

Winter 2024

Forefront

The Frances Payne Bolton School of Nursing at Case Western Reserve University



Profiles of promise

Scholarship funding empowers
next generation of nursing professionals

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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.

Frances Payne Bolton School of Nursing

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On the cover:

Left to right: Frances Payne Bolton School of Nursing students Audrey Smallman, Megan Foradori, Rebecca Hollimon and Glenford Ona. Read their story on p. 10. (Photo by Matt Shiffler.)

From the Dean



To the alumni and friends of the Frances Payne Bolton School of Nursing,

As we begin a new year, I can't help but reflect on the accomplishments that the previous one has brought to our community.

We celebrated the centennial of our endowment with a spectacular gala during Homecoming and Reunion Weekend and brought together generations of alumni, friends and students to recognize historic achievements and share prideful memories (p. 16). Through generous donations, gifts and an auction, we raised over \$120,000 for student scholarships. That figure is a testament to the many supporters the School of Nursing has today.

Groundbreaking research continues to set our School of Nursing apart from other institutions, which is evidenced by the historic \$6.6 million in grants awarded to our faculty by the National Institutes of Health this year. That includes the important work of **Sara Douglas, PhD, RN**, which you can read about on p. 8.

We've seen marked growth in recruitment this year (see p. 5), including increases in both undergraduate and graduate students, as well as record enrollment of both men and underrepresented minority students in our programs. Our outstanding students continue to make us proud here on campus with their research projects (see cover story on p. 10) and in their clinical experiences abroad (see feature on p. 14).

We also welcomed six new faculty members to the School of Nursing. They join a tremendous cohort of fellow nurse educators and researchers dedicated to excellence in teaching.

These accomplishments would not have been possible without a solid foundation that has been 100 years in the making—and the support from our alumni and friends. With your continued dedication, our students will fulfill the legacy that Frances Payne Bolton envisioned for the School of Nursing a century ago.

Thank you for your ongoing commitment to our school and community.

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

State of the school

The last fiscal year was full of accomplishments and breakthroughs for Frances Payne Bolton School of Nursing. Here are just some of the areas in which the school excelled.

U.S. NEWS & WORLD REPORT RANKINGS*

BEST COLLEGES #5 Bachelor of Science in Nursing, private research institutions (#10 overall)	BEST GRAD SCHOOLS #14 Master of Science in Nursing	#20 Doctor of Nursing Practice
#6 Doctor of Nursing Practice, Administration Management	#7 Master and Doctor of Science in Nursing, Nurse Practitioner: Adult Gerontology, Acute Care	#8 Doctor of Nursing Practice, Nurse Practitioner: Family

*Rankings released Sept. 18, 2023
**All numbers reflect self-reported responses, enrollment across all programs.

RESEARCH

\$6.6 million in funding from the National Institutes of Health—a record amount for the school	5,628 citations of faculty publications	181 publications authored or co-authored by faculty	51 faculty-led research projects
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PROGRAM ENROLLMENT

BSN: 454 (4.9% increase)	MN: 47	MSN: 95	DNP: 188 (8.7% increase)	PhD: 33
DIVERSITY AND REPRESENTATION**				
17% men (3% increase)		25% underrepresented minorities (6% increase)		

PROFESSIONAL EXAM RESULTS

NATIONAL COUNCIL LICENSURE EXAMINATION (reflects first-try results) BSN graduates: 89.3% MN graduates: 100%	MSN ADVANCED PRACTICE NURSING 2023 PASS RATES Nurse Midwifery 100% Women’s Health Nurse Practitioner 100% Nurse Anesthesia 93%
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Captured comments

Faculty and researchers at Frances Payne Bolton School of Nursing are often sought by media outlets for their expert views. Here are just some of the most recent insights they shared over the last several months.

“

Patients who receive this type of aggressive care experience more pain, actually die sooner, have a much poorer quality of life at the end. And their families experience more doubt and trauma.”

—**Sara Douglas, PhD, RN**, the Gertrude Perkins Oliva Professor in Oncology Nursing and assistant dean for research, to *The New York Times* about the effects of aggressive treatment during end-of-life care



“

From their time in the womb, babies recognize their fathers’ voices. Babies find skin-to-skin contact...calming, and it helps them bond.”

—**Gene Cranston Anderson, PhD, RN**, professor emeritus of nursing, to *Parents* magazine about the benefits of “kangaroo care,” or skin-to-skin contact between parents and infants



“

If we could introduce this occupation and its career pathways earlier, I think it would be immensely helpful [in eliminating the nurse shortage]. ... I think there’s some missed opportunity for a segment of the workforce that historically may have been trained in manufacturing, to come to the delivery side of healthcare.”

—**Ron 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, to *cleveland.com* about recruiting more people to the nursing profession



“

A lot of the time, [these parents] pour themselves out for these children, but they neglect their own types of health promotion activities and put themselves at risk because of it.”

—**Valerie Boebel Toly, PhD, RN (NUR ’90, ’09)**, the Carl W. and Margaret Davis Walter Professorship in Pediatric Nursing, to *Crain’s Cleveland Business* about her most recent study on the effects of resourcefulness training intervention on the sleep patterns of parents with children who are dependent on lifesaving medical technology



“

Nurses are leading care at the bedside for the patient. They’re leading care for the patients’ families. We capitalize on the experiences they’ve already had as clinical nurses and help them to understand how they’ve been leading all along.”

—**Joyce J. Fitzpatrick, PhD, RN (MGT ’92)**, Distinguished University Professor and the Elizabeth Brooks Ford Professor of Nursing to *Minority Nurse* about how nurses benefit from executive leadership training



Accolades and accomplishments

Frances Payne Bolton School of Nursing faculty, students and alumni were celebrated in a number of ways over the last several months—from awards to promotions and transitions. Here’s a look at how the university and other organizations acknowledged their achievements.

