, of Medina, Ohio, died Aug. 27, 2016. Rahal received her bachelor's degree in nursing from Frances Payne Bolton School of Nursing, where she later established a scholarship for nursing students. A longtime patron and supporter of the Chicago Symphony, she was vice president of the Glen Ellyn Infant Welfare Society. She was an avid reader and frequent international traveler who shared her family's passion for auto racing.



1950s

Pauline Crawford

(NUR '57, '77), age 87, of Cleveland, Ohio, died Sept. 14, 2016. Crawford received her bachelor's degree in nursing and her master's degree in organizational development from Case Western Reserve University. She became the executive director of Case Western Reserve's Area Health Education Center. The first African American director of nursing in an acute care hospital in Ohio and the first inductee into the Glenville Hall of Fame, she was included in the first edition of *Who's Who Among Contemporary Nurses*.

**June S. Tartala (NUR '57)**

age 83, of Petersburg, N.J., died Aug. 30, 2016. She was a visiting nurse at the Bucks County Department of Health.



Lucy Jo Atkinson (NUR '54), age 84, of Lyndhurst, Ohio, died Sept. 30, 2016. Atkinson worked as operating room supervisor at Children's Hospital in Pittsburgh and Cedars-Sinai Medical Center in Los Angeles. She became director of educational services for Ethicon, Inc., a Johnson & Johnson company, traveling the world doing educational seminars for operating room nurses. She served as author/editor for four editions of a widely-used textbook for surgical nurses. She continued her commitment to education into her retirement with the establishment of a professorship in perioperative nursing at FPB.

inMEMORIAM

She also employed by the Philadelphia Health Institute and taught nursing at Villanova University. She received her master's degree at the University of Pennsylvania.

1970s

Mary Elizabeth Willy (NUR '78), age 60, of Bethesda, Md. died June 9, 2016. After working for many years as a nurse in Hershey, Penn. and Baltimore, Md., Willy earned a master's degree in Public Health and a PhD in Epidemiology from Johns Hopkins University. Willy worked at the FDA labeling drugs with hepatotoxicity (chemical-driven liver damage), and also on efforts to address overdose and abuse of prescription opioid analgesics. Prior to her work at the FDA, she was a nurse epidemiologist at the NIH and an infection control coordinator at the Children's Hospital National Medical Center. She loved to travel, bike and hike.

1980s

Carol Anne Esche (NUR '82), age 59, of Lutherville, Md., died Oct. 1, 2016. The DNP graduate was the vice president of nursing at NYC Methodist Hospital. She was one of the many medical personnel who offered medical assistance near Ground Zero during the September 11th terrorist attack on the World Trade Center. She later joined the University of Maryland School of Nursing as an assistant professor and co-director of the Clinical Nurse Leader Master's program. An avid Baltimore Orioles fan, she also served as a Clinical nurse specialist for Evidence-Based Practice and Research at Medstar, Franklin Square Medical Center.

FACULTY & FRIENDS

Sarah Hall Gueldner, age 75, of Isle of Palms, S.C., died Oct. 4, 2016. She obtained her master's degree in nursing from Emory University, and later completed her PhD in nursing at the University of Alabama at Birmingham, focusing much of her work on the gerontological issues of aging and well-being. Her career culminated with academic appointments as dean of the Decker School of Nursing, State University of New York at Binghamton. She was later named the Arline H. and Curtis F. Garvin Professor of Nursing at Case Western Reserve Frances Payne Bolton School of Nursing. During her tenure at Case Western, she traveled twice to Africa as a visiting professor, first to The University of Botswana, and later to The University of Buea at Cameroon.

Joan Koesterer, age 64, of Stow, Ohio, died Jan. 4, 2017. She received degrees in social work and nursing from Ohio State and Kent State universities. She also received a Master of Business Administration from the Weatherhead School of Management at Case Western Reserve. She thrived in her career as a nurse, eventually working her way into management. Later in her life she began a second career as an instructor at FPB. She loved to travel and went to many places all over world with many of her friends as well as her niece.

