

# Pitt nurse

UNIVERSITY OF PITTSBURGH  
SCHOOL OF NURSING MAGAZINE  
**Fall 2018**

## Interprofessionalism

**LEADING AND  
COLLABORATING  
IN CARE**

No nurse can practice in isolation. Imagine having to discharge patients without having all of the information you need to keep them safe at home or without a care plan in place so that they can continue to be successful and adherent to their medications or to learn new skills in physical therapy. Away from the bedside, could you close the gap between the ideal quality and the actual policy



“Just as the pieces of a puzzle come together to form a complete picture, nurses, pharmacists, physicians, dentists, physical and occupational therapists, policymakers, and others all come together to drive improvements across a spectrum of settings.”

or lobby for a practice change, without having the benefit of the knowledge and skills of your counterparts in other fields?

It may sound like the latest buzzword, but interprofessionalism is more than just a catchy term or a new way to describe nursing. Instead, it's an operationalization of how nurses strive to deliver safe, effective, and coordinated care; perform administration; and conduct research. It embodies the concepts that demonstrate and explain how nurses interact with professionals in other fields to develop new ways of providing care and improving outcomes. Just as the pieces of a puzzle come together to form a complete picture, nurses, pharmacists, physicians, dentists, physical and occupational therapists, policymakers, and others all come together to drive change and improvement across a spectrum of settings—at the bedside, in the community, in the clinic, in the boardroom, and in the legislature.

At the University of Pittsburgh School of Nursing, we are part of this culture change from the ground up and are moving toward more collaborative care and practice. Our students work with their peers from other schools of the health sciences at Pitt, and our faculty members collaborate with their

counterparts from across the University to develop and deliver more well-rounded course work that enables students to fully grasp the skills that are needed of them as they move into a professional setting where it is expected that they will work in collaboration with others from a diverse range of disciplines.

In this issue of *Pitt Nurse* magazine, we proudly showcase the many ways in which researchers and students at the University of Pittsburgh School of Nursing participate in interprofessionalism every day—expanding the role of practice, brainstorming new ideas for collaboration, strengthening clinical and bedside skills by learning from practitioners in other fields, and bringing new tools to market to improve patient outcomes. You'll

learn more about opportunities both inside and outside the classroom, where nursing students begin to learn more about how care is delivered by different members of the team, including pharmacists and physical therapists, and how they take a well-rounded look at nursing through the perspectives of literature and film. You'll also see how innovations at the school are helping military teens across the country to become more connected and, in turn, how those teens are able to develop resiliency.

I invite you to read this issue and think about what interprofessionalism means in your life and your practice. Is it collaborating with a colleague in another department at your hospital, or is it reaching across the aisle—literally or figuratively—to establish new policies and ways of thinking that benefit patients and providers? Thank you for your time and engagement with the University of Pittsburgh School of Nursing.

Jacqueline Dunbar-Jacob, PhD, FAAN  
Dean and Distinguished Service Professor of Nursing  
University of Pittsburgh School of Nursing

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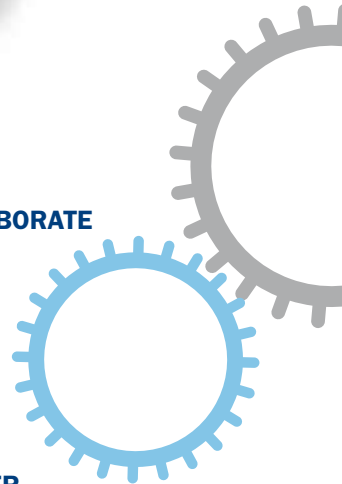
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## Thank You for Supporting Our Students

The 2018 Pitt Day of Giving, held on February 28, was a resounding success thanks to the support of our alumni, faculty, students, and friends. Your dedication to the School of Nursing put us in third place in the school participation challenge and allowed us to secure an additional \$15,000 in challenge money from the University.

The University as a whole raised more than \$9 million and garnered support from more than 3,300 donors throughout the day.

Funds received through the Day of Giving support numerous projects at the School of Nursing, including student activities, program enhancements, scholarships, and study abroad programs. Our students and faculty greatly appreciate your generosity.

## Faculty Retirements

Judith Erlen, PhD, FAAN, and Kathy Magdic, DNP, ACNP-BC, FAANP, both retired at the start of the fall term.



Erlen was chair of the Department of Health and Community Systems and had secondary appointments in the Center for Bioethics and Health Law and the Clinical and Translational Science Institute. She had a long history of funding from the National Institutes of Health as well as the Alzheimer's Association for her program of research focusing on ethics, regimen adherence, and quality of life. Erlen has been recognized for her outstanding contributions to nursing research, having been named a Distinguished Nurse Researcher by the Eastern Nursing Research Society as well as receiving the Nightingale Award of Pennsylvania for Nursing Research. The University has named Erlen professor emeritus.



Magdic has published and presented nationally on issues associated with the role and scope of practice of the adult/gerontology acute care nurse practitioner. She is actively involved in efforts to influence the development of legislation aimed at removing barriers to nurse practitioner practice. Magdic was the recipient of the Distinguished Clinical Scholar Award from the School of Nursing, which allowed her to study policy issues that impact reimbursement for nurse practitioner services. She is past president of the Nurse Practitioner Association of Southwestern Pennsylvania and past vice president of the Pennsylvania Coalition of Nurse Practitioners. She is a recipient of the Sheila Gealey Award, which is presented annually by the Pennsylvania Coalition of Nurse Practitioners to a nurse practitioner who has been proactive in protecting and enhancing the role of the nurse practitioner in the Commonwealth of Pennsylvania.

## Dunbar-Jacob Recognized by NSNA

Jacqueline Dunbar-Jacob, PhD, FAAN, dean of the University of Pittsburgh School of Nursing, was the recipient of the 2018 Weingarten Leader of Leaders award from the National Student Nurses' Association, Inc. (NSNA). She was nominated for the award by Pitt Nursing students, who described Dunbar-Jacob as their "dean and professor, confidant, and friend."



The Weingarten Leader of Leaders award is presented by NSNA to an outstanding dean, faculty advisor, or state consultant who demonstrates distinguished support and service to nursing students. Carol Toussie Weingarten, president of the Foundation of the National Student Nurses' Association, Inc., and a longtime supporter of faculty and NSNA, presented the award to Dunbar-Jacob during the opening ceremony of NSNA's 66th Annual Convention in April.

## Puskar Selected for International Recognition

Kathryn Puskar, DrPH, FAAN, professor and associate dean for undergraduate education at the University of Pittsburgh School of Nursing, was inducted this summer into the Sigma Theta Tau International Honor Society of Nursing (STTI) International Nurse Researcher Hall of Fame. Puskar was one of 20 nurse researchers from around the world receiving this honor. The 2018 inductees were honored at STTI's 29th International Nursing Research Congress in Melbourne, Australia, in July.

Created in 2010, the International Nurse Researcher Hall of Fame recognizes nurse researchers who have achieved significant and sustained national or international recognition and whose research has improved the profession and the people it serves.

"Each of these Hall of Fame honorees represents a lifetime of contribution to the nursing profession," said STTI president Beth Baldwin Tigges, PhD. "I am proud to add my congratulations to each of them for this monumental achievement."

STTI is the second-largest nursing organization in the world.





## Pitt Nursing Achieves Excellence Again

The University of Pittsburgh School of Nursing's Doctor of Nursing Practice (DNP) program is the top-ranked program in Pennsylvania, according to *U.S. News & World Report's* 2019 edition of America's Best Grad Schools. The DNP program now is ranked fifth (up from seventh) in the nation; the Master of Science in Nursing program is ranked seventh (up from eighth).

Other recently released program rankings include the following:

- Clinical Nurse Leader: 4th
- Nursing Informatics: 7th
- Nursing Administration (Health Systems Executive Leadership): 10th
- Adult/Gerontology Acute Care Nurse Practitioner: 7th
- Adult/Gerontology Primary Care Nurse Practitioner: 12th
- Family Nurse Practitioner: 12th
- Pediatric Primary Care Nurse Practitioner: 6th
- Psychiatric/Mental Health Nurse Practitioner: 12th

The Nurse Anesthesia program most recently was ranked fourth in 2016. These rankings represent a weighted average of indicators that include peer assessment, student selectivity and achievement, mean grade point average, acceptance rate, student-faculty ratio, faculty credentials and academic achievements, and research activity.

