

# Pitt nurse

UNIVERSITY OF PITTSBURGH  
SCHOOL OF NURSING MAGAZINE  
**Winter 2020-21**



**Is nursing  
supporting its  
community?**

Around the world, 2020 has been a rough year, and in many ways, it has brought to the forefront the reality of what our communities face every day. We have seen painfully deep struggles, and we have seen people come up with new solutions to age-old challenges. Nurses and health care professionals have come together to meet and address the pandemic and racism head on. We have seen voices raised together in support of equality



“We cannot stay silent—and we cannot stop moving and working toward equality. We owe our Black colleagues, students and community members more. We owe all populations more. And we know we can do more and do better.”

and justice and against the discrimination that happens every day in our society.

Many of us at the University of Pittsburgh School of Nursing are alarmed at how very little has changed since the civil rights movement that some of us lived through and participated in during the 1960s.

We cannot stay silent—and we cannot stop moving and working toward equality. We owe our Black colleagues, students and community members more. We owe all populations more. And we know we can do more and do better.

Our current first-year class reflects the efforts that the school and the University have taken to make Pitt and Pitt Nursing more welcoming to students from underrepresented backgrounds: Approximately 25% of the class identify as non-Caucasian, comprising Latinx, Black and Asian students.

But our action does not stop there. We need to live our day-to-day lives in an inclusive and respectful way—to not only understand the inequalities facing our colleagues and students of color but to work against those

inequalities. We need to make sure that no one in the community—be it the School of Nursing, the University, the city of Pittsburgh, the Commonwealth of Pennsylvania, or our country—is treated differently simply because of the color of their skin. We must make sure our actions reflect the changes that we want to see.

This issue of Pitt Nurse seeks to address just that, and we hope it will be a starting point for many more conversations. In this issue, we look to what has become clearer during the COVID-19 pandemic: that Black and Latinx individuals face greater health inequities and challenges and that health fields haven't necessarily worked to support them and find solutions. You'll read about Pitt nurse-scientists who are examining health inequities

and looking to find solutions and new methods. You'll see the school's efforts to improve our own diversity and what we look like on a larger scale. You'll learn more about a collaboration between the University of Pittsburgh and Vanderbilt University to ensure that Black participants are more represented in Alzheimer's disease research studies. And you'll learn about a project at Pitt and UPMC, our clinical partner, that strives to help diverse students feel more supported on campus—and, in turn, to support patients.

I urge you to be the change with me. Join me in continuing to think of ways to create the environment of equality at the School of Nursing, and in the greater community, that our BIPOC colleagues, students and neighbors deserve.

May 2021 bring both brighter days and hope. Stay safe and stay well.

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

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In his new role at the University of Pittsburgh, Associate Dean Julius Kitutu is striving to make sure that the School of Nursing's next chapter reflects the communities in which we live.

Some photos in this publication were taken prior to the COVID-19 pandemic and do not necessarily reflect current health and safety guidelines.

## Life with COVID-19: An Update on the School of Nursing

When the COVID-19 pandemic struck, the University of Pittsburgh School of Nursing, like most of the nation's educational institutions, was forced to shift to a remote format.

"That's challenging when some of the courses require learning how to engage with patients and make decisions in the clinical setting," says Dean Jacqueline Dunbar-Jacob.

To continue to help students learn clinically, the school used a range of new and existing strategies, including remote simulation, discussions of case studies, and writing assignments. These approaches typically supplement clinical experiences, but at the height of the stay-at-home orders last spring, they became students' primary modes of learning. And as students return to clinical settings on a limited basis, these tools are likely to remain an important part of how faculty teach.

A recent meeting of the school's Board of Visitors, Dunbar-Jacob says, featured a lengthy discussion of the role that multiple evolving technologies will likely play in educating students—not just in technical skills but also in the assessment, problem-solving, and decision-making skills that are so critically important for nurses.

Along with technology like virtual reality, high-fidelity patient simulators—Dunbar-Jacob calls them "smart dummies"—offer a promising, safe alternative to face-to-face interactions with patients. Capable of presenting a pulse, variable heart rates, and chests that rise and fall

in imitation of breathing, these simulators are growing increasingly sophisticated.

As important as the advance of technology is the evolving understanding of the role that these tools can play. While one might assume that face-to-face clinical experience is the ideal learning mode, Dunbar-Jacob points out that other methods can be surprisingly effective. She cites a National Council of State Boards of Nursing study that compared the learning outcomes of students with varying amounts of face-to-face clinical experience. The study found that students with as little as 50% face-to-face clinical experience fared no worse than students with 100% face-to-face experience.

That's in line with the experience of the school's spring 2020 graduates, who missed the final months of their clinical experience due to the pandemic. Many students were concerned, Dunbar-Jacob says, that the lack of clinical hours would impact their scores when they took their licensing examinations.

"The wonderful thing was, we actually saw a modest improvement," she says. The pass rate for graduates is usually between 92 and 94%; in May, it rose to 96%.

Even as their clinical access was strictly limited, students found creative ways to interact with patients. A large number of undergraduates volunteered as entry screeners at hospitals. And two groups of graduate students stepped up to lend their expertise over the phone: One helped to run a hotline dedicated to assisting nursing homes navigating the quarantine process and the other, made up of pediatric nurse practitioner students, reached out to check in with low-income and at-risk families during quarantine.

"Although the pandemic has been challenging for everyone at a variety of levels," Dunbar-Jacob says, "it is also a disrupter that is allowing us to take a look at how we provide education and what kinds of new initiatives might loom on the horizon."

## Al-Zaiti's Research Featured in Prominent Journal

Patients have better outcomes when heart attacks are identified before they arrive at the hospital.

Associate Professor Salah Al-Zaiti

led a team to develop an artificial intelligence algorithm that could identify more heart attacks on electrocardiograph (ECG), resulting in improvements in clinical outcomes when combined with the expertise of prehospital and emergency providers.



The results of their study were published late this summer in *Nature Communications*, a highly respected peer-reviewed journal.

Results from the study indicated that the temporospatial features of a digital 12-lead ECG signal for acute coronary lesions prediction, combined with machine learning classifiers, achieved a 52% gain in sensitivity compared to commercial interpretation software and a 37% gain in sensitivity compared to experienced clinicians.