Charlene Phelps (NUR '65), age 75, of Lyndhurst, Ohio, died Nov. 17, 2016. A faculty member as part of Dean Rozella Schlotfeldt's "Experiment in Nursing," Phelps rose through the ranks at University Hospitals, including director and administrator of nursing programs and retired as its senior vice president of Nursing in 2003. She has also served as the chair of both Frances Payne Bolton's visiting and campaign committees and personal confidant to its deans for decades. Her legacy as a nationally recognized nurse leader continues in the countless lives she has touched as an educator, administrator and friend.



Elizabeth Maria Fordiani (NUR '85), age 58, of Southington, Conn., died Oct. 12, 2016. Fordiani graduated from Bates College in Lewiston, Maine with a bachelor's degree in biology. After practicing as a labor and delivery nurse for several years in Cleveland, she attended the Yale University School of Nursing, where she received a master's

degree in nurse-midwifery. She later earned her DNP from Frances Payne Bolton School of Nursing. She practiced as a certified nurse-midwife in the Boston area, helping hundreds of women bring new lives into the world. She also was employed as a nurse in the Southington school system.

This memorial section lists deceased alumni and friends of the Frances Payne Bolton School of Nursing for whom death notices were received between **July 1, 2016 and Jan. 31, 2017**.



Empowering women in Cameroon

BY MICHELLE SIMAKIS

Her plans to return to Cameroon as a Fulbright Scholar brought back a lot of memories for Fonyā Atabong, DNP, RN (NUR '12).

Atabong, an assistant professor of medical surgical/ pediatric nursing at Northern Virginia Community College, grew up in Cameroon and looked forward to reuniting with family there. But the reunion was also painful. She had lost family members, including her father, due to inadequate care for preventable illnesses.

"Family is priority number one for my life," says Atabong, whose 12-month placement included her husband and two children, ages six and nine. "My father's passing is the reason I applied to be a Fulbright. He has helped me to pursue what I'm doing with my professional life — giving back and trying to make things better for others."

The lack of proper health care starts from birth in Cameroon. Child mortality and death from childbirth are high. According to UNICEF, Cameroon has one of the highest child mortality rates, at 148 per 1,000, and the organization calls maternal mortality "alarmingly high" at 670 per 100,000 births. In the United States, the numbers are seven and 28, respectively.

Atabong's mission was to help reverse the mortality rates through empowerment and education of both caregivers and patients.

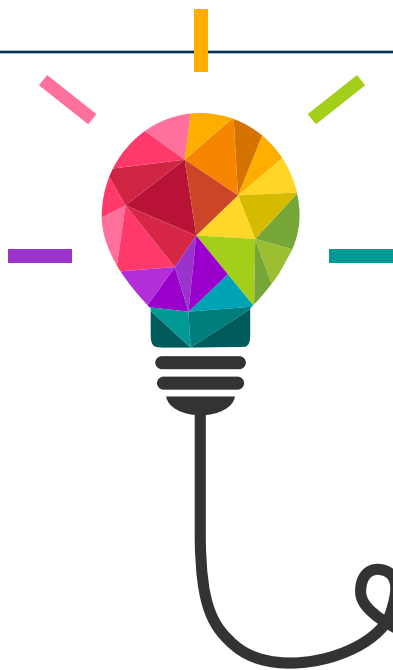
The Ministry of Public Health in Cameroon had established midwifery practices in 10 regions to improve care of women and children. But, the midwives lacked formal education and the death rates didn't budge. Atabong worked with the ministries of public health and education as well as the University of Buea on a partnership that included the creation of an accelerated bachelor's degree for midwifery.

Due to the severity of the mortality rates, she reduced the program from four years to three while maintaining its academic rigor. Her goal was to teach midwives not only how to handle crises, but how to monitor their patients and recognize complications earlier.

"We wanted to educate and nurture midwives with the right tools to enable them to advocate, and intervene in a timely manner, as well as empower and educate their patients across their lifespans," she says.

Atabong says her education at Frances Payne Bolton School of Nursing helped her prepare for the leadership role in Cameroon. She wanted to stay longer, but she's confident knowing she left the right tools — including 100 textbooks she personally donated — for current and future students.

"Education is very, very powerful," Atabong says. "If you are well educated, you can make better choices for yourself, for your life. Once you are able to do that, you will be able to help those in need." +



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