Earlier in 2018, Pitt Nursing was ranked 16th in the world in the QS World University Rankings by Subject. The school also is ranked fifth in research funding from the National Institutes of Health.



## Your Comments Welcome

As part of its accreditation process, the University of Pittsburgh School of Nursing will be undergoing an on-site evaluation of its Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) degree programs by the Commission on Collegiate Nursing Education (CCNE) April 8–10, 2019.

As part of the CCNE accreditation process, program constituents—including students, faculty, alumni, employers, clinical agencies, the community at large and other interested parties—are invited to submit, in writing, comments concerning the quality of one or more programs and qualifications for accreditation.

Written third-party comments will be accepted by CCNE until 21 days before the scheduled on-site evaluation and must be received by March 18, 2019.

All comments should be directed to:

Commission on Collegiate Nursing Education  
Attention: Third-party Comments  
655 K Street, NW, Suite 750  
Washington, DC 20001

or

[thirdpartycomments@ccneaccreditation.org](mailto:thirdpartycomments@ccneaccreditation.org)

## Celebrating Achievement

More than 300 students received degrees at the annual Spring Graduation and Pinning Ceremony, held on April 27, 2018.

The keynote speaker at this year's ceremony was Susan Hassmiller, PhD, FAAN, senior adviser for nursing at the Robert Wood Johnson Foundation. Hassmiller stressed to graduates the importance of being not only a competent nurse but a compassionate nurse as well.

Congratulations to our new alumni!













# Thinking Outside the Field

Dentistry. Bioengineering. Law. Rehabilitation.

The areas in which nurses can work and impact patient care, practice, and outcomes are not limited to fields by the bedside, in nursing research, or in administration. There are innumerable areas in which nurses can make a difference by leading and collaborating with a care team composed of individuals from a variety of different fields.

The term interprofessionalism may be used to define the experiences that occur when individuals from diverse fields work together for a collaborative outcome or to develop a new finding or method of arriving at an outcome. It is about coming together across fields, addressing the barriers that crop up along the way, and finding innovative approaches to solving age-old issues that affect patients and providers alike. Each profession's specialty comes to the forefront, reinforcing the fact that no single profession can do everything for every patient.

At its most basic level, interprofessionalism is not only about expanding the area and scope of nursing; it's also about practicing with the utmost sense of collaboration and teamwork.

## **STARTING IN THE CLASSROOM**

Interprofessionalism extends to—and, some would argue, emerges from—education such as that which occurs at the University of Pittsburgh School of Nursing on a daily basis. By educating students early on that interprofessionalism is an essential part of their nursing careers, educators emphasize that interprofessionalism always should be considered when delivering patient care and interacting with other members of the care team.

The Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN) both encourage nursing educational programs at the undergraduate and graduate levels to include a focus on interprofessional education. AACN defines interprofessional education as occurring when students from two or more professions work together to learn from and with each other to enable effective collaboration and improved health outcomes.



“This is different from just reading a note in a chart and considering collaboration done.”

Rosemary Hoffmann

CCNE is in the process of making it mandatory for students to have clinical interprofessional experiences, explains Rosemary Hoffmann, associate professor and Master of Science in Nursing program director. “This is different from just reading a note in a chart and considering collaboration done,” she says.

Hoffmann has been actively involved in ensuring that clinical interprofessional education happens at the School of Nursing and that students are aware of what interprofessionalism looks like and how teamwork is essential to improving patient care. Hoffmann and Sandra Engberg, associate dean for graduate clinical education, both serve on the Pitt Working Group on Interprofessional Education in the schools of the health sciences. At the University level, through this working group, there is a forum for interprofessional education each fall that includes first-year professional students (from medicine, pharmacy, social work, dental medicine, rehabilitation sciences, and public health) and second-year undergraduate nursing students.

In one interprofessional learning opportunity, nursing students take a course with fellow students from the Schools of Medicine and Pharmacy to learn about kidney/renal health care in a variety of settings. This “renal experience,” as Hoffmann describes it, allows students to learn about inpatient, outpatient, dialysis, and transplant care—all while working as part of a team. “They spend time with other health care professionals,” Hoffmann says. “We try to get different professions involved.” Students also interact with other professionals from the nutrition, rehabilitation, and spiritual care fields.

A similar collaborative project occurs with students from the School of Dental Medicine. In that experience, an undergraduate nursing student is matched with a third-year dental student in the Dental Outpatient Emergency Room Clinic in Salk Hall. The nursing student focuses on assessment, patient education, and follow-up care, while the dental student focuses his or her skills and education on creating a treatment plan for the issue at hand.

Students in the MSN Clinical Nurse Leader program must include interprofessional education within their facility unit-based quality improvement projects that look at work on a microsystem level. Through these assignments, Hoffmann explains, students create an interdisciplinary project that focuses on a particular issue experienced on the hospital unit that requires a solution.

Interprofessional education at Pitt extends beyond working with interdisciplinary health care teams. Undergraduate and graduate nursing students also have the opportunity to take a course focusing on the role of literature and film in understanding the patient and practitioner experience. Through this course, students read books and poetry and watch films to learn more about what it means to be a patient and how different perspectives influence this role.

## INNOVATING CARE AND OUTCOMES

Idiopathic pulmonary fibrosis (IPF) is a condition with no known cause and, more dramatically, a 60-80 percent five-year mortality rate. There are no current



medications available to reverse the course of the disease, but a team from Pitt Nursing and the Pitt Department of Bioengineering in the Swanson School of Engineering are hoping to change that.

Assistant Professor Cecelia Yates and her research team focus on cellular and molecular mechanisms of inflammation and fibrosis. They study the immunoregulatory and molecular roles of chemokine and extracellular matrix interactions in systemic sclerosis, also known as scleroderma, and IPF. Fibrosis in general contributes to 45 percent of the deaths in the United States and affects the heart, lungs, liver, skin, and arteries. Yates' team is pioneering the development of peptide drugs that target multiple mechanisms to reverse the progression of fibrosis.

It's through this research that FibroKine emerged.

FibroKine is in a class of chemokine peptides that can slow disease progression and potentially reverse organ fibrosis. Among this group are three peptides that preclinical studies suggest will slow and inhibit pulmonary fibrosis. Yates' group teamed up with students and faculty from the Swanson School of Engineering to create an aerosol inhalation delivery system (similar to an inhaler for asthma) for these peptides to target the lung directly. This joint project is what develops when nursing and engineering research teams form alliances. Team members from across the University are Yates; Zariel Johnson, a postdoctoral associate at Pitt Nursing; Timothy Corcoran, associate professor of medicine, bioengineering, and chemical engineering; and Christopher Mahoney, a doctoral candidate in the Department of Bioengineering.

Members of the FibroKine team were recognized by the University earlier this year with Chancellor's Innovation Funds.



## IMPLEMENTING STRONG INTERPROFESSIONAL EDUCATION

The former Institute of Medicine (now the National Academy of Medicine) recommended in its 2001 report, *Crossing the Quality Chasm: A New Health System for the 21st Century* that "[c]linicians and institutions should actively collaborate and communicate to ensure an appropriate exchange of information and coordination of care." The following report in 2003, *Health Professions Education: A Bridge to Quality*, further recommended that the ability to work in interdisciplinary teams be a core competency of health professions education. In 2010, the World Health Organization published its *Framework for Action on Interprofessional Education and Collaborative Practice*.

In 2009, six professional associations, including the American Association of Colleges of Nursing, formed the Interprofessional Education Collaborative to advance interprofessional education and guide curriculum development. This group, now comprising 20 professional organizations, has developed four core competencies for all health professions education:

- Values/ethics for interprofessional practice
- Roles/responsibilities
- Interprofessional communication
- Teams and teamwork

The success of a health care team comes down to understanding the contributions and value of each member.