Al-Zaiti was joined in the study by Stephanie Frisch, a recent School of Nursing PhD graduate. Other researchers on the project included School of Medicine faculty members Clifton Callaway, MD, PhD, and Samir Saba, MD, and Ervin Sejdic, associate professor at the Swanson School of Engineering.

The project was funded by a federal grant through the National Heart, Lung, and Blood Institute. It received a patent through the U.S. Patent and Trademark Office.



BSN senior Avery Rife was one of many students who moved to remote learning and new experiences in simulation this year.



## Undergraduate Research Spotlight

Through the University of Pittsburgh School of Nursing Undergraduate Research Mentorship Program, traditional BSN students have the opportunity to work with faculty and doctoral student mentors on a variety of research projects. Students typically also then have the opportunity to travel to national and international conferences to present their work, with their expenses paid by the school.

In 2020, approximately 30 students had been set to participate in the National Conference on Undergraduate Research (NCUR), which, unfortunately, was canceled due to the COVID-19 pandemic. Pitt Nursing students who had been scheduled to present at NCUR were invited to participate in a virtual celebration of their work and to record their poster and podium presentations via Zoom and other platforms. To see the presentations, visit [nursing.pitt.edu/NCURVirtual](https://nursing.pitt.edu/NCURVirtual).

## Students Impact Quality of Care

Pitt Nursing graduate students who are pursuing a Doctor of Nursing Practice (DNP) degree are required to complete and present a capstone project.

In 2020, DNP and Master of Science in Nursing students completed projects that positively impacted the quality of care being provided at numerous facilities across the region and the United States.

**50** students  
**31** facilities  
**9** UPMC facilities  
**22** other facilities and organizations

## Pitt Nurses Honored with FNINR Awards

Two Pitt Nursing alumnae were honored in late October with prestigious awards from the Friends of the National Institute of Nursing Research (FNINR).

Margaret Rosenzweig, a two-time alumna and professor at the University of Pittsburgh School of Nursing, is the 2020 recipient of the FNINR President's Award. Bernadette Melnyk (MSN '83) is the 2020 recipient of FNINR's Ada Sue Hinshaw Award.

The highly competitive President's Award is given annually by FNINR to a researcher who engages both academia and clinical practice partners. This individual brings both groups together to create and use new knowledge that promotes and improves the health of individuals, families, and communities.

The Ada Sue Hinshaw Award is considered the preeminent award given by FNINR and is named in honor of the first permanent director of the National Institute of Nursing Research. Recipients have a substantive and sustained program of science that would afford them recognition as a prominent senior scientist.

Rosenzweig has been principal investigator on 15 studies addressing cancer survivorship, symptom management, end-of-life care, and disparities among

women with breast cancer. Her work has contributed to the understanding of racial differences in the completion of breast cancer treatment and the identification of geographic risk for higher breast cancer mortality.



She holds a secondary appointment in the School of Medicine and is the associate director for Catchment Area Research for UPMC Hillman Cancer Center. In this role, Rosenzweig is part of the senior leadership team and coleads Hillman Cancer Center's health equity and community outreach and engagement efforts. Earlier this fall, Rosenzweig also was named a Distinguished Service Professor of Nursing by the University of Pittsburgh.

Melnyk is dean of the College of Nursing at The Ohio State University. She is a nationally known educator, pediatric and psychiatric mental health nurse practitioner, and researcher funded by the National Institutes of Health and the National Institute of Nursing Research.

*For more on Rosenzweig's work, see the feature story on page 5.*

## Congratulations to the 2020 American Academy of Nursing Fellows

The following University of Pittsburgh School of Nursing alumni were among this year's class of fellows of the American Academy of Nursing. Fellows were inducted and celebrated at a virtual gathering in late October.

- **Kristen Brown** (BSN '01), DNP, assistant professor and advanced practice simulation coordinator, John Hopkins University School of Nursing
- **Laura Fennimore** (MSN '87, DNP '09), professor, University of Pittsburgh School of Nursing

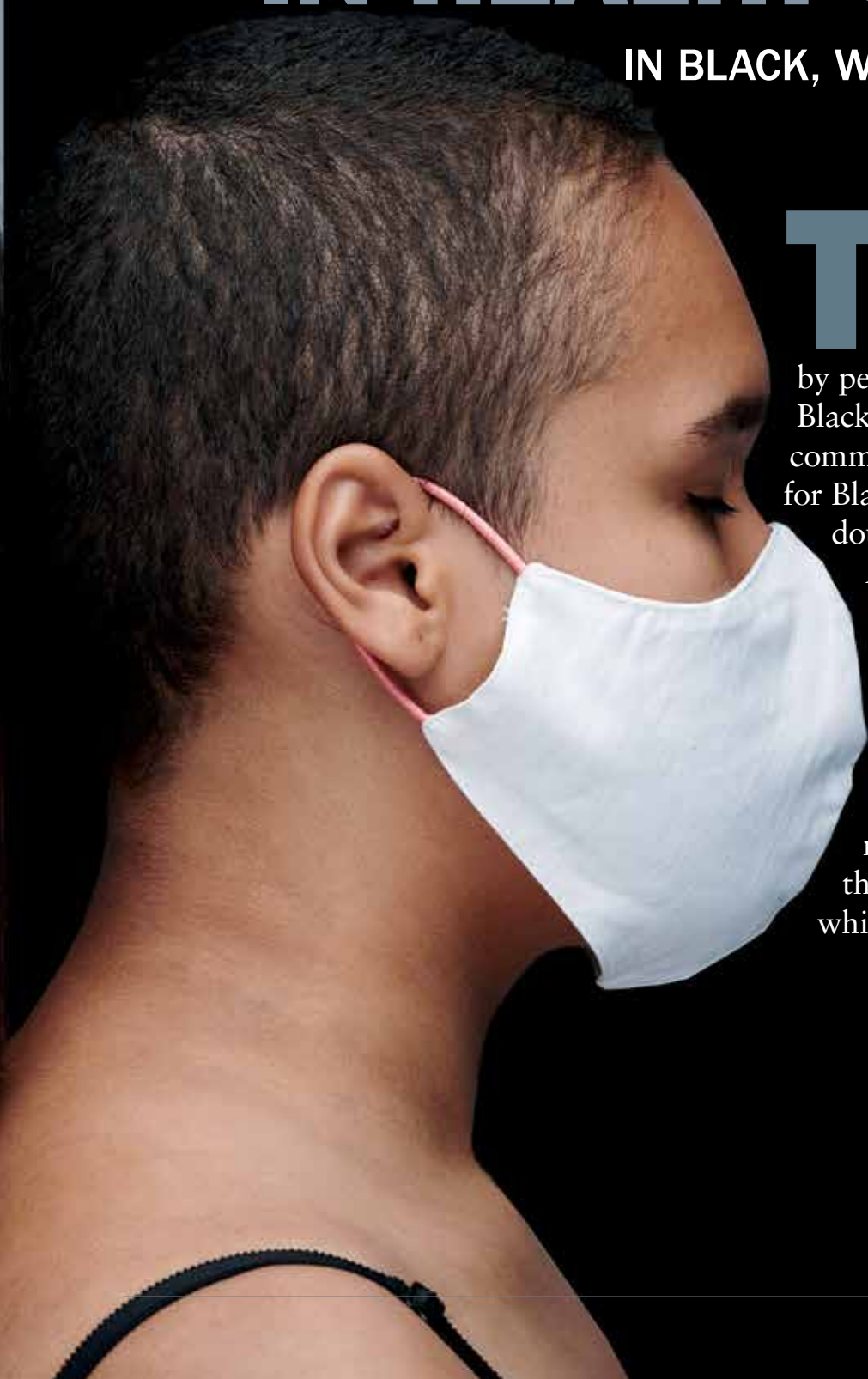
- **Khlood Salman** (MSN '86), DrPH, associate professor, Duquesne University School of Nursing
- **Kawkab Shishani** (PhD '03), associate professor, Washington State University College of Nursing
- **Victoria Soltis-Jarrett** (MSN '88), PhD, FAANP, Carol Morde Ross Distinguished Professor of Psychiatric-Mental Health Nursing, University of North Carolina at Chapel Hill School of Nursing