Faculty and staff transitions



Celeste Alfes, DNP, RN (GRS ’10, nursing; MGT ’21), is now assistant dean of academic affairs for pre-licensure programs and the Center for Nursing Education, Simulation and Innovation.



Latina Brooks, PhD (CWR ’93; NUR ’95, ’98; GRS ’02, nursing), was promoted to associate professor and is now assistant dean of academic affairs.



Melissa Kline, DNP, RN, senior vice president and system chief nurse executive at The MetroHealth System, was named the inaugural JoAnn Zlotnick Glick Endowed Professor in Community Health Nursing.



Ron Hickman Jr., PhD, RN (CWR ’00; NUR ’02, ’06, ’13; GRS ’08, nursing), was promoted to full professor.



Betty Napoleon, PhD (NUR ’90; GRS ’15, nursing), joined the School of Nursing as staff institutional researcher.



Andrew Reimer, PhD, RN, was promoted to associate professor.



Nathaniel Schreiner, PhD, RN (GRS ’17, nursing), assistant professor, is now the program director for the Master of Nursing program.

Promoted to assistant professor



Carli Carnish, DNP, RN (CWR ’04; NUR ’11, ’14, ’21)



Marie Grosh, DNP, RN (NUR ’15, ’21)



Christine Horvay-Davey, PhD, RN



Grant Pignatiello, PhD, RN (CWR ’13; GRS ’18, nursing)

Honors and awards



Pam Bolton, RN, second-year PhD student, received the Student Innovator of the Year award from Case Western Reserve University for her interdisciplinary approach to understanding how social determinants of health—in particular racial identity—affect rhythm mechanisms in patients recovering from cardiac surgery.



Stephanie Griggs, PhD, RN, assistant professor, received the Harriet H. Werley New Investigator Award from the Midwest Nursing Research Society for research that has the potential to enhance the science and practice of nursing.



Rebecca Patton, DNP, RN (NUR ’98, ’17), assistant professor and Lucy Jo Atkinson Professor in Perioperative Nursing, was elected as president of the American Nurses Association, Ohio Chapter.

Rethinking care

A new paradigm for patients and caregivers at the end of life

What constitutes high-quality care at the end of a person's life? Current standards say the best medical care focuses on keeping the patient comfortable in their last 30 days, with few, if any, aggressive treatments aimed at extending their life. But that never sat right with **Sara Douglas, PhD, RN**.

"It always bothered me because some people actually want to have everything done," said Douglas, the Gertrude Perkins Olivia Professor in Oncology Nursing and assistant dean for research at Frances Payne Bolton School of Nursing. Shouldn't quality end-of-life care mean that the person received the care they wanted, she wondered?

Another thing that concerned her was that paradigms for end-of-life care didn't consider the experiences of

"This is a different way of thinking about quality end-of-life care. It's about care that aligns with the patient's wishes and that, after the patient's death, does not leave the caregiver feeling regret."

—Sara Douglas, PhD, RN

family caregivers. That struck her as a significant oversight—not only do caregivers play a major role in driving medical decisions, Douglas noted, but they often live with emotional and psychological impacts, like complicated grief, long after their loved ones have died.

Now, Douglas is leading a new study to take a closer look at how patients and caregivers experience medical care at the end of life. The researchers' goals: understand where current models of care break down, and develop new approaches that lead to better experiences for both patients and caregivers.

Douglas, who also serves on the Case Western Reserve University School of Medicine faculty, received \$3.3 million for the project in July from the National Institutes of Health (NIH) through the National Cancer Institute. Researchers began enrolling patients in the study in October.

"This is a different way of thinking about quality end-of-life care," Douglas said. "It's about care that aligns with the patient's wishes and that, after the patient's death, does not leave the caregiver feeling regret."

A disconnect between patients and caregivers

Previous studies have found a disconnect between the goals and wishes of dying patients and what their caregivers and doctors believe they want. That could mean anything from a caregiver not knowing whether their loved one wants to continue aggressive treatment to not having an accurate understanding of the patient's pain.

This can lead to conflicts in the patients' care, as doctors often rely on family members to describe their symptoms or relay their wishes.

Previous studies have found that advanced care directives don't always result in quality end-of-life care because patients' wishes may change as time goes on. For the new study, researchers wanted to see how patients and caregivers aligned in real time.

Douglas and her colleagues are looking at patients who have advanced lung, gastrointestinal, or pancreatic cancer and who are not expected to survive beyond 18 months. Patients are given questionnaires at two-month intervals, asking specific questions about their goals and wishes for care, such as whether they would want to receive aggressive medical interventions—CPR, for example—or if they prefer only comfort care. Questionnaires also ask about factors influencing their decisions, including concerns about being a financial burden on their family or tensions with their religious beliefs.

Caregivers also receive the same questions and are asked what they believe their loved ones would say.



Sara Douglas

Two to four months after the patient's death, caregivers will receive a final questionnaire that explores their feelings of complicated grief, regret and other details about their experience.

Douglas said caregiver well-being should be one of the goals of end-of-life care.

"The caregiver continues to live on with the end-of-life experience after the patient has died," she explained. "And often they're at peace with it, but there are many times that they are not."

Nurse-led research is key

The new study highlights the importance of nurses in researching patient care and experiences, Douglas said.

"Nurses are phenomenally well positioned to identify real-life problems that may not be seen by other healthcare professionals," she said. "We see the impact, the frustrations, the outcomes of all different kinds of interactions between patients, professionals and caregivers."