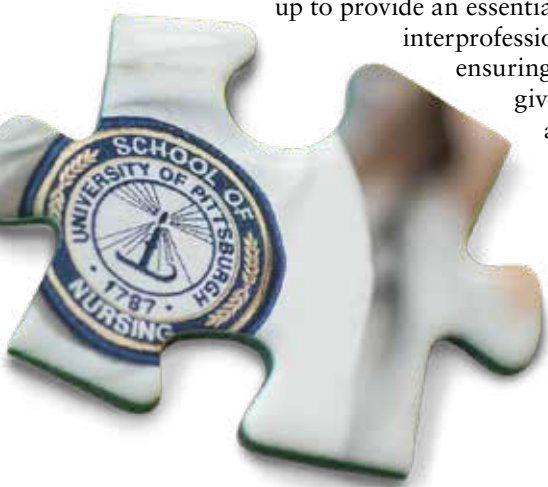
The project received funding from the Chancellor's Innovation Funds and the University of Pittsburgh Center for Medical Innovation. This funding will allow the team to accomplish three goals: characterize the antifibrotic effects of

FibroKine biomimetic peptides on a preclinical pulmonary fibrosis model, identify industry opinion leaders and potential customers, and engage marketing and regulatory consultants to ensure optimization for U.S. Food and Drug Administration approval.

Just as the funding brings together resources that are necessary to move the project toward making a therapeutic medication available to patients, the joint team likewise brings together its specialty knowledge and abilities that make future treatments possible to help improve outcomes.

### PUTTING IT TOGETHER

No nurse can function in a vacuum, and, indeed, the success of a health care team comes down to understanding the contributions and value of each member. Nursing students learn this from the start of their educational careers and see this collaborative behavior modeled daily by instructors and faculty members. Whether it's in the form of creating innovative solutions to problems at the bedside, bringing new ideas to fruition to improve patient care in the future, or stepping up to provide an essential community service, interprofessionalism is vital to ensuring that the best care is given to patients—today and in the future.



### BENEFITS OF INTERPROFESSIONAL EDUCATION BEYOND THE CLASSROOM

The Interprofessional Education Collaborative has identified multiple clear and strong benefits from interprofessionalism and interprofessional education for patients, providers, and students.

#### Patient Benefits:

- Better access to health care
- Decreased length of hospital stays
- Improved patient safety and patient outcomes
- Higher levels of satisfaction with care
- Overall improved health for patients
- Reduced hospital admissions and readmissions

#### Provider Benefits:

- Experience in being both a team leader and a team member
- Helping patients and families become more engaged in the care process
- Providing input on curriculum and program development from a range of disciplines
- Reduced costs and improved multidisciplinary strategies for chronic illness management
- Learning to express opinions clearly and respectfully to colleagues

#### Student Benefits:

- Access to real-world experiences
- Learning about the work of practitioners outside their field
- Dispelling the preconceived stereotypes they may have about other health professions
- Understanding that each set of perspectives from other professions is equally valid and important
- Understanding barriers to teamwork





## Taking Interprofessional Care into the Community

Improving patient and practice outcomes is at the core of nursing, dating back to Florence Nightingale and her quest for improved care conditions.

Likewise, at the core of nursing education and research is the concept of taking methods studied in the lab into the community and evaluating how basic science and research can translate into real-world practice.

Enter a group of University of Pittsburgh School of Nursing faculty investigators who are bringing interprofessional education into the community.

Lorraine Novosel, assistant professor and coordinator of the Adult-Gerontology Primary Care Nurse Practitioner program, and

Jennifer Lingler, associate professor, received a grant from the National Center for Interprofessional Practice and Education at the University of Minnesota for their project, Interprofessional Education Exchange Program (*iPEEP*), through the center's Accelerating Interprofessional Community-based Education and Practice initiative.

Pitt Nursing was one of only 16 schools of nursing across the country selected to receive funding through the initiative. The award was made possible by a collaboration with the Robert Wood Johnson Foundation, John A. Hartford Foundation, Josiah Macy Jr. Foundation, and Gordon and Betty Moore Foundation. Project collaborators include Catherine Grant, a nurse practitioner and assistant professor at the University of



Photo courtesy of UPMC

As part of this project, students are able to take the interprofessional collaboration skills that they are learning in one of their workshops or classes and apply them in the community.

Pharmacy student David Fiumara counsels a UPMC Living-at-Home Program participant.

Pittsburgh School of Nursing and the founder and owner of Associates in Family Health Care, a nurse practitioner-owned and -operated primary care health center in Slickville, Pa.

As part of this project, students are able to take the interprofessional collaboration skills that they are learning and apply them in the community. The project capitalizes on existing relationships and partnerships—like those with Associates in Family Health Care—to expand on what it means to execute interprofessional collaborative care in a real-world setting.

Primary care nurse practitioner students work with their counterparts from other programs at the University of Pittsburgh, including graduate students from programs such as pharmacy, social work, and occupational therapy. Students go out to a variety of community-based clinical locations, including Associates in Family Health Care and the UPMC Living-at-Home home-based geriatric care program. In these clinical placements, students work together as teams and further develop their interprofessional collaboration skills. In this way, *iPEEP* extends existing discipline-specific clinical placements to facilitate interprofessional experiential learning.

“The ultimate goal is for each student to have the opportunity to serve as a leader in their respective clinical setting and to also be a learner in their peers’ clinical setting,” Novosel says. “Students’ feedback has been very positive so far. The health care professionals of tomorrow realize the importance of team-based care and welcome the opportunity to learn from and with their counterparts.”

Three main goals have emerged from this project. One is to ensure that health professions students are well prepared for collaborative practice upon graduating and entering professional practice. This meets a concern that faculty and students alike already have: Even with education about interprofessionalism, students may not truly understand how to work within or lead health care teams upon their entry into practice.

“They go out into the professional world, and it’s not something they were comfortable with before. This is something our students need to learn how to do,” Novosel says. “Team-based care is here and is here to stay.”

Another goal of this project is to explore how interprofessional student teams can improve care and outcomes within a specialized population. Pitt Nursing, for example, is looking at how students, working in teams, can reduce disability and improve quality

of life among vulnerable community-dwelling older adults.

Lastly, the project aims to equip faculty members with leadership skills in interprofessional education, effective team-building strategies, and a framework for sustaining the program. The National Center for Interprofessional Practice and Education provides the *iPEEP* team members with ongoing support through a variety of activities and resources to facilitate program success.

Nurse practitioner students already are benefiting from the project, along with other health professions students. “The experiences have been eye-opening for some students,” Novosel explains. “They’re learning more about what other providers do, how to work together, and how all members of the health care team can truly come together to improve care and outcomes.

“They’re also having an opportunity to maybe correct or adjust some preconceived notions about the contributions of other health care providers,” she adds. “To see what other disciplines bring to the table and to have an opportunity to be able to showcase your own unique contribution to care is not something that students can experience in a classroom or workshop.”



# A Space to Collaborate and Design

**P**icture an area in which you can experiment with new equipment designs; collaborate with peers in other fields; and figure out what piece of medical equipment gets you from point A to point B, with improved outcomes along the way.

University of Pittsburgh nursing and bioengineering students no longer have to just picture it—they now have it. Located on the first floor of the School of Nursing's Victoria Building, this new maker space is available for multidisciplinary projects.

Lucille Sowko, School of Nursing assistant professor and instructor of the undergraduate senior-level Transitions into Professional Nursing Practice course, has been involved in developing multiple interprofessional education classes for undergraduate students through Pitt's School of Law and students in the Swanson School of Engineering. The maker space is the most recent iteration of interprofessional education at the School of Nursing and originated from collaborations and interactions with the Swanson School through Kathryn Puskar, professor and associate dean for undergraduate education, to develop innovative clinical education. The School of Nursing recently received federal funding to expand the maker space.

"This space gives nursing and biomedical engineering students room to develop innovative products that meet the unmet health care needs of patients and families," Sowko says.