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# RACIAL INEQUITIES IN HEALTH CARE

IN BLACK, WHITE AND BROWN



**T**he COVID-19 pandemic has brought into wider public awareness the health inequities faced by people of color, especially Black, Indigenous and Latinx communities. The mortality rate for Black Americans is more than double that of white or Asian Americans, at 98 deaths per 100,000 for Black people versus 47 and 40, respectively, for white and Asian people. When adjusted for age, Black, Indigenous and Latinx mortality rates are more than triple the rate of white Americans.

Recent national events have shined a spotlight on structural inequities and racial disparities in health care for people of color and have brought renewed urgency to the need to address these issues.

## RESEARCHING DISPARITIES IN HEALTH CARE

At the University of Pittsburgh School of Nursing, Distinguished Service Professor Margaret Rosenzweig (MSN '86, PhD '01) has been researching racial and socioeconomic disparities in health care for the bulk of her career, focusing specifically on breast cancer treatment and outcomes, and working with communities to improve access to information and resources.

As the pandemic took hold and disparities became evident, Rosenzweig and her team started investigating the effects of the pandemic on patients undergoing cancer treatment, looking specifically at a group of Black and Caucasian women with breast cancer and at a larger demographic cross section served by UPMC Hillman Cancer Center, where she is associate director for catchment area research. Using questionnaires and interviews, she is measuring patients' levels of anxiety and post-traumatic stress caused by COVID-19 and seeing whether the pandemic is interfering with their cancer treatment. The data will allow her to compare patient experiences by race, income, gender and geography and is expected to yield important information that can guide clinicians as the pandemic continues and in future public health emergencies.

The confluence of the pandemic and the protests against racial disparities "is probably not a coincidence," Rosenzweig says. It has led to serious and sustained conversations at Pitt and within the School of Nursing about structural racism in education and health care, about "how we've always done things and how [the status quo] can be perceived and how our actions may contribute to structural racism."

Rosenzweig hopes that going forward, researchers can "change the providers who are coming out of our school, so that the way providers see patients is more open and reflective of a different experience than providers have been exposed to." She is heartened by the positive response to the newly introduced diversity and inclusion seminar for first-year students at Pitt and hopes that things will evolve in a positive direction.

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## ADVOCATING FOR VULNERABLE POPULATIONS

People with preexisting conditions, such as heart disease, diabetes, obesity and kidney disease, are at higher risk for COVID-19, and low-income and underrepresented communities often bear a disproportionate burden of chronic conditions. So it was perfectly predictable that COVID-19 would affect them most, says Maya Clark-Cutaia (PhD '12), an assistant professor at the New York University Rory Meyers College of Nursing whose research and clinical work focus on chronic conditions in communities of color, especially end-stage renal disease.

Many of Clark-Cutaia's patients are at higher risk for contracting COVID-19, particularly those who have no choice but to go to work and take public transportation. "The blessing of COVID," she says, is that it has been "a reminder of just how inequitable life really is in the United States [and] put it front and center in a way that maybe we weren't quite ready for but was long overdue."

That long-overdue wake-up call has served as an impetus for self-reflection and change. Clark-Cutaia has noticed that "the conversations have been very different in the last three months" compared to her previous time as a nurse. She notes that the pandemic crisis compounded by "all of the United States catching on fire" after the death of George Floyd has resulted in a real prioritization of diversity and inclusion.

People are starting to recognize how important it is to hire health care providers of color who really can understand where their patients are



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Maya Clark-Cutaia

coming from, Clark-Cutaia says. For instance, the nephrologists she works with in New York are mostly older white men, while the patient population with end-stage renal disease is heavily Black and brown. Even when a COVID-19 vaccine becomes available, she worries that underrepresented communities may resist vaccination due to trust issues stemming from a history of medical abuse and experimentation on people of color. That’s why she is a strong advocate for diversity and inclusion and is glad to see increased hiring of providers who are diverse in race, gender and ethnic background.