Douglas hopes the new study and other ongoing research will ultimately lead to a better experience at the end of life—and beyond, for patients and caregivers.

"When I think of end-of-life research, it sounds so esoteric, but I've seen so many patients and caregivers struggle, have second thoughts, regrets, grief—and it's heartbreaking," Douglas said. "If we can identify some of the factors that distinguish between people having a good experience and a bad experience, it will be a net benefit to both the patient and the caregiver."

—Ilima Loomis

Ongoing NIH-funded projects by CWRU Frances Payne Bolton School of Nursing faculty in 2023

- Improving Understanding of Quality End of Life Care Using a Dyadic Approach, Sara Douglas, \$3,279,408
- A Cognitive Behavioral Sleep Self-Management Intervention for Young Adults with Type 1 Diabetes, Stephanie Griggs, \$3,475,150
- Investigation of Brain-originating circRNAs as Targets in Blood-based Stroke Triage Diagnostics, Grant O'Connell, \$3,031,933
- Intensive Summer Education Program in Translational Research for Underrepresented Students, Ronald Hickman Jr., \$540,000
- Using Spatial Analytics and Social Determinants of Health to Redefine Critical Access to Medical Transport Services for Rural Populations, Andrew Reimer, \$442,750

Profiles of promise

Scholarship funding empowers next generation of nursing talent and research

By Mark Oprea

As Dean **Carol Musil, PhD, RN (NUR '79; GRS '91, nursing)** addressed the audience during the centennial celebration of Case Western Reserve University Frances Payne Bolton School of Nursing, she announced a major new initiative.

The School of Nursing would be kicking off a \$5 million scholarship campaign for its students, she told the crowd. “We come together tonight to ask, ‘What’s next?’” she said, “‘What does that future look like?’”

The kickoff came in the midst of major shifts in the profession. Three years of COVID-19 dramatically exacerbated the national nursing shortage, a crisis fueled by built-up burnout, long hours, aging equipment, and challenges to the mental health and wellbeing of healthcare professionals. A 2023 U.S. Registered Nurse Workforce

Report Card suggested the country will face a deficit of 500,000 nurses within the next six years.

Making the profession more accessible is key to attracting more people to the nursing profession. To that end, Frances Payne Bolton School of Nursing strives to provide all of its students with some level of financial support—an aim that will be bolstered by the new campaign.

Such funding helps students spend less time worrying about how to pay their tuition bills and more on the topics that will help them grow as nursing professionals, as evidenced in the following stories.

Protecting patient privacy

As **Audrey Smallman** watched her peers in hospital halls during clinicals, her observations sparked her latest research project.

“We noticed nursing students in the clinical setting unsure about how posting on social media platforms could impact patient privacy and confidentiality,” Smallman said. “And that could put our clinical reputation—or the school’s relationships with clinical sites—in jeopardy.”

Smallman, a third-year Bachelor of Science in Nursing student, had a profound realization: Not only could a random Instagram Reel or Facebook Live recording be a violation of a patient’s federal privacy rights, but there was no educational standard for social media use for nurses in training.



Audrey Smallman

Last year, under the guidance of faculty advisor **Catherine Mohney, RN**, Smallman and a group of students drafted a resolution against social media usage in clinical settings for the National Student Nurses Association (NSNA) to consider. Smallman saw this as “a total black-and-white issue”—that students should be protecting patient privacy and not using social media. Yet she continued to see her peers—and patients’ families—unsure of how to navigate the subject.

Smallman, Mohney and a team of student writers drafted and submitted their resolution to NSNA. Then, they traveled to Nashville to present it to the NSNA’s House of Delegates, which annually reviews and makes

recommendations about nationwide policy changes.

The panel agreed with Smallman and her group and formally endorsed the resolution. They made a recommendation to their constituents, particularly higher education institutions, to train nursing students annually about social media usage and HIPAA compliance. Further, they should “update policies regarding technology and social media use in the healthcare setting” to ensure patient privacy.

Smallman, who has been working as a part-time nursing assistant at University Hospitals, hopes to intern in pediatrics next, and eventually pursue a nurse residency in Cleveland. But first, she will be embarking on a study abroad trip to Taiwan to study global healthcare, culture and climate change—a trip that is fully funded by a scholarship from the School of Nursing.

Smallman will also travel to the NSNA conference this year, but this time, she’ll do so as a newly elected member of the resolution committee, where she’ll be reviewing proposals much like her own.

Improving the profession

Glenford Ona’s interest in becoming a nurse researcher began when he was a child, growing up in the suburbs of Philadelphia.

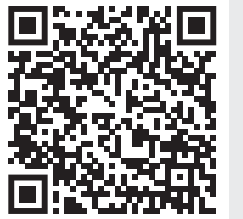
Raised by two nurses, Ona would often accompany his mom when she worked as a floor nurse at Penn Presbyterian Medical Center. Later, as a teenager, he’d hear firsthand experiences about the profession’s shortcomings from his parents.

“I saw what it was like,” Ona said, “and I thought, ‘Why isn’t it better? Why isn’t someone making it better?’”

In 2019, Ona decided he would be that someone. As an incoming first-year Bachelor of Science in Nursing student at the School of Nursing, he interviewed with his now-mentor **Joachim Voss, PhD, RN**, the Independence Foundation Professor of Nursing Education, as part of the admissions process. Voss encouraged Ona to seek academic answers to his questions.

Ona has worked with **Mary Dolansky, PhD, RN (GRS '01, nursing)**, the Sarah C. Hirsh Professor, on a number of projects. But to get answers for his questions about the

Read the students’ resolution:





Glenford Ona

profession, he is shadowing Dolansky to observe what he calls “implementation science put into practice.” Through field research, Ona hopes to convert nurses’ advice into usable hospital policy. “Some people have pediatrics, some people have oncology,” Ona said of nursing specializations. “But I want my target population to be nurses.”