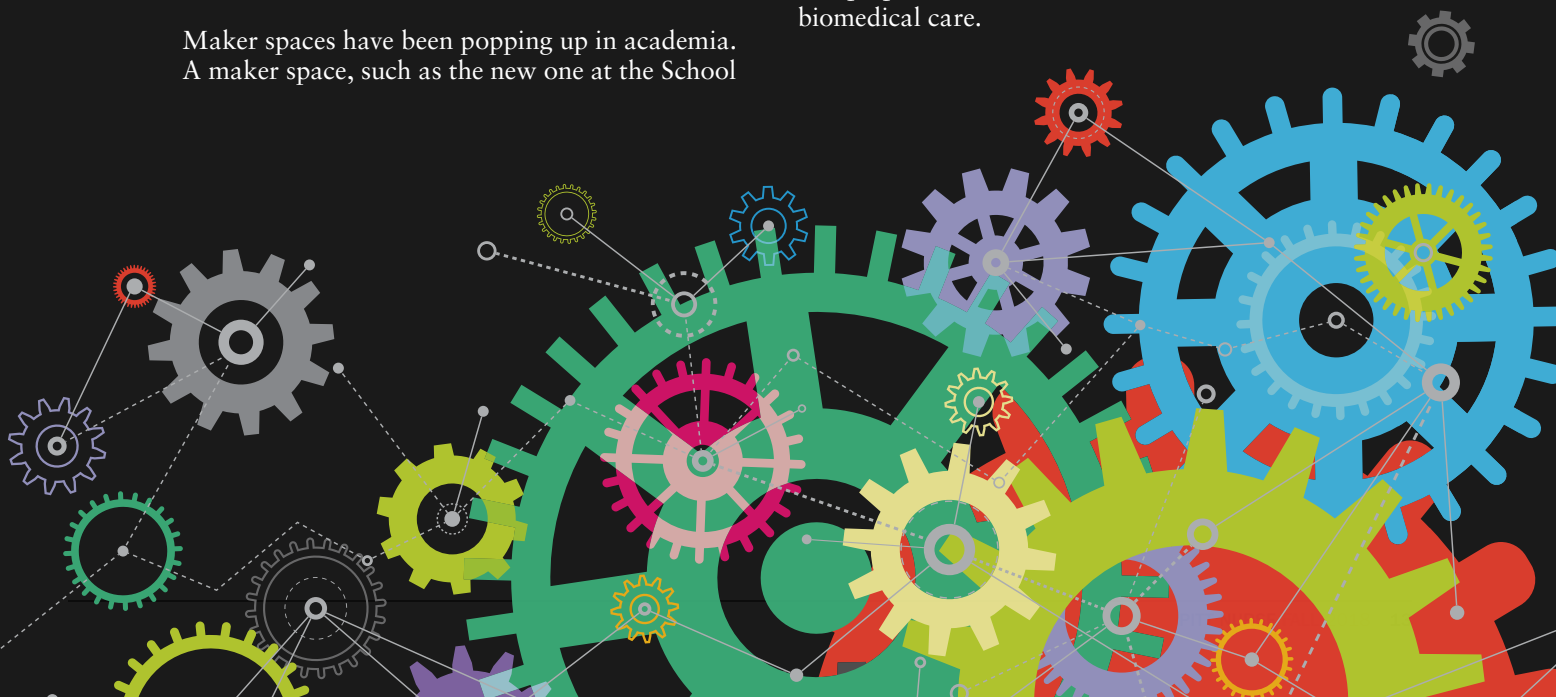
Maker spaces have been popping up in academia. A maker space, such as the new one at the School

of Nursing and others across the University of Pittsburgh, creates a place for individuals with shared interests to work on projects across fields while sharing knowledge, ideas, and equipment. These areas provide students and faculty with the ability to get hands-on experience building new solutions to problems and seeing how these tools and products work in a real-world setting.

Projects that have come out of the maker space at the School of Nursing cover a wide variety of needs and outcomes. They include a safe sleep hospital crib for infants and young children, an output-measuring bed pad for incontinent patients, and a spinal decompression attachment for a chiropractic table.

Nurses are on the front line of clinical care and can contribute knowledge about unrealized needs that can be integrated into product design. Partnering with the Swanson School gives undergraduate engineering and nursing students additional opportunities for interdisciplinary education as well as exposure to the product design, regulatory, and commercialization processes and prepares them to become future leaders in biomedical care.

**This partnership gives students exposure to the product design, regulatory, and commercialization processes and prepares them to become future leaders in biomedical care.**





## WORKING TOGETHER TO TEACH KIDS TO COPE

**N**ara Hernandez tears up when she talks about her father's deployment, which took place when she was a middle schooler.

"Most of the six months was a blur," she says. "But I do remember one day at school, six of us had to take our lunches to the teachers' room. All of us had parents who were deployed."

It was an emotional time for Hernandez, and even though she can't remember the exact words that were exchanged, she remembers what she took away from the experience of being able to sit and talk with other students who had similar concerns.

"I felt relief that I wasn't alone," she says. "I wasn't the only one worried that any day I'd go home and find out that my dad's not coming back."

Hernandez, a sophomore in the University of Pittsburgh Kenneth P. Dietrich School of Arts and Sciences, was one of the teens involved in the early phases of planning and implementation for the MilTeenChat app. This app, a collaboration among the University of Pittsburgh School of Nursing, the Pitt Center for Military Medicine Research, the Infinite

Hero Foundation, and technology partners, creates a virtual community for teens affiliated with the military—those who have a parent or another close family member who is serving—that offers a supportive space where they can share their concerns, develop resiliency practices, and offer support to other teens who might be struggling.

The app came about after work groups of teens came together in both Los Angeles, Calif., and Pittsburgh to discuss the *Teaching Kids to Cope* workbook and to see what military teens would find helpful. What teens wanted, says Kathryn Puskar, MilTeenChat app project lead and professor and associate dean for undergraduate education at Pitt Nursing, was a place where they could talk to other teens in similar situations.

"Everyone's really into social media and apps," Puskar says.

Funding from the Infinite Hero Foundation and the Pitt provost's Copyright Fund supported the creation of the app. Through the app, teens can access resources on how to cope, talk with other teens who have had similar experiences, and offer tips and suggestions to teens who might be having a challenging time. Teens can



“Other kids can comment and say,  
‘I understand how you feel, and I’m  
here if you need someone to talk to.’  
They can offer relief.”

Ran Sun

set up profiles with their likes and dislikes, number of deployments, and challenges that they

have overcome. As on other platforms, they also can vote for and share content, and items with the most votes appear first in resource lists. They can even choose to remain private and just access the resources that are populated in the app and contributed by other teens. Prepopulated content came from Pitt Nursing and the *Teaching Kids to Cope* workbook.

“There are resources for them to find answers to the challenges that they have,” says Ran Sun, a Pitt Nursing doctoral candidate working with Puskas on this project. “The responses to these questions come from the teens. Other kids can comment and say, ‘I understand how you feel, and I’m here if you need someone to talk to.’ They can offer relief.”

Security is paramount. Teens must register to use the app, and registration is limited to teens who are affiliated with the military. Parents must give permission for their children to use the app. Technology from Bark, a software company, monitors what the teens are posting and blocks inappropriate posts, images, or messages from getting through. Parents then receive real-time alerts that the content is inappropriate. Any messages that use suicidal language also are flagged, and teens who post such language receive links to resources that can help, such as national and veterans’ suicide prevention hotlines.

The concept of an app was a new one in this setting, says Ann Gleeson, managing director of the Center for Military Medicine Research, who jokes that until the app’s development,

she wasn’t really familiar with apps—certainly not in a professional academic setting. “The environment that I work in is elite, academic, basic science,” Gleeson says. “One could argue that apps were not applicable.”

But this app is an illustrative example of how diverse groups could come together and create a much-needed resource for military families. Gleeson explains how the Center for Military Medicine Research was able to augment the work done at Pitt Nursing, and the work with external partners and funding then brought the project into reality—making a difference for families and teens.

“Like a patchwork quilt comes together from different pieces and designs to make a final product, the partners came together for this tool,” Gleeson says. “With the challenges that young people have at all levels, it’s incumbent on us to realize what their needs are and support them.”

Hernandez says that the app is different from the lunch that she had at school: It is more sustainable and, more importantly, doesn’t feel like it is run and monitored by adults. Instead, it is for teens and by teens.

“This platform is a way for us to take control and take this tough experience into our own hands,” she says. “We can take initiative instead of just enduring and relying on adults in our lives to support and pull us through. We can talk to our peers and learn to pull each other through.”



Nara Hernandez with her father, Steven, who works in Pitt’s Office of Veterans Services



# Paying Forward a Mother's Drive

**T**ommierée Vawters-Backers' persistence is a good part of the reason why her daughter Rhonda Backers-Garrett (BSN '75) became a nurse.