### CLAIMING A SEAT AT THE TABLE

The racial justice movement galvanized by the death of Floyd also has prompted introspection for Clark-Cutaia. A Black woman herself, she recalls her own experiences of being othered, such as when classmates would pointedly ask her how she felt about the Tuskegee experiment. It was a battle she didn’t want to fight; she preferred being nonconfrontational. Once she became a nurse and then a nurse practitioner, however, Clark-Cutaia realized that “no one was fighting for [Black women].” The events of this summer have reminded her that “we all need to use our voice, no matter how uncomfortable it makes us.” Being vocal and visible, whether it’s as academics, scientists, or health care providers, is part of driving structural change from the inside, “because that’s how you get a seat at the table.”

Just recently, at the end of a telehealth appointment, a Black patient said to her, “I just want you to know how proud I am of you.”

Clark-Cutaia says that this happens to her frequently. “There’s something to be said for us being out there in a way that people can see us,” she says.

Diversifying providers, researchers and students is one aspect of long-term structural change toward health equity, but it has to go hand in hand with changing health care systems and policies. This is where J. Margo Brooks Carthon (MSN ’98), PhD, FAAN, an associate professor at the University of Pennsylvania School of Nursing, focuses her research and advocacy.

Brooks Carthon studies how health care systems and policies impact vulnerable populations such as low-income, underrepresented and chronically ill patients. “We have a chronic health care problem in the United States,” she says, “and the pandemic is glaring a bright, shining light on fractures that have always been in the system.” By addressing those deficits, Brooks Carthon works to improve health care delivery systems by taking actions such as improving care coordination and communication and adequately resourcing nurses so they can better serve vulnerable populations.

Brooks Carthon also is working to change health care policies that are unwittingly harmful. For instance, some states have restrictive scope-of-practice policies that limit the capacity of nurse practitioners to provide necessary care. Because nurse practitioners are more likely to work in vulnerable, low-income and underrepresented communities, these regulatory barriers “are implicitly propping up systemic inequities,” she explains.

A systems and policy perspective also informs Brooks Carthon’s approach as an educator. Her goal is to understand empirically how best to recruit and retain underrepresented students and create evidence-based policy for diversity in nursing education.

The long-standing inequities exposed by COVID-19 and structural racism will take time to address, but Pitt nurses are on the front lines of that work as researchers, clinicians, educators and advocates.

“Pitt is the place where I became comfortable with wanting to address disparities and work with vulnerable populations,” says Clark-Cutaia.



# COLLABORATING

TO MAKE SURE NURSES LOOK LIKE THE COMMUNITY

**W**hat happens when a patient looks around a hospital and doesn't see faces that look like theirs? The patient might feel slightly uncomfortable. They may not share everything with their doctors and nurses. It isn't hard to imagine the feelings of isolation and even mistrust a patient might experience and how those feelings might impact the patient's outcomes.

A collaboration among UPMC, the University of Pittsburgh, and Pitt's School of Nursing is working to change all of that. Now in its third year, the UPMC Scholars program rewards academically talented undergraduate nursing students from populations that are underrepresented in the nursing field, including the Black and Hispanic communities.

UPMC scholars not only attend the highly competitive School of Nursing tuition free, they also are guaranteed a nursing job after

graduating and passing their licensure examination. Students' first two years are covered by a scholarship, while the third and fourth years are paid for with a two-year loan that is forgiven once they've completed a three-year work commitment in a Pittsburgh-area UPMC hospital.

As generous as the program is for scholars, it benefits everyone else as well. UPMC hospitals field a more diverse nursing staff, one that better reflects the varied patient population coming from the neighborhoods of Pittsburgh and the region. The scholars' School of Nursing classmates benefit from a broader range of faces and perspectives, more fully preparing them to care for a diverse patient population. And patients themselves benefit from feeling supported and comfortable enough in the hospital environment to open up to health care professionals, thus increasing the chances of a positive outcome.

"It's about delivering quality care and improving patient satisfaction and health outcomes, and that's especially important among ethnic and racial minorities," says Pam Arroyo, director of human resources for UPMC.

Victoria Zubiri, a junior scholar from California whose family emigrated to the United States from Uruguay in 2006, recalls a Cuban American patient who "lit up," she says, when she spoke Spanish to them.

"We ended up talking for a lot longer than intended," Zubiri says, "but I was able to get a lot more out of the patient and their history and feelings just by being able to talk to them in Spanish."

The UPMC Scholars program grew out of a mutual interest of UPMC, Pitt, and School of Nursing leaders in increasing diversity not just in the school but throughout the UPMC system and Western Pennsylvania.

"There was agreement from all parties that this is the right thing for our region, the right thing to do for these students, and the right thing for their engagement as part of the workforce," Arroyo says. "And it's the right thing for patients."

"We are just over the moon about this scholarship program," says Pitt Nursing Dean Jacqueline Dunbar-Jacob. "It has really helped us to enhance the diversity of our student body and even more importantly has allowed great, outstanding students to have a complete education without financial worry, and that's worth a lot."

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That increased diversity benefits all students.

"If you're attending school with someone who has a completely different point of view, it helps you understand the population you serve a little better," says Arroyo. "And having broad experiences, enriching conversations, learning about different backgrounds—my goodness, is that enriching."

Conversely, says Julius Kitutu, associate dean for student affairs and alumni relations at the School of Nursing, a perceived lack of diversity can make recruiting diverse students more challenging.

"Recruiting is a problem because when diverse students visit and they don't see people who look like them, they say, 'This isn't the place for me,'" he says. "With this program, we have seen ourselves improving tremendously."

Kitutu cites an increase in overall Hispanic enrollment over the past five years, from 3.5% to 6.4% of students, as a particularly notable area of growth. And the share of male students has increased during that time period from 7.3% to 10.1% of the student body.

UPMC scholars are selected from the highly accomplished applicants admitted to the undergraduate program, which consistently is ranked among the nation's most rigorous and competitive, typically accepting fewer than 15% of applicants.

"We don't admit students for the sake of diversity," says Kitutu. "These students are bright, and they meet the criteria for admission."

Indeed, the 11 inaugural scholars came from a class with an average SAT score of 1340 and an average GPA of 4.2.

While scholars have typical nursing and university experiences with their classmates, there are a number of special events aimed at bringing the scholars together as a group.





Victoria Zubiri



Maya Taylor



Carlos Nazario

Maya Taylor, a first-year student from Virginia, has not seen much of her fellow scholars during the COVID-19 pandemic but has kept up with her peers through group texts and studying together through Zoom and other platforms in preparation for exams.