Like others, Ona is supported by a scholarship from the School of Nursing. Other expenses are covered by grants, a summer job at Penn Presbyterian Medical Center and help from his parents. He plans to pursue a PhD eventually, but after he graduates next spring, the aspiring researcher will first follow in his mom’s footsteps by spending a year as a floor nurse.

“If I can understand how the ground floor works, if I immerse myself,” he said, “I can use those experiences to inform my ideas. I can better alter it because I can understand.”

Clarifying care for veterans

According to the U.S. Department of Veterans Affairs, veterans are more than twice as likely to have Type 2 diabetes. When patients are diagnosed with the disease, the doctor shares new terms and concepts: insulin resistance, glucose intake, hypoglycemia, hyperglycemia. Add on “what-ifs” and existential stress, and patients can start to feel overwhelmed.

It was this scenario that compelled **Rebecca Hollimon**, a fourth-year Bachelor of Science in Nursing student, to examine clearer ways of explaining diseases and their treatments to patients—especially veterans. Hollimon and another student, **Lear Wang**, were working toward their clinical hours for their capstone project at the Lake County Veterans Affairs Clinic in Willoughby, Ohio, where they were able to work with staff to gauge key medical literary issues amongst their patients.

Using their experiences, as well as literature from the American Diabetes Association, Hollimon and Wang wrote a six-page booklet on diabetes care—crafted specifically for a veteran audience. Their finished booklet details everything from treatment, meal planning and physical activity to “causes of low blood glucose,” accompanied by a symptom chart illustrated with military cartoons.

“We wanted to compile all the information to make it shorter and easier to read,” Hollimon explained.

Hollimon is originally from Chicago, and grew up in a family with a low income. It was ultimately her experience with her mother’s poor health that spurred her interest in a career in nursing. Thanks to a generous scholarship from the School of Nursing, Hollimon no longer has to work three jobs to pay her way through college.



Rebecca Hollimon

“Receiving scholarships from the school definitely helps with giving me more time to focus on the college experience and education,” Hollimon said. “I can work one job, and I don’t have to be super stressed about getting an income.”

That is, until she graduates. By summer, after taking the state board exams and visiting family in Seoul, South Korea, she’s aiming to return to Chicago to work at a local hospital.

“I want to support my mom,” Hollimon said. “For me, [it’s about] getting a stable income. This is all about giving back.”

A doctorate, delayed no more

Megan Foradori’s pursuit of a PhD has been, she likes to say, nearly two decades in the making.

After graduating from Johns Hopkins University School of Nursing with a Bachelor of Science in Nursing in 2004 and a master’s in 2009, Foradori put off pursuing her doctorate. She moved around the country, working as a nurse in North Carolina, Texas and Pennsylvania. “But, through it all, a doctorate had always been in the back of my mind,” she said.

Then, in 2019, she enrolled in the doctoral program at Frances Payne Bolton School of Nursing. Foradori chose to focus on the identification and treatment of developmental delays in children.

“It’s those milestones you think about as children grow,” Foradori continued. “Are they walking? Are they using their hands well? Are they relating to others? These foundational proficiencies help them learn and build more complex skills, even before reaching school.”

For her dissertation, Foradori studies providers’ efforts to screen and diagnose children with developmental needs, and whether or not they help connect those children with services. She is sourcing data from the National Survey of Children’s Health to find patterns in the children who ultimately receive services—such as speech or behavioral therapies—and those children who are missed.

“Knowing which children do not receive treatment services,” she said, “allows us to better tailor future screening and diagnostic interventions so we can do a better job of finding them in practice.”

Last year, Foradori began working as an evaluation manager at the Cuyahoga County Office of Early Childhood, which helps support her young family at home. But the majority of her tuition is covered by scholarships

from the School of Nursing. She is aiming to graduate from her PhD program in December 2024.

“I really appreciate the School of Nursing’s willingness to financially back students like me who have been thinking about this for a long time,” Foradori said. “I feel like it took away some of the financial barriers to allow me to pursue this. It really allowed the dream to come true for me.”



Megan Foradori

Thanks to the expansion of the donor-supported scholarship fund, more students like Smallman, Ona, Hollimon and Foradori will have the chance to realize their potential. Such a fund brings to life the legacy that Frances Payne Bolton envisioned more than 100 years ago: generations of highly trained nursing professionals shaping healthcare and improving patients’ lives.

“The goal is to prepare the best nurses possible,” said Musil. “And at the School of Nursing, we have a reputation for exposing students to opportunities and to experts in the clinical and research worlds who elevate the students’ educational experiences so they can see the possibilities of what they can become.”



Marie Grosh and a student providing a clinic patient with an ear irrigation

A bond abroad



Rachel Kirschling assisting with a tooth extraction at the clinic



Back row, from left: Joe Oswalt and Vasiliy Olar; center row, from left: Destiny Kaznoch, Summer Watterson and Marie Grosh; front row, from left: Kristin Kelly, Rachel Kirschling and Ruth Schulz

Growing as nursing professionals—and colleagues—far from home

By Matthew Merchant



Marie Grosh and Destiny Kaznoch with one of their young patients at the clinic

Photos courtesy of Marie Grosh

After a seven-hour flight to Antigua, Guatemala, and a rough truck ride into the mountainous region, a small group of Frances Payne Bolton School of Nursing students—and one faculty member—arrived last summer at a colorfully painted clinic in San Raymundo, where patients were waiting outside, eagerly seeking care.