Vawters-Backers told each of her four children that they would attend college; she particularly told Rhonda that she would be a nurse. But even though Rhonda was willing to agree with her mother that she would go to college, she didn't always agree that she was going to be a nurse. "I told her, 'I'm not going to do it,' " Rhonda explains.

Things changed after Rhonda graduated from high school and went to visit her grandmother, who was hospitalized in New York. Rhonda was impressed by the nurses, and by their skill and compassion, and decided that her mother was right.

"I called my mother, and she was thrilled," Rhonda says.

But there was one hitch:

Even though Rhonda had applied and been accepted to the University of Pittsburgh, she hadn't selected the School of Nursing on her application, and the incoming freshman nursing class was full. Rhonda initially was told that she would have to wait until the next academic year to apply and enter the class. But that plan wasn't going to work for the family; Vawters-Backers was afraid that her daughter would change her mind.

"Every week, from the time I started at Pitt, she'd call to talk to the dean [Stella Yaksich, assistant dean for Student Affairs], and see if her daughter could get into the school," Rhonda explains. "They set up an appointment to meet. Dean Yaksich said, 'If any students come out of the program, then Rhonda can get in on time.' "

Rhonda found out shortly after that a student had dropped out of the program. "I was able to get into the class because my grades were good enough, and I bought some uniforms from another student, and that's when I started."

Rhonda's sister, Beverly Backers, also attended Pitt, and the two sisters have fond memories of their time as students. It was paying that opportunity forward, and remembering their mother's legacy, that led them to create a scholarship fund at the School of Nursing in their mother's name, the Tommierée Vawters-Backers Scholarship, with an emphasis on helping students who come from a family led by a single parent.

Vawters-Backers had divorced when Rhonda and Beverly were young and worked to encourage her children to make sure that they followed through on their dreams.

"My mother was one of those ladies who was so resourceful," Rhonda says. "My sister and I wanted to create a scholarship at Pitt to carry on her name and to show how important she

Tommier  
Vawters-  
Backers



was to us.

We want to encourage a student from a single-parent family to continue their education and fulfill their dream of being a nurse. That would recognize my mother's goal."

The excitement comes through in Rhonda's voice as she talks about her time at Pitt. From the instructors to the activities to the living environment, it was the perfect place to get an education. Rhonda explains that the School of Nursing was very supportive, and Pitt enabled students to have a well-rounded experience. That's what both sisters are hoping future students will receive as part of their scholarship.

Rhonda says that her mother was always active and involved in her children's lives and also made sure that she gave back to the community. Those lessons were passed down to her children; Rhonda and Beverly were both active in community service at Pitt and continued to be active after graduation through their membership in Delta Sigma Theta Sorority, Inc.

"She just was so involved in helping not only us but as many people as she could," Rhonda says of her mother. "She taught us that no matter what you have, you can still be generous with your time, and your patience. We wanted to continue to do that."

“She taught us that no matter what you have, you can still be generous with your time and your patience. We wanted to continue to do that.”

Rhonda Backers-Garrett

## ALUMNI AWARDEES RECOGNIZED

Each year, the University of Pittsburgh School of Nursing bestows its alumni awards on graduates (and honorary alumni) who embody the spirit of a Pitt nurse and who have made impactful contributions to their respective fields. The 2018 awardees, who were honored as part of the University of Pittsburgh School of Nursing Spring Graduation and Pinning Ceremony in April, were Alan Bernstein, Nicole Osier, Sarah Hexem Hubbard, and Larry and Wayne Simon.



**Distinguished Alumnus: Alan Bernstein (BSN '00)**, Veterans Health Administration Deputy Chief Nursing Officer, Office of Nursing Services, U.S. Department of Veterans Affairs

As deputy chief nursing officer, Alan Bernstein serves alongside the Veterans Health Administration (VHA) chief nursing officer in providing leadership, guidance, and strategic direction on all issues related to nursing, including practice, education, research, and workforce development for clinical programs across the continuum of care and the spectrum of care delivery sites that impact veterans. Bernstein also provides leadership oversight for the Office of Nursing Services' daily operations.

He was previously the nurse executive for the VA North Texas Health Care System, the second-largest health care system in the U.S. Department of Veterans Affairs. Bernstein was responsible for all administrative and clinical aspects of nursing care for 1,700 nursing and sterile processing personnel. In 2016, he was awarded a Veterans Affairs Secretary's Award for Nursing Excellence in recognition of his exceptional service as a VHA nurse executive.

Bernstein's career spans multiple leadership positions, and he has experience in nursing informatics, critical care nursing, and medical-surgical nursing. Bernstein is a member of numerous professional associations, including the American Organization of Nurse Executives, Texas Organization of Nurse Executives, North Texas Organization of Nurse Executives, and American Nurses Association. He also has served as part of the Federal Emergency Management Agency's Healthcare Leadership Incident Command, the Federal Executive Institute's Leadership for a Democratic Society program, and VHA's Network Executive and Healthcare Leadership institutes as both a participant and a coach for the next wave of VHA leaders.

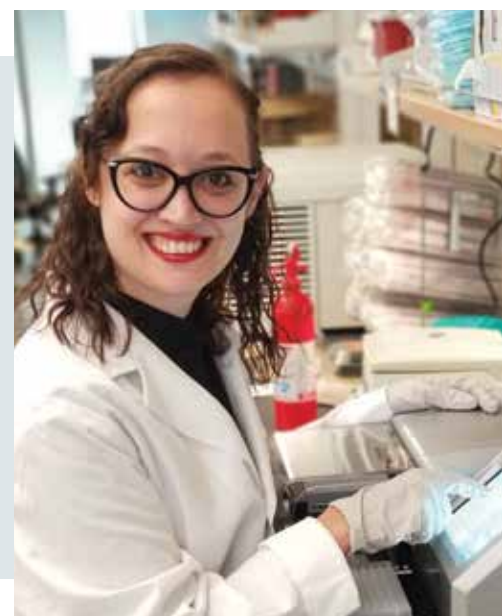
Bernstein received an associate's degree in photography and multimedia from the Art Institute of Pittsburgh and an associate's degree in nursing from the Community College of Allegheny County. He went on to obtain his bachelor's degree in nursing from the University of Pittsburgh School of Nursing in 2000. In 2003, he received a master's degree in nursing administration from Indiana University of Pennsylvania.

**Outstanding Young Alumnus: Nicole Osier (PhD '16)**, Assistant Professor, University of Texas at Austin School of Nursing, and Director, BioBehavioral Core, St. David's Center for Health Promotion and Disease Prevention Research in Underserved Populations

Nicole Osier's training background includes dual bachelor's degrees in nutritional science and nursing from Michigan State University, a PhD in nursing from the University of Pittsburgh with an emphasis on molecular genomics, and a postdoctoral fellowship in nursing at the National Institutes of Health with an emphasis on protein quantification. To date, Osier's program of

research has centered on using both preclinical and clinical research to promote understanding of the molecular and genomic underpinnings of health, disease, and injury recovery. Her current research focuses on understanding the pathology associated with traumatic brain injury. Her ultimate goal is to harness this information to predict which individuals are at highest risk for poor outcomes and ultimately to inform precision care initiatives.

Osier currently serves as cochair of the International Society of Nurses in Genetics' Educational Products Subcommittee and is a member of the Council for the Advancement of Nursing Science Awards Committee.







**Honorary Alumna:**  
**Sarah Hexem Hubbard,**  
JD, Executive Director,  
National Nurse-Led  
Care Consortium and  
Pennsylvania Action  
Coalition

Sarah Hexem Hubbard serves as policy director for the Research and

Evaluation Group at the Public Health Management Corporation. The Pennsylvania Action Coalition engages more than 250 individual and organizational stakeholders, representing a cross-sector, multidisciplinary array of perspectives with a common vision: achieving a healthy Pennsylvania through high-quality, safe, and accessible nursing care.

Hubbard regularly speaks on topics related to the role of nursing in building a culture of health. She has published in the areas of public health law research, nurse practitioner scope of practice, and medical-legal partnership. Hubbard teaches health policy at the University of Pennsylvania School of Nursing. She graduated magna cum laude from Temple University Beasley School of Law.