“It’s been a great experience,” Taylor says. “I feel welcome because of all the emails over the past few months about internship opportunities and blood drives, even if we haven’t been able to meet as a group since March.”

Carlos Nazario, a sophomore from Lancaster, Pennsylvania, also has appreciated learning of opportunities and events. He’s formed strong friendships with a number of the scholars in his cohort.

“We have a small community and help each other a lot,” says Nazario. “We have a shared mindset around doing the best we can and being the best versions of ourselves.”

For Nazario, and for many scholars, these friendships were formed during a spring campus visit for students accepted to the program. That event is a fantastic opportunity, Arroyo says, to show students the school and take them on tours of UPMC facilities, from the units where they will complete their clinicals to the hospitals’ helipads, giving students a realistic view of what it’s like not just to study here but also to work as a nurse at UPMC.

“It’s a pretty neat event,” Arroyo says, “because students’ families and support systems come with them, and it’s so impactful to see the relief on parents’ faces knowing that their children will have a job and that this is a great place to work. You could see tensions ease and shoulders drop a little lower over the course of the day.”

Parents and prospective students also have the opportunity to speak one on one with important people in the program. Nazario remembers talking at length with Kitutu, while many parents appreciate being able to ask Dunbar-Jacob questions.

“In talking to some of the parents, they were very enthusiastic about the fact that their child would have a guaranteed job when they graduate,” Dunbar-Jacob says.

The spring visit also serves as an important acknowledgment that, for many families, the decision to enter the program is a communal decision—all the more important because of the program’s three-year work commitment.

“When they finish the program, they’re not going back to their home state right away,” Kitutu says.

Scholars have the opportunity to shadow on units they are interested in, and they’re encouraged to work in the UPMC system as students. Zubiri, for example, began working as a care attendant in November 2018 and is now a patient care technician.

“It’s a wonderful opportunity to grow more accustomed to the hospital setting and to learn to interact with patients,” she says. “The rest is stuff you can study, but patient interaction is a unique experience you can’t get in a classroom.”

Scholars also receive mentoring from the UPMC Nursing Inclusion Council, which supports diversity and inclusion efforts among nursing units across the UPMC system. The council provides education and offers community outreach to support staff who are from racially and ethnically diverse backgrounds.

That mentoring relationship can be especially important as new graduates transition to the workforce.

“[In] your first year of employment, just being a nurse is challenging,” says Mpande Mwape, a council member who works as a clinician on a surgical oncology unit at UPMC Passavant. “You’re new, and it’s a stressful time. Being from a minority group or different background can add an additional level of stress onto everything you have to learn.”

Mwape knows well the value of being able to identify with the people in one’s environment. Born in Zambia, her family emigrated to the United States, and now she identifies with Pittsburgh’s African and Black communities.

“You get a sense of comfort and belonging when you see people who are like you in your work environment and community,” she says.



**“We don’t admit students for the sake of diversity. These students are bright, and they meet the criteria for admission.”**

Julius Kitutu

Mwape also emphasizes the role that understanding and respecting cultural and religious differences can play in improving patient health outcomes. She recalls a young male African American patient struggling with a cancer diagnosis. His support system included 15 friends and relatives, along with a pastor, who asked for privacy as the group prayed together. Some might think such a huge number of people is unnecessary or would interrupt the medical staff’s workflow.

“But that was part of what that patient needed for their healing, to cope with their diagnosis,” she says.

The program encourages scholars to keep striving by taking advantage of UPMC’s tuition reimbursement program to earn advanced degrees.

“The School of Nursing trains students not only to get their licensure but to become leaders,” Kitutu says. “We are looking at them to move on and become leaders in whatever unit they are working in.”

Already, the UPMC Scholars program is having a marked effect on diversity within the school. And it’s certainly life changing for the scholars themselves.

“I’m incredibly grateful for the scholarship, and I know my parents are, too,” says Zubiri. “It’s helpful not only to not pay for college but to already have a job waiting for you. And it’s with a company that, because you have the opportunity to work there, you already have a rapport and you’re comfortable [with]. It really leads you to being a nurse, and it gives you every opportunity you can have to ultimately reach that end goal of nursing.”