Kristin Kelly, a second-year adult-gerontology primary care nurse practitioner student, was among those who came armed with suitcases full of donated medical supplies for a weeklong study abroad mission organized by the School of Nursing

in partnership with Refuge International. Through the program, students volunteer their expertise to receive clinical hours toward graduation and, more importantly, to gain invaluable experience working directly with patients.

“The thing with mission trips is that everyone talks about helping people, how they change you forever,” Kelly said, “but I didn’t realize just how much the people of Guatemala would teach me—and how I would change as a provider.”

Though modest in size, the clinic boasts a three-bay operating room,

dental clinic, waiting areas, recovery zones and living quarters. Primary and chronic care are the core offerings, though services change based on the diversity of volunteers on the team, including nurses, cardiologists, anesthesiologists, dentists and others from across the U.S.

“The students have an amazing opportunity to work independently and learn from others from different professions,” said Assistant Professor **Marie Grosh, DNP, RN (NUR ’15, ’21)**, who led the experience last summer.

Grosh and the students found a sharp contrast between the complex network

patients typically see in the U.S. and the fast-paced, self-sufficient system at the clinic.

In Guatemala, patients often express health issues stemming from poor diets and a lack of basic healthcare, students and faculty said. But due to the language barrier and lack of healthcare knowledge, it’s common for patients to describe symptoms simply as “burning,” which makes it challenging for nurses to prescribe treatments.

“The students must rely on their physical-assessment skills and quickly identify what they can do to help. It’s much different than the technology-focused methods we use here in the U.S.,” said Grosh. “It’s an incubator for critical-thinking skills.”

Learning lessons
Rachel Kirschling, a second-year family nurse practitioner student, said the study-abroad group quickly transitioned from a hierarchical U.S. approach to a more collaborative decision-making process. Instead of having to wait for approvals from higher-ranked nurses or doctors, for example, the students acted quickly and efficiently on their own.

“Your confidence grows quickly when you suggest a course of action and the doctor or cardiologist says, ‘Sounds good, let’s do it,’” said Kirschling.

Most patients arrived at the clinic before sunrise, she said, seeking services as simple as taking vitamins or dewormer medication. Others presented with multiple serious health conditions beyond what the clinic was capable of serving.

“The patients there are grateful for your advice, to be seen, to have something over the counter even,” said Kirschling. “However, sometimes we had to take each patient and say,

“I didn’t realize just how much the people of Guatemala would teach me—and how I would change as a provider.”

—Kristin Kelly

“What’s the most important issue I can address today?”

Local guides acted as interpreters, helping students bridge the language barrier with patients. With little to no access to regular medical services, patients typically bring a sheet of paper with handwritten health notes from previous clinics—a far stretch from the digital records available to nurses in the U.S.

“You have limited resources in this remote town, so you’re forced to come together and just care for people with what you have,” Kelly explained, even if

that means going well beyond the care the students expected to provide.

Kirschling, for example, found herself assisting in the dental clinic with extractions and fillings. Students also helped diagnose sexually transmitted infections, took shifts in the Post-Anesthesia Care Unit and even gained familiarity with more obscure illnesses rarely seen in the U.S.

Making connections
The seven nursing students were only part of the mission’s group—they were joined by other volunteer doctors, students and medical staff from across the U.S.

“It was good to have the clinical leadership from Marie [Grosh] coming from CWRU,” said Kirschling. “But then you have the other volunteers from across the country who are actually familiar with CWRU and our nursing program. There was an immediate respect and trust for each other as professionals, regardless of us being students, because of the quality of our program.”

Before leaving Antigua, the group of seven students took in the sight of distant mountains one last time, reflecting on their week of service at the clinic in San Raymundo. As graduate students in different specialty programs at the nursing school, they don’t often have opportunities to interact with one another. But this trip changed that for them, the students recalled. Coming together to serve others in a foreign land forged a bond between them.

Now back in Cleveland, the students acknowledge all they learned about patients and their profession. But they also agree that they shared an experience that transcends program boundaries, leaving an invaluable impact on their nursing journeys.



Summer 2023 study abroad students’ impact, by the numbers

Total surgeries:

46

Clinic consultations:

370+

Dental patients:

86

Surgical consultations:

59

A weekend to remember

Homecoming and Reunion celebration featured prominent alumni and an unforgettable gala

Case Western Reserve University hosted Homecoming and Reunion Weekend in October, with alumni joining for more than 100 in-person and virtual events during which they reconnected with friends, faculty and family.

Frances Payne Bolton School of Nursing's program for the weekend included a presentation by **Erika Cheung, RN (NUR '12)**, emergency management manager at Children's Hospital Los Angeles, about the role of nurses in disasters, as well as a faculty and alumni panel discussion on health equity in nursing. Later, Dean **Carol Musil, PhD, RN (NUR '79; GRS '91, nursing)** delivered the State of the School address and the Alumni Association Board held its Annual Community Meeting.

The first evening concluded with the Alumni Association Awards cocktail reception during which the Alumni Association Board presented the Young Alumni Award to **Julia Blanchette, PhD, RN (NUR '14; GRS '20, nursing)**; the Award for Excellence to **Adelais Markaki, PhD, RN (NUR '92; GRS '92, anthropology)**; and the Distinguished Alumni Award to **Freida Chavez, DNP, RN (NUR '13)**. Members of the Class of 1973 in attendance marked their 50th anniversary with honorary pins.

The nursing school community turned out the next night for a centennial gala at the Tinkham Veale University Center. The once-in-a-century event featured many speakers including university leadership and prominent School of Nursing alumni. Read more about the gala on p. 18.