**Honorary Alumni: Larry and Wayne Simon** through their foundation, B.K. Simon Family Charitable Foundation, Larry and Wayne Simon have supported University of Pittsburgh nursing students since 2009. As a result of their generosity, the School of Nursing has been able to award approximately 30 scholarships per year to deserving Western Pennsylvania students with demonstrated financial need. The foundation honors their father, B. Kenneth Simon, a Pittsburgh native who passed away in 2003. He was the president and owner of the local packaging supply company, All-Pak.

## CLASS NOTES

### 1970s

**Marianne Allen** (BSN '75, MN '80) recently received her DNP degree from Drexel University. Her project title was "The Effects of Resilience and Optimism in Maternal Role Attainment after Six Months Postpartum in Women Hospitalized for Complications of Pregnancy." The theoretical framework for the study was Reva Rubin's middle-range theory of maternal role attainment, which was developed during Rubin's tenure at the University of Pittsburgh. Allen studied under Rubin while a master's student at Pitt. Allen also previously served as the administrator/team leader who obtained Baby-Friendly USA designation for excellence in breastfeeding at UPMC Pinnacle and as a consultant for the Keystone 10 Initiative, Pennsylvania Department of Health, and American Academy of Pediatrics.

**Donna Caruthers** (BSN '78, MSN '82, PhD '05) has been named chair of the Department of Nursing at California University of Pennsylvania.



**Joan Such Lockhart**  
(BSN '76, MNEd '79, PhD '92) authored a book, *Nursing Professional Development for Clinical Educators*, published by the Oncology Nursing Society. She is currently a clinical professor and the MSN Nursing Education Track coordinator at Duquesne University School of Nursing.

**Nancy Rowland Mosser** (BSN '77), former department chair and professor of nursing at Waynesburg University, retired in December 2017 and was conferred the title of professor

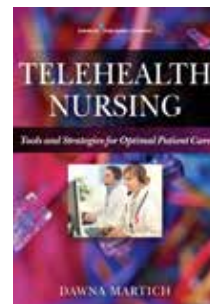
emeritus of nursing in March 2018. During Mosser's tenure as department chair at Waynesburg University, MSN and DNP programs were established and excellent NCLEX-RN examination outcomes were achieved. She also served as a member of the American Association of Colleges of Nursing DNP Road Map Task Force.

**Mary Smolenski** (BSN '72) received the Chair's Award from the Institute for Credentialing Excellence this past fall. Her work also was highlighted in a chapter of the book *Redefining Retirement for Nurses: Finding Meaning After Retirement*.

### 1980s

**Phyllis DeAntonio** (MSN '89) was inducted into the East Carolina University College of Nursing Hall of Fame. The award recognizes exceptional nurse leaders in education, administration, research, and practice while raising funds for merit-based student nursing scholarships. DeAntonio holds a bachelor's degree in nursing from Fairleigh Dickinson University and a master's degree with a clinical specialty in oncology from the University of Pittsburgh. For the past 28 years, DeAntonio has held various leadership positions at Vidant Medical Center, and she is currently the system service line administrator for Vidant Cancer Care. She is a fellow of the American Academy of Medical Administrators and an adjunct nursing faculty member at Eastern Carolina University.

**Dawna Martich** (BSN '80, MSN '84) placed third in the 2017 *American Journal of Nursing* Book of the Year Awards in the category of Community/Public Health/Home Health for her book, *Telehealth Nursing: Tools and Strategies for Optimal Patient Care*.





**Mary E. Williams** (MN '80) has been named dean of the College of Health and Human Services at Indiana University of Pennsylvania (IUP). The largest college at IUP, it includes 26 undergraduate majors (including nursing), 16 master's programs, three PhD programs, 11 minors, and several credit-bearing and noncredit-bearing certificate programs. Williams has been employed at IUP since 1981.

## 2000s

**Kristen Brown** (BSN '01) recently accepted a full-time faculty position at the Johns Hopkins University School of Nursing, where she completed her DNP in 2017. Brown also completed a two-year simulation fellowship through the Johns Hopkins Medicine Simulation Center and was the first nurse to be named the Zamierowski Simulation fellow. She continues her simulation work serving as the advanced practice simulation coordinator and at the Johns Hopkins School of Medicine as the pediatric critical care simulation coordinator. Brown also will continue her work in the pediatric intensive care unit as a pediatric critical care nurse practitioner.



**Ayman M. Hamdan-Mansour** (PhD '04) was recognized by Scopus in late 2017 as one of the most published researchers at the University of Jordan.

Hamdan-Mansour has received previous awards for his research work at the University of Jordan, including an excellence award from the Scientific Society of Arab Nursing Faculties, the Princess Muna al-Hussein Award, and the Ali Mango Award for Distinguished Health Research.



Dina Fradkin (BSN '18) accepts the Emma W. Locke Award from Vice Provost and Dean of Students Kenyon Bonner as Chancellor Patrick Gallagher looks on at the 2018 University of Pittsburgh Honors Convocation on February 23.

**Sarah Ketter** (BSN '08) has published a new book, *Winning the Ground of Your Soul*. Ketter's book offers insights into the sanctification process and helps readers to find the next steps along their paths.

**Andrea Mazzocchi** (PhD '06) has been named chief nursing and quality officer for Bon Secours Mercy Health, the completed merger of Bon Secours Health System and Mercy Health. Bon Secours Mercy Health is a 43-hospital system based in Cincinnati, Ohio, that operates across seven states.

## 2010s

**Dina Fradkin** (BSN '18) received the 2018 Emma W. Locke Award from the University of Pittsburgh. The award is one of the University's highest honors for undergraduate students. Fradkin also was selected as a Keeper of the Light, the equivalent of valedictory status, at the 2018 University of Pittsburgh School of Nursing Spring Graduation and Pinning Ceremony. Fradkin started Pitt's DNP program in psychiatric mental health this fall.

**Jillian Gallagher** (BSN '18) received the Pitt Nursing Student Association Professionalism Award at the 2018 University of Pittsburgh School of Nursing Spring Graduation and Pinning Ceremony. This award is presented to a graduating senior who has been an active member of the Nursing Student Association and has exemplified professionalism throughout his or her undergraduate nursing studies.

**Justin Lee** (BSN '18) was selected for the Pitt Nursing Student Association Leadership Award at the 2018 University of Pittsburgh School of Nursing Spring Graduation and Pinning Ceremony. This award is presented to a graduating senior who has held a leadership position on the Nursing Student Association (NSA) Board of Directors and has exemplified leadership throughout his or her undergraduate studies. Lee joined NSA in his freshman year and was an active member all four years of his undergraduate studies.

**Mengchi Li** (BSN '18) was the recipient of the University of Pittsburgh School of Nursing Undergraduate Outstanding Research Award at the 2018 University of Pittsburgh School of Nursing Spring Graduation and Pinning Ceremony. This award is presented to a graduating senior who has made a significant impact on nursing research. While earning her BSN degree, Li made an impressive impact on research related to improving outcomes for older adults.

**Maya Thomas** (BSN '18) was selected for the Pitt Nursing Chi Eta Phi Kappa Beta Chapter Exemplary Senior Award at the 2018 University of Pittsburgh School of Nursing Spring Graduation and Pinning Ceremony. This award is presented to an outstanding senior for service and leadership throughout his or her academic career. Thomas was selected for this award because of her promotion of the nursing profession, continuing education, and serving as a role model for other nursing students.