## Diversity by the Numbers

**University-wide:**  
Undergraduate  
population

**16%**

underrepresented  
students



**School of Nursing:**  
Undergraduate population

**21%**

Underrepresented students

**Current first-year class:**  
Undergraduate students

**25%**

Underrepresented students

**Current sophomore class:**  
Undergraduate students

**22%**

underrepresented students

**6.4%**

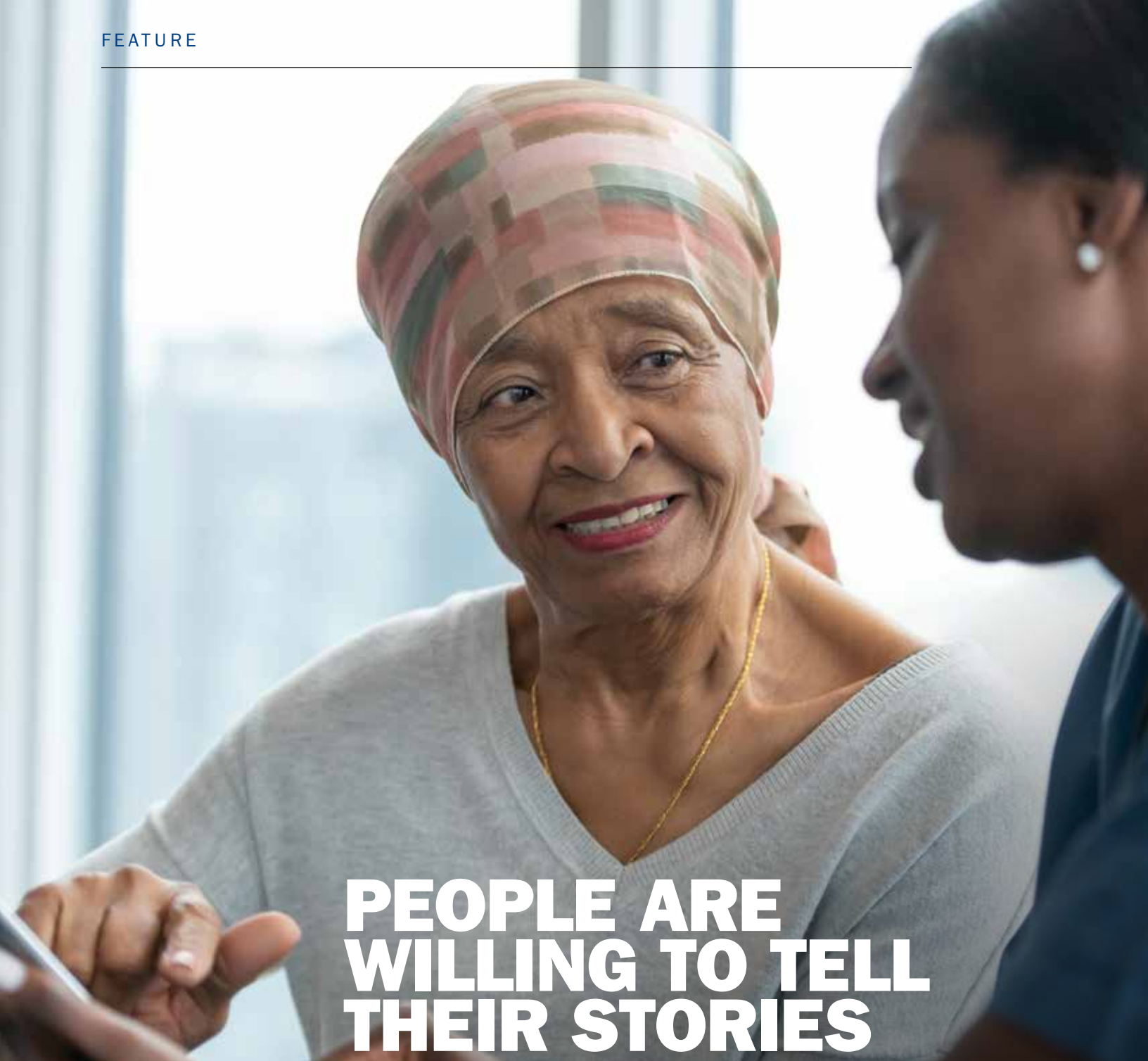
of current undergraduates are Hispanic

**10.1%**

of current undergraduates  
are male (underrepresented in nursing)

**Nationally:** According to the American Association of Colleges of Nursing, 19.2% of registered nurses are from underrepresented populations.

**Totals:** U.S. RN population: 80% white, 6.2% Black, 7.5% Asian, 5.3% Hispanic




# PEOPLE ARE WILLING TO TELL THEIR STORIES

MAKING RESEARCH MORE ENGAGING FOR UNDERREPRESENTED POPULATIONS

**A**s is true with many other health issues and diseases, African Americans are impacted by Alzheimer's disease at higher rates than most other racial and ethnic groups, especially whites. But findings from a new University of Pittsburgh School of Nursing research project, funded by a \$2.5 million grant from the National

Institutes of Health, may help to improve the experimental approaches used to understand Alzheimer's disease and its impact on African Americans.

Jennifer Lingler, PhD, FAAN, professor and vice chair for research in the Department of Health and Community Systems at the School of Nursing, served



as coprincipal investigator on the project with Renā A.S. Robinson, PhD, associate professor of chemistry and Dorothy J. Wingfield Phillips Chancellor's Faculty Fellow at Vanderbilt University.

An article detailing the findings from phase one of a five-year project, "Framework for Creating Storytelling Materials to Promote African American/Black Adult Enrollment in Research on Alzheimer's Disease and Related Disorders," was published in the journal *Alzheimer's & Dementia: Translational Research & Clinical Interventions* in fall 2020. Through their research, which was housed at the University of Pittsburgh Alzheimer's Disease Research Center (ADRC) during phase one, the group is investigating the benefits of storytelling to improve the participation of African Americans in Alzheimer's disease research studies.

"This project was an opportunity for us to do something different in the research community," Lingler says. "People are willing to share their stories; they just need the opportunity and [to] be given the confidence that what they share will be handled with care. Participating in this kind of research actually makes people feel like they are doing something positive in a corner of life that is otherwise pretty dark."

African Americans, according to most studies, are less likely to participate in most medical research, which can be attributed to many factors, says Robinson, "but mistrust is definitely one of the biggest factors. Instances like the Tuskegee experiment and even Henrietta Lacks' experience have created such barriers."

Lingler notes that more than enough examination has been focused on the barriers.

"We have a good sense of the barriers, and we aren't trying to negate that part, but both experts and lay community members tell us that African Americans are tired of deficit-modeling approaches that focus only on communicating that certain diseases are more prevalent in their communities than others," Lingler says. "There are very few research teams talking about solutions. We saw this as an opportunity to develop well-tested strategies that could result in potential solutions that propel this area of science recruitment forward."

In phase one, researchers conducted semistructured qualitative interviews with 14 individuals already engaged in research activities at ADRC. In addition, due to the requirements that those involved in ADRC research be accompanied by a study partner, who usually is a family member or close confidant, they included 11 other participants.

To ensure that they had a diverse pool of participants, the team closely monitored their recruitment. They selected "individuals of varying ages ... with a diverse range of educational levels, living arrangements, and experience with participation in different types" of Alzheimer's disease research, from brain imaging to genetic testing to clinical trials, according to the article.

In addition, having the voices and information from the family members—the caregivers—is, Robinson states, just as important to the research.

"How often do we get to hear not only the voices of those suffering but also the voices of those who are the caregivers? What is their normal? How are they deviating from the norm? Caregiving is a difficult thing to do," Robinson says, "and I know whenever I am given the opportunity to speak to caregivers, I hear their struggles just as clearly. I also hear the heart behind the caregiver and the motivations they have. To me, that is something that is really special, that these individuals and their loved ones are able to be heard through this research, showing up like this."

Data from the interviews were used to develop three types of recruitment materials: videos, profiles, and question-and-answer sheets. The materials then were used in focus group settings to determine their effectiveness and validity.