Dean Carol Musil delivers the State of the School address during Homecoming and Reunion Weekend



From left: Alumni award winners Adelais Markaki, Julia Blanchette and Freida Chavez



From left: Pam Heckert, Anne (Leyen) Morse, Janice Kuznik Mecklenburg, Mary Anne Hicks, Nancy Wexler Brothers, Sharon (Lacanne) Darkovich

Photography by Tony Gray



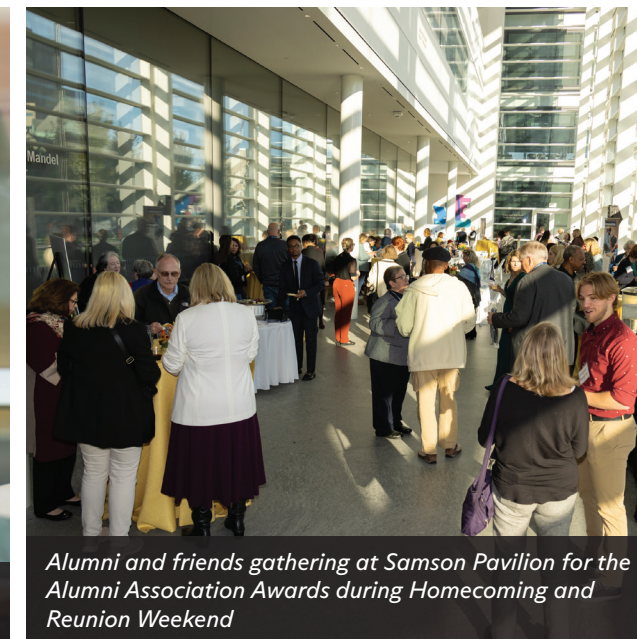
Students giving tours of Samson Pavilion for alumni



Freida Chavez (left) and Susan Garcia (right)



Celeste and John Alfes listen to the State of the School presentation



Alumni and friends gathering at Samson Pavilion for the Alumni Association Awards during Homecoming and Reunion Weekend



School of Nursing alumna McKenzie Janscura presenting the Young Alumni Award



From left: Erika Cheung, Mary Quinn Griffin, Logan Bergert and Ronnie Adeyinka



Vincent Blake and Mary Alice Dombrowski talk during the awards ceremony

Celebrating a century

School of Nursing marks milestone with centennial gala

It was an evening 100 years in the making.

Frances Payne Bolton School of Nursing celebrated the centennial of its namesake endowment with a gala at Tinkham Veale University Center during Homecoming and Reunion Weekend in October.

During the program, Dean **Carol Musil, PhD, RN (NUR '79; GRS '91, nursing)**, announced a \$5 million scholarship campaign that will benefit students pursuing nursing degrees at Case Western Reserve University. (In fact, it launched that night, with a live auction raising more than \$15,000 toward the effort.)

“Scholarships are a critical part of our students’ education and why we continue to seek financial support from our alumni and donors,” said Musil, also the Edward J. and Louise Mellen Professor of Nursing. “From the moment Frances Payne Bolton decided to help establish an independent school of nursing in 1923, we have fostered a dedication to experiential learning, research and leadership that has advanced the nursing discipline beyond what Frances could have imagined.”

In addition to the scholarship campaign launch, Musil also revealed a \$1 million commitment from Beth and David Daigle to establish a Clinical Scholars Excellence Fund, which will be used to recruit and retain doctorally prepared, clinically focused faculty (read more on p. 22).

Speakers at the gala—including the university’s Interim Provost Joy K. Ward, who opened the event, and President Eric W. Kaler at a pre-dinner reception—focused on the school’s past, present and future.

The school recognized the influence of Bolton’s gift over the decades by acknowledging three former deans—**Joyce Fitzpatrick, PhD, RN (MGT '92)**, who was dean from 1982 to 1998; **May Wykle, PhD (NUR '62, '69; GRS '81, education)**, who held the role from 2001 to 2011; and **Mary E. Kerr, PhD (GRS '91, nursing)**, dean from 2011 to 2018. Plus, they honored prominent alumni, including **Barbara L. Nichols, RN (NUR '66)**, **Erika Cheung, RN (NUR '12)**, **Colleen Lener, DNP (NUR '12)** and **Susan Prion, EdD, RN (NUR '79)**.

“Tonight is not just a night to celebrate our past and present, but to look to the future,” said Musil. “Our graduates span the globe, sharing the lessons learned in classrooms and clinical settings, and changing countless lives along the way.”

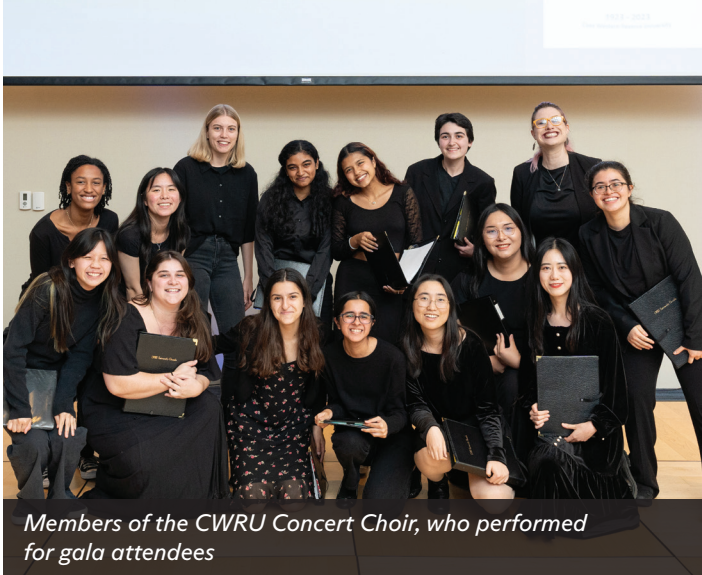
—Matthew Merchant



From left: Linda Everett, Joyce Fitzpatrick, Deirdre O’Flaherty and Mary Joy Garcia-Dia