# In Memoriam

## 1940s

**Ruth Brown Korman**  
(BSN '49)

**Eleanore J. Lipp**  
(BSN '48)

**Rachel I. Poole**  
(BSN '47, MLit '52)

**Mary B. Rhea** (BSN '46)

## 1950s

**Jo Ann Baldini Baldwin**  
(BS '57)

**Josephine Cosgrove**  
(BSNEd '53)

**Mary C. Davenport**  
(BSNEd '54)

**Viola Gaydos Halpin**  
(BSN '52)

**Gloria Haughton**  
(BSN '52, MSNEd '63)

**Priscilla P. Kibler**  
(BSN '51)

**Barbara Cott Nicolson**  
(BSN '59)

**Jeanne W. Orr** (MA '61,  
BSNEd '50)

**Charlotte G. Pischke**  
(BSN '58)

**Lois G. Richards**  
(BSNEd '58)

## 1960s

**Carolyn B. Belz** (MN '80,  
BSN '64)

**Jane M. Brennan**  
(BSN '62)

**Ann Davisson**  
(MNEd '67)

**Sister Mary Salvatore  
Leo** (MNEd '67)

**Kathryn O. Pusateri**  
(BSN '61)

**Barbara J. Smith**  
(MNEd '68, PhD '89)

## 1970s

**Ruth Z. Bachman**  
(BAS '70)

**Nancy Ainsley Baird**  
(MNEd '76)

**Nancy P. Hutchinson**  
(BSN '70)

**Ruth C. Lambert**  
(MN '71)

**Linda M. Sismour**  
(BSN '73)

**Deanne Osborn Taylor**  
(MNEd '77)

**Glee Irene Wahlquist**  
(MN '74)

**Constance J. Young**  
(BSN '71)

## 1980s

**Doralyn Brashear Hurt**  
(MSN '82)

**Diane M. Redington**  
(MSN '83)

**Marie R. Watson**  
(BSN '80)

## 1990s

**Susan E. Brown Byerly**  
(BSN '93, MSN '94,  
MSN '97)

**Donna J. Crum** (BSN '90)

**Mary A. Kier** (MSN '96)

**William F. Merhaut**  
(BSN '99)

**Mary B. Rightnour**  
(BSN '98)

**Priscilla Voelker**  
(BSN '90)



**Susan Cohen**

We mourn the loss of Susan Cohen, PhD, CRNP, FAAN, associate professor in the Department of Health Promotion and Development.

Cohen came to the University of Pittsburgh School of Nursing in 2002. She exemplified the characteristics of an outstanding teacher and great thinker and taught at all levels, from undergraduates to doctoral students. She always encouraged students to be critical thinkers and used discussion to engage the class. Her colleagues held her in high esteem, and she was awarded the Dean's Distinguished Teaching Award in 2015.

Cohen excelled at being a mentor to both graduate students and junior faculty alike. Under her guidance, many of her pre- and postdoctoral students were successful in obtaining National Institutes of Health grants and other funding, in publishing their research, and in obtaining tenure-track faculty positions at highly ranked schools of nursing and developing their own programs of research. Cohen was generous with her time and completely devoted to her mentees and their success. In addition to being a strong research advocate among students and faculty, Cohen was the School of Nursing's research liaison and a consultant for the nursing staff at UPMC Passavant, where she mentored several nurses with quality improvement projects.

Cohen was a role model for her leadership nationally and at the School of Nursing and served as an elected officer for several professional organizations. She had a successful program of research and was known nationally and internationally for her impact on and legacy in women's health research and for improving the lives and outcomes of cancer survivors (most notably for researching and promoting meditation for menopausal breast cancer survivors). She faithfully practiced mindfulness and meditation and generously shared these gifts, teaching us how to meditate and be mindful of ourselves, others, and life.





## Remembering a Devoted Nurse and Innovator

Jeanne Wolfe Orr (BSNEd '50, MA '61), a dedicated supporter of the University of Pittsburgh School of Nursing, died March 3, 2018.

Orr began her nursing career as a graduate of the Allegheny General Hospital School of Nursing. She then attended the University of Pittsburgh School of Nursing, earning her Bachelor of Science in Nursing Education in 1950 and her master's degree in 1961. She was a true visionary.

She relocated to Virginia, where her career blossomed. She was director of education at St. Mary's Hospital in Richmond, where she was recognized as an employee of the month for her contributions and service and served as chair of the Richmond Area Heart Association.

As a nurse educator, Orr saw the value of simulation training in nursing education and practice and wanted to do something to advance simulation training at Pitt Nursing. Her philanthropic efforts allowed Pitt Nursing to purchase a "SimBaby" named "Jo" almost 20 years ago making the University of Pittsburgh School of Nursing the first school of nursing in the country to have a full-scale infant simulator. Her generosity has continued to benefit students at the University of Pittsburgh School of Nursing through annual scholarship awards.

## In Remembrance of Marguerite Schaefer

Marguerite Schaefer, DS, ScD, former dean of the University of Pittsburgh School of Nursing, passed away in Slingerlands, N.Y., on June 19, 2018, at the age of 95.

Schaefer was dean of the School of Nursing from 1966 until 1972 and was the first nonnurse to serve as a dean of a school of nursing in the country. As dean, she was instrumental in the construction and plan development of the Victoria Building, home to the School of Nursing. Nationally, Schaefer was the first nonnurse recipient of the Alpha Tau Delta National Nursing Award and was recognized for her participation in and contributions to the National Committee for the Study of Nursing and Nursing Education.

She held a joint appointment in the School of Dental Medicine and, after stepping down as dean of the School of Nursing, returned to the nursing faculty in 1974 as a professor of nursing education and taught nursing administration for several years.

Schaefer was a founding member of the American Association of Colleges of Nursing and a member of numerous health care organizations. Schaefer also was cited as one of Pittsburgh's Most Outstanding Women by the *Pittsburgh Post-Gazette*. Later, as a resident of Pine Cay, Turks and Caicos Islands, she served for several years as board president of the Meridian Club. In 2008, she established the Marguerite J. Schaefer Institute to implement new concepts in health care for the elderly.

Schaefer earned her bachelor's degree at the University of New Hampshire, her master's at Michigan State University, and her doctorate in biochemistry and human nutrition at the University of Pittsburgh.

A musician from an early age, Schaefer was an admirer of Brahms, Chopin, and Schumann and maintained a lifelong love of classical music, playing piano for enthusiastic audiences well into her 90s. Schaefer was a longtime supporter of the Pittsburgh Symphony Orchestra, and in 2008, she established the Marguerite J. Schaefer Endowment for Music to support concert performances and music education at Beverwyck, the retirement community where she lived for 20 years.

## In Memoriam: Greig Williams

The University of Pittsburgh School of Nursing mourns the sudden passing of Greig Williams (BSN '99, MSN '04), an adjunct faculty member. Williams died while on vacation in Jamaica during a boating excursion while he was attempting to assist another boater.

Williams had a decorated military career, serving tours in Afghanistan, Kuwait, Iraq, and Bosnia. He served as a combat medic and worked on forward surgical teams in these theaters. Williams' personal and professional accomplishments included becoming an American Heart Association instructor and a domestic preparedness/weapons of mass destruction instructor. He had certifications from the Pennsylvania Department of Health as a prehospital registered nurse, in prehospital trauma life support, as a hazardous materials handler level two provider, as a certified emergency nurse, and as a certified registered nurse anesthetist. He held professional memberships in the American Association of Nurse Anesthetists, Pennsylvania Association of Nurse Anesthetists, and Emergency Nurses Association. He also was a member of the Pitt Alumni Association, Veterans of Foreign Wars, and American Legion.

Williams worked as a nurse anesthetist at Butler Memorial Hospital, where he mentored and instructed Pitt nurse anesthesia students. Students reported that Williams was an outstanding instructor. He had a reputation for being empathetic and kind yet always demanding students' best performance toward the goal of high-quality patient care. He was known for his intelligence, problem solving, and ability to handle any case. While on reserve duty, he was an instructor at the Uniformed Services University of the Health Sciences, where he had the opportunity to influence the education and training of U.S. Army nurse anesthesia officers. Williams also adopted and cared for an Army mule that was formerly the mascot at the U.S. Military Academy, and he was a strong advocate for the Service Dogs for Wounded Veterans program. When called upon, Williams always answered the call of duty, whether to his family, his country, or the University of Pittsburgh.



Eileen Chasens



Jacob Kariuki



Julius Kitutu



Margaret Rosenzweig



Grace Campbell



Jennifer Seaman

## FACULTY DISTINCTIONS

**Eileen Chasens**, PhD, FAAN, received funding to create a new hub of research in the School of Nursing. This will be the hub for Sleep and Circadian Rhythms: Effect on Symptoms and Functional Outcomes across the Life Span.

**Rose Constantino**, PhD, JD, FAAN, FACFE, was chosen to participate in the Steering Committee of the #EndNurseAbuse Professional Issues Panel by the American Nurses Association. She was one of 18 individuals invited to work on this panel that commenced in May 2018.