## WHAT RESEARCHERS LEARNED

First, from the discussions and survey results, the team learned that the materials featuring male participants were received more positively than the materials that featured women. Second, while focus group participants agreed that there should be inclusion of older African Americans in the research, they were unclear as to why there needed to be a targeting of the demographic. Third, the participants felt that instead of using social media to disseminate the promotional materials targeting older African Americans, the dissemination methods should be diversified to include distribution in environments they actually frequent, such as churches.



**“People are willing to share their stories; they just need the opportunity and [to] be given the confidence that what they share will be handled with care. Participating in this kind of research actually makes people feel like they are doing something positive in a corner of life that is otherwise pretty dark.”**

Jennifer Lingler



While some of the findings may have been unexpected, what the researchers are most interested in investigating is what they imply. The implications will influence the next phase of their project: the storytelling campaign and the process of using participant voices within it.

But what stands out for Lingler most of all from the project is something she did not expect to learn from the research experience.

“I thought I knew something about this work before we started doing this project,” she says. “From a lot of participants, we have learned that they chose to get involved to help future generations. But what was more amazing to me were the instances where participants talked about past generations.”

One participant comes to mind for Lingler: a woman in her early- to mid-70s who volunteered as a healthy control in the project.

“She shared that she participated to honor the legacy of her family members who have suffered from Alzheimer’s and related conditions. She was doing this as a way of honoring previous generations,” says Lingler. “I would not have predicted that one. You can read about theoretical ideas and think you have some knowledge, but you really don’t learn until you listen to people share their stories. That is when it comes out.”

While the researchers’ ultimate goal is to have more diverse participation in research and clinical trials, there is still so much more to learn.

The next phase of their research involves taking their materials and testing them in African American communities in other parts of the country. This is imperative, Robinson says, because African Americans are not monolithic.

“Not all African American persons are the same. There are differences between an African American in Pittsburgh versus [an African American] here in Nashville. We need to understand those differences. Again, there is historical context, differences in accessibility, perspective, etc. Our goal is to learn what they are and share those findings with others. Now is as good a time as any for African American voices to be heard in so many different ways and so many different areas.”

And as she thinks about future research and her teaching practices, Lingler says that she also is considering what an anti-racist research agenda looks like.

“It has been said and credited to the Alzheimer’s Association that the first people cured of Alzheimer’s will be clinical trial participants. We want everyone to have a chance at being those people,” she says, “but that cannot happen if we, advertently or inadvertently, exclude others from the process because of their racial identity or by problematizing the group we are trying to recruit. As the researchers and institutions, it is not our responsibility to change the hearts and minds of the potential participants but to change ourselves so that our research and research environments are more welcoming.”



# FROM KENYA TO PITTSBURGH:

## THE SCHOOL OF NURSING'S NEW CHIEF DIVERSITY OFFICER

**W**hen he arrived at the University of Pittsburgh more than 20 years ago, Julius Kitutu, PhD, associate dean for student affairs and alumni relations at the School of Nursing, admits that telling the difference between people born in the United States was a challenge.

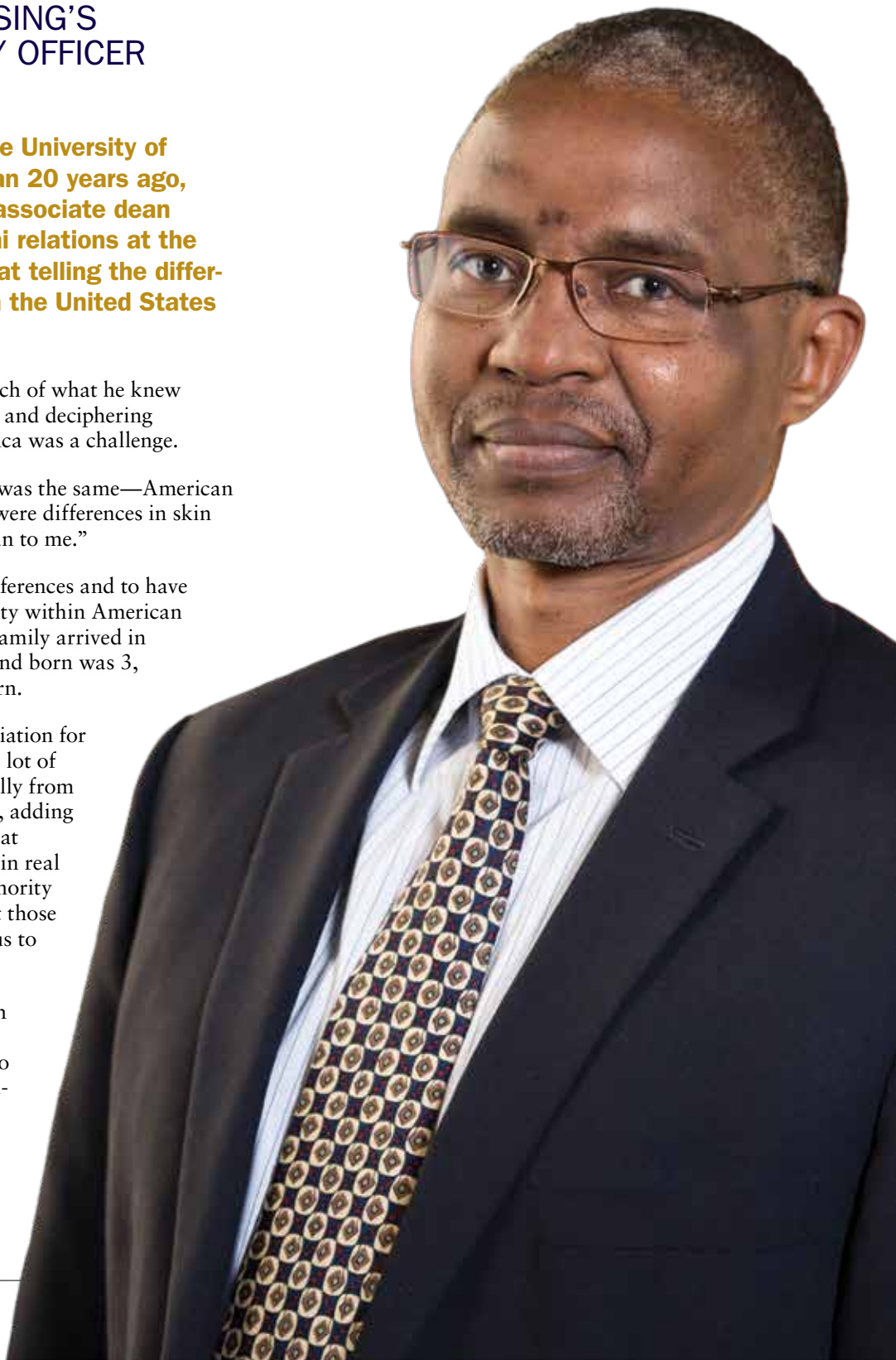
Growing up in his native Kenya, much of what he knew about the United States was limited, and deciphering differences between people in America was a challenge.