From left: Pamela Collins, Diana Morris, Andra Wykle, May Wykle and Carron Wykle



Members of the CWRU Concert Choir, who performed for gala attendees



From left: Former Dean Mary Kerr, Bob and Joann Glick, CWRU President Eric W. Kaler and Karen F. Kaler



From left: Charles H. Bolton, Isabel King, G.J. King, Julia Bolton and William Bolton sit among the gala crowd



From left: Joyce Dippery, Provost Joy K. Ward and Robert Ward



Jori Bloom and Richard Naegele



From left: Ron and April Hickman



Joyce Fitzpatrick with Weatherhead School of Management Interim Co-Dean J.B. Silvers



Dean Carol Musil and CWRU President Eric W. Kaler toast to the nursing school’s centennial



Gala attendees reading about the history of the School of Nursing



From left: Julia Rose Golden, Susan Goldstein, Marie Isle and Erika Cheung



From left: Craig King with Jason Buffin



From left: Susan Goldstein and Lauren Kusi

Class notes

Submissions received between May 24 and Nov. 28, 2023.

Rob Davis, DNP, RN (NUR ’97, ’05, ’08), was inducted as a fellow at the Academy of Wilderness Medicine at the academy’s conference in July in Spokane, Washington.

Jerry Hannibal, RN (NUR ’78), received a merit scholarship award to study Appalachian-style fiddle at the Cleveland Music School Settlement.

Christine A. Hudak, PhD, RN (NUR ’74), professor of health informatics at Kent State University School of Library and Information Science, was elected president of the Northern Ohio Chapter of the Healthcare Information and Management Systems Society.

Honored among their peers

The American Academy of Nursing recognized several School of Nursing faculty and alumni last fall through induction, elections and awards. Take a look at who was included.

Ron Hickman Jr., PhD, RN (CWR ’00; NUR ’02, ’06, ’13; GRS ’08, nursing), the Ruth M. Anderson Professor and associate dean for research | Board Member

John Gallagher, DNP, RN, professor | Faculty Fellowship

Barbara Nichols, RN (NUR ’66) | Lifetime Legacy Award

Adey M. Nyamathi, PhD (GRS ’83, nursing) | 2023 Living Legend

Inducted alumni

Anna Cerra, DNP (NUR ’05, ’06)

Carl Kirton, DNP (NUR ’09)

Anne Pohnert, DNP, RN (NUR ’23)

Eric Staples, ND, RN (NUR ’05)

Kathy Wright, PhD (NUR ’91)



From left: Carl Kirton, John Gallagher, Adey Nyamathi, Barbara Nichols, Anna Cerra, Eric Staples and Anne Pohnert (not pictured: Kathy Wright and Ron Hickman Jr.)

In memoriam

Death notices received between May 24 and Nov. 30, 2023.

Elizabeth M. Gillespie (NUR ’50) of Vancouver, Washington, died March 3. In addition to working in nursing, Gillespie taught at University of Michigan before taking time away from her career to raise her children. She later worked at Bess Kaiser Hospital in Portland, Oregon, before retiring in 1991.

Madelon Johnson Curtis (NUR ’52) of Cleveland died Nov. 29. After graduating from Frances Payne Bolton School of Nursing, Curtis went on to earn a master’s in education from Kent State University and eventually became certified in gerontology by the American Nurses Association. Over her 50-year career, Curtis worked in healthcare institutions throughout the Cleveland area in nursing leadership, administration, education, nursing home staff development, quality assurance and utilization review. Additionally, she served her community through charitable organizations and as an election poll worker.

Angeline M. Durso (NUR ’56, LYS ’67) of San Francisco died March 20 in Pacific Grove, California. Durso taught nursing and science at St. John College in Cleveland before becoming the head of the Life Sciences Library at University of Notre Dame in South Bend, Indiana. In the early 1970s, she was part of the National Network of Libraries of Medicine Pacific Southwest Region at University of California at Los Angeles, where she worked as part of the team that developed the online medical search system known today as PubMed. Durso finished her career as the head of the Children’s Hospital library in San Francisco before retiring in 1987.

Harriet J. Shainoff Hritz (NUR ’59) of Strongsville, Ohio, died June 19. Throughout her career of more than 30 years, Hritz was a registered nurse and public health administrator.

Ruby Leila Wilson (NUR ’59) of Durham, North Carolina, died July 31. Wilson was a night clinical supervisor at Allegheny General Hospital in Pittsburgh before joining the faculty at Duke University School of Nursing, where she also earned her Doctor of Education. While at Duke, Wilson greatly expanded the nursing school’s programming by helping to develop the advanced medical-surgical nursing course, the Master in Science of Nursing program, the Primary Nursing Program, the first Clinical Nurse Specialist position at Duke Medical Center and a nuclear warfare preparedness program that still serves as the basis for many hospitals’ mass casualty drills today. She also was instrumental in opening admissions for Duke’s Physician Assistant Program to women. Wilson served as a nursing curriculum consultant to the Rockefeller Foundation, Mahidol University in Bangkok, and several universities and hospitals throughout the world. After many years of consulting, she returned to Duke, where she was dean of the School of Nursing until 1984; she continued to work there for 57 years.

Marianne Dight Aitken (NUR ’62) of Dallas, died May 22.

Nancy A. Gorenshek (NUR ’65, ’69) of Coconut Creek, Florida, died Nov. 22. She worked as a nurse at several hospitals in the Cleveland area, including University Hospitals, from which she eventually retired.