**Annette DeVito Dabbs**, PhD, ACNS-BC, FAAN, was selected as the keynote speaker for the National Institute of Nursing Research Center Directors' Meeting this past May at the National Institutes of Health in Washington, D.C.

**Willia Doswell**, PhD, FAAN, received the 2018 Alumnus of the Year award from the Loma Linda University School of Nursing.

**Marilyn Hravnak**, PhD, ACNP-BC, CCNS, FCCM, FAAN, was elected to the position of at-large board member for 2018–21 for the International Network for Doctoral Education in Nursing. She also was appointed to serve on the Society of Critical Care Medicine's Telemedicine ICU Committee for a three-year term as chair-elect, then chair, then past chair.

**Jacob Kariuki**, PhD, AGNP-BC, was accepted to the 2018 Faculty Leadership Academy, sponsored by the University of Pittsburgh Office of Academic Career Development, Health Sciences.

**Julius Kitutu**, PhD, MSc, MEd, was promoted to associate professor of nursing, effective July 1, 2018.

**Margaret Rosenzweig**, PhD, CRNP-C, AOCN, FAAN, was named a 2018 Carlow University Woman of Spirit. The Women of Spirit program recognizes women leaders for their professional and personal leadership and for sharing their expertise with the Carlow community.

## FACULTY GRANTS

January–May 2018

**Salah Al-Zaiti**, PhD, ANP-BC  
**National Heart, Lung, and Blood Institute**  
 Electrocardiographic Detection of Non-ST Elevation Myocardial Events for Accelerated Classification of Chest Pain Encounters

**Grace Campbell**, PhD, MSW, CNL, CRRN  
**Center for Research and Evaluation (CRE) Pilot/Feasibility Study Program**  
**Oncology Nursing Society Foundation**  
 Sensor-based Assessment: Chemotherapy-induced Peripheral Neuropathy-related Balance/Gait Impairments

**Jill Demirci**, PhD, IBCLC  
**CRE Pilot/Feasibility Study Program**  
 Breastfeeding Practices and Support in U.S. Childcare Centers

**Richard Henker**, PhD, CRNA, FAAN  
**University Center for International Studies**  
 Improving Occupational Safety and Health of Health Care Workers in Hospitals in Cambodia

**Young Ji Lee**, PhD  
**CRE Pilot/Feasibility Study Program**  
 Development of a Computational Model to Identify Linguistic Markers of Symptom Management Strategies

**Kathryn Puskar**, DrPH, FAAN  
**University of Pittsburgh Copyright Development Fund**  
 Teaching Kids to Cope—Military Model

**Margaret Rosenzweig**, PhD, CRNP-C, AOCN, FAAN  
**National Institutes of Health/National Institute on Minority Health and Health Disparities**  
 The Symptom Experience, Management, and Outcomes According to Race and Social Determinants of Health during Breast Cancer Chemotherapy

**Jennifer Seaman**, PhD

**American Thoracic Society Foundation**  
 Development of a Nurse-led Intervention to Ensure Timely Interdisciplinary Family Meetings in the ICU

**Cambia Health Foundation Sojourns Scholar Leadership Program**  
 Ensuring Timely Interdisciplinary Family Meetings in the ICU: Development and Testing of a Nurse-led Intervention

**Teresa Thomas**, PhD  
**American Cancer Society**  
 Strong Together: Piloting a Serious Game to Improve Self-advocacy among Women with Advanced Cancer

**CRE Pilot/Feasibility Study Program**  
 Piloting a Serious Game to Improve Self-advocacy among Women with Advanced Cancer

**Susan Wesmiller**, PhD  
**National Institute of Nursing Research**  
 Genomic Underpinnings for Breast Cancer Treatment-induced Nausea and Vomiting

**Cecilia Yates**, PhD  
**Chancellor's Innovation Commercialization Funds**  
 FibroKine: An Inhalation Antifibrotic Drug Therapy for IPF  
**University of Pittsburgh Center for Medical Innovation**  
 CXCL 10 Biomimetic Peptides for the Treatment of Pulmonary Fibrosis

## STUDENT DISTINCTIONS

DNP student **Brayden Kameg** received a 2018–19 Pittsburgh Schweitzer Fellowship. Her project seeks to empower women who have experienced trauma as a result of interpersonal violence and includes sessions on health screening, education, legal assistance, and promotion of health.

PhD student **Linden Wu** received a Clinical and Translational Science Fellowship from the University of Pittsburgh Institute for Clinical Research Education. She is the first School of Nursing PhD student to receive this award.

## STUDENT GRANTS

**Melissa Harlan**, predoctoral student  
**Sigma Theta Tau International Honor Society of Nursing**

Reducing the Rate of Central line-associated Bloodstream Infections by Reducing Barriers to Nurses' Adherence to a Central Line Maintenance Bundle

**Hongjin Li**, predoctoral student  
**Sigma Theta Tau International Honor Society of Nursing**

Symptom Clusters among Women with Breast Cancer

**Khadejah Mahmoud**, PhD student  
**National Council of State Boards of Nursing  
Sigma Theta Tau International Honor Society of Nursing**

Nurses' Readiness and Motivation to Provide Care for Patients Who Use Alcohol and Opioids: A Pilot Feasibility Study

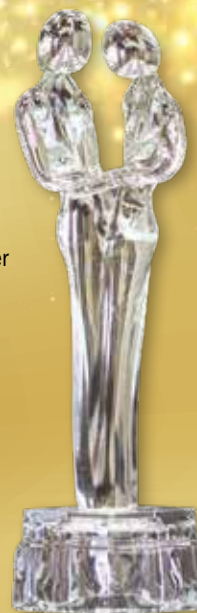
## UPCOMING EVENTS

### Cameos of Caring Awards Gala

Saturday, December 1  
5-10:30 p.m.

David L. Lawrence Convention Center  
1000 Fort Duquesne Boulevard  
Pittsburgh, PA 15222

Learn more at [nursing.pitt.edu](http://nursing.pitt.edu).



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(BSN '66)

## KEEP US POSTED

Please share information about your career achievements, advanced education, publications, presentations, honors received, and appointments. We may include your news in the Alumni News + Notes section or other media. Indicate names, dates, and locations. Photos are welcome! Please print clearly.

Name (include name at graduation as well as current name)

Degree(s) and Year(s) of Graduation

Home Address

Home Telephone

E-mail Address (please note home or work)

Professional Position

Name of Employer

Employer's Address

News

### COMPLETE AND RETURN TO:

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School of Nursing  
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3500 Victoria Street  
Pittsburgh, PA 15261  
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# Continuing Education Updates

## FAST TRACK BACK NURSING REFRESHER PROGRAM

The goal of the Fast Track Back (FTB) program is to provide professional nurses who have not been actively practicing with current trends and skills needed to care for adult medical/surgical patients in an acute care setting. FTB is not a reinstatement program.

- Applications will be accepted January 21–March 1, 2019.
- Section I sessions will be held weekly from April 3 to May 8, 2019.
- Section II sessions will be conducted the weeks of May 13 and 20, 2019.

**More information is available at** [nursing.pitt.edu/continuing-education/livewebinar-activities/fast-track-back-nursing-refresher-program](http://nursing.pitt.edu/continuing-education/livewebinar-activities/fast-track-back-nursing-refresher-program).

## NEW TRAINING PROGRAM NOW AVAILABLE ONLINE

### Clinical Judgment Development and Evaluation: A Bridge Not Far Enough?

- Presenter: Kathleen L. Lasater, EdD, ANEF, FAAN, professor, Oregon Health & Science University School of Nursing
- Continuing Nursing Education Contact Hours: Two
- Cost: \$50

Lasater shares research findings identifying the challenges of clinical judgment in new graduates. She describes the clinical judgment process and tools for evaluating clinical judgment. She offers several learning strategies that are useful in promoting clinical judgment in developing students.

**Registration information is available at** [nursing.pitt.edu/professional-development-continuing-nursing-education](http://nursing.pitt.edu/professional-development-continuing-nursing-education).

## PITT NURSE MAGAZINE CREATIVE TEAM

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### Jennifer Fellows

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