Janet Dombrosky Sternfeld (NUR ’71) of Sylvania, Ohio, died April 26. Sternfeld was an emergency room nurse and worked in clinical research and cardiology. She was a member of Sigma Theta Tau, an international honor society for nursing, and volunteered her time with local service organizations including the Red Cross and the Medical Reserve Corps. Sternfeld served on multiple boards such as the Alliance Française de Toledo, the Lucas County Medical Alliance and Mobile Meals of Toledo, where she delivered meals for 30 years.

Lucille A. Adelmann (NUR ’76) died in Joliet, Illinois, March 26. She was a Joliet Franciscan nun for nearly 75 years. Adelmann taught for 20 years before becoming director of nursing and, eventually, director of pastoral care at Our Lady of Angels Retirement Home in Joliet. She continued to volunteer as an educator and as an operator at the Crisis Line of Will County in Illinois.

Barbara Manuel DeVore (NUR ’77) died July 28 in Coraopolis, Pennsylvania.

Amy B. Chinchar (WRC ’77, NUR ’80) died May 14 in Eastlake, Ohio.

Theresa Loeffler Decker (NUR ’81) died March 25 in Mechanicsville, Virginia. During her career as a nurse, Decker worked in wound care and became a certified wound, ostomy and continence nurse at the Cleveland Clinic. She was an active member of the central Virginia affiliate of the Wound, Ostomy, and Continence Nurses Society, of which she also served as president. Decker recently retired from Home Care Delivered, where she was the director of clinical excellence.

Margret Mary Yarmesch (NUR ’82) of Lancaster, Ohio, died Feb. 15. Yarmesch spent more than 30 years as a registered nurse and gerontological clinical specialist at the Louis Stokes Cleveland Veterans Affairs Medical Center. She was a member of the international honor society for nursing, Sigma Theta Tau, and volunteered at Fairfield Medical Center.

Gretchen Anne Norman (NUR ’91) of Milford, Ohio, died Sept. 18. Throughout her 47-year career, Norman worked as a nurse at University Hospitals and Cleveland Clinic in Cleveland and at St. Elizabeth Hospital in Kentucky. She also worked as a traveling nurse anesthetist in Columbus, Ohio, and Danbury, Connecticut. She was a member of Sigma Theta Tau, the international honor society for nursing.

Joan Dorothy Howe Palisin (NUR ’92) of Avon Lake, Ohio, died Feb. 25. Palisin began her nursing career with the Visiting Nurses Association (VNA) in 1961 and was the choir director at Struthers United Presbyterian Church while studying music at the Dana School of Music at Youngstown State University. Palisin later moved to Rocky River, continuing her work for the VNA while earning her Bachelor of Science in Nursing from Case Western Reserve.

To recruit and retain

Nursing student's parents establish fund for clinical faculty

When Beth and David Daigle were helping their daughter, **Celia Daigle**, explore college options, Case Western Reserve quickly emerged as the top choice for the entire family.

Two primary factors put the university's Frances Payne Bolton School of Nursing ahead of other nursing schools: early and extensive clinical experiences, and leading hospitals within walking distance.

As Celia prepares for graduation this spring, the Daigles have committed \$1 million to ensure future students continue to receive exceptional practical preparation for their work in an ever-changing healthcare environment.

Their gift establishes a Clinical Scholars Excellence Fund, which the school can use both to recruit and retain exceptional doctorally prepared, clinically focused faculty.

"Frances Payne Bolton School of Nursing needs traditional tenure-track, research-focused [and] exceptional faculty who are leaders in clinical care and innovation; the school needs excellence in both," David Daigle said. "There are many clinically focused faculty here, and we want to help provide for the programs and resources to support these faculty, and to reward and celebrate them for their achievements."

The Daigles view their gift as a way to support outstanding faculty, while encouraging others to consider a similar investment in the school and its programs.

"[W]e want to help provide for the programs and resources to support these faculty, and to reward and celebrate them for their achievements."

—David Daigle



David and Beth Daigle

Dean **Carol Musil, PhD, RN (NUR '79; GRS '91, nursing)**, announced the gift as part of the nursing school's centennial celebration during Homecoming and Reunion Weekend in October.

"Through Beth and David Daigle's endowed gift, we will have the ability to capitalize on emerging opportunities that are essential to attracting

both clinically focused faculty and outstanding nursing students to Case Western Reserve," Musil said. "As we celebrate the endowment that led to the naming of our school, I am so grateful to have this latest endowment, which will continue our exceptional legacy into the next 100 years."

—Anthony Fossaceca

Photo by Matt Shiffer



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Empower tomorrow's nurse leaders

Thanks to supporters like you, Frances Payne Bolton School of Nursing at Case Western Reserve University has a proud tradition of lasting impact. An estate gift to the School of Nursing helps ensure this support continues for generations of students to come—and making this commitment just got easier.

Case Western Reserve University has partnered with FreeWill to offer an online tool that makes it easy to plan for your family's future while supporting the causes, such as the School of Nursing, that you care about most.

Visit freewill.com/cwru to learn more and create your free legally binding will in as little as 20 minutes.



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Support students, *drive innovation*

Annual gifts help Frances Payne Bolton School of Nursing retain and recruit renowned faculty, empower students from the classroom to their clinicals and inspire research that directly impacts our community.

This year:

- **100%** of graduate and undergraduate students received some form of financial support from the nursing school;
- **125** first-year BSN students had clinical experiences; and
- nursing faculty led **50** research projects.

As our centennial celebrations come to a close, we invite you to be part of our next 100 years with your gift to the Frances Payne Bolton School of Nursing Annual Fund.



To make your gift, scan the QR code,
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