“All I saw was American. Everyone was the same—American and no difference. Of course, there were differences in skin color, but they were still all American to me.”

What helped him to decipher the differences and to have a better understanding of the diversity within American culture was his children. When his family arrived in Pittsburgh, his eldest was 7, his second born was 3, and his youngest hadn't yet been born.

“My diversity awareness and appreciation for diversity began at home. I received a lot of education from my children, especially from our two youngest kids,” Kitutu says, adding that his children attended schools that lacked diversity. “They understood, in real time, the difficulties of being the minority in their environments. They brought those experiences home to us and helped us to see what was going on.”

Kitutu received his primary and high school education in Kenya, attended college in India, and then returned to Kenya to work briefly for the government. Eventually, he moved into the education sector, which, as he puts it, led him to “end up in Pittsburgh, of all places.”



# “THE CURRENT STATE OF AFFAIRS REQUIRES US ALL TO ACKNOWLEDGE AND APPRECIATE EACH OTHER.”

Julius Kitutu

“I came to the University of Pittsburgh as a graduate student and never left,” he says. “I finished up my schooling while working at the School of Nursing, eventually becoming an assistant professor, then departmental director, then assistant dean, and eventually associate dean.”

In each of his roles, Kitutu has worked toward diversity and inclusion awareness, work inspired by those dinner table conversations with his children. Over the years, he has promoted diversity and inclusion as an active member of the University of Pittsburgh Health Sciences diversity committee. In addition, Kitutu has worked to help members of the Pitt Nursing community understand that diversity and inclusion are more than just a commitment to racial diversity and inclusion through his support of the Men in Nursing student group and students facing academic and financial hardships.

Now, in his new role as chief diversity officer for the School of Nursing, Kitutu has the ability on a grander and greater scale, using his years of advocacy, observation, education and reflection, to build and enhance the school’s commitment to inclusion and equity.

“My work has been about trying to make sure people are equipped to effectively do what they have been trained to do through a fair and equitable lens,” he says. “At the same time, I have attempted to support the recruitment of a diverse student body and staff so that those being cared for can be cared for by people who look like them and/or respect them.”

His appointment could not come at a more opportune time. As the country faces the resurgence of the Black Lives Matter movement and increased awareness of systemic racism and gender and sexual identity bias, Kitutu sees his appointment as part of the University’s efforts to address the issues plaguing society.

“It is imperative to address these topics within the nursing community so that our response is acceptable,” he says. “The current state of affairs requires us all to acknowledge and appreciate each other.”

Ernest Grant, PhD, FAAN, president of the American Nurses Association, wrote in a 2019 commentary that, according to the 2017 National Nursing Workforce Survey, men only constituted roughly 9% of the nursing workforce, while those from underrepresented racial and ethnic groups accounted for roughly 19%. Hispanics made up approximately 5%, Asians 8%, and African Americans 6% of those working in nursing.

“There are issues within the school that have never been addressed accurately, but now we have a chance to address them. And now that I am in this role, I am accountable to being part of the solution,” Kitutu says. “Being accountable also puts me in the position to evaluate not just the School of Nursing but also myself to make sure that whatever we are doing is good for the school and not just to say we did something.”

Kitutu’s goals are extensive. First, he intends to address any barriers or disparities that could potentially keep members of the School of Nursing community and the University of Pittsburgh from engaging in diversity activities. In addition, understanding the dangers of groupthink, he wants to build trust among students by finding ways to make sure there is diversity among the decision makers.

“One of the things that cause people to not join certain professions or to [not] go to certain schools is when they do not find people who look like them. This becomes an issue when decisions are being made by leader groups that lack any form of explicit or implicit diversity,” Kitutu says. “When students hear [that] decisions are made by a diverse group of decision makers, it creates a level of trust that tells them they were considered in the decision making.”

He also wants to create programs at the School of Nursing that make the community aware and supportive of diversity as much as possible. Such programs, Kitutu believes, will have long-term effects on the school as well as on the nursing profession.

“A year from now, when I look back on what we have done and accomplished, I would like to say that the faculty, the staff and the students have had, in one way or another, some experience that led them to appreciate the diversity of their peers and classmates,” he says. “A year from now, I would also like to be able to say that the climate of the school has changed and evaluate what changes have occurred, we hope for the better.”

# RESEARCH HIGHLIGHTS

## FROM PITT NURSING

University of Pittsburgh School of Nursing faculty recently were queried for their more significant research findings from the past academic year. In this issue and future issues of Pitt Nurse, we take a look at what their research has contributed to the scientific community.

### **Pregnancy and Gestational Diabetes Mellitus (GDM) in North American Indian Adolescents and Young Adults: Implications for Girls and Stopping GDM**

Principal Investigator: Denise Charron-Prochownik, PhD, FAAN, professor and chair, Department of Health Promotion and Development

This study was designed to provide an updated synopsis of the research and clinical practice findings on pregnancy and gestational diabetes mellitus (GDM) in American Indian and Alaska Native (AIAN) adolescents and to describe the newly developed Stopping GDM, a culturally tailored early intervention risk reduction program for AIAN girls and their mothers.

A review of the existing literature found that there is a 1.5 to 2 times higher prevalence for GDM for all age groups in the AIAN population as compared to other ethnic groups and that the percentage of GDM cases attributable to overweight and obesity was highest for American Indians (52.8%). Moreover, AIAN women across all age groups had more adverse pregnancy risk factors than non-First Nations women. Overall, however, there is a paucity of research published on this topic. AIAN females are at high risk for developing GDM, and early, culturally responsive interventions and cohort follow-up studies are needed among adolescents and young adults using technology that appeals to this age group.

### **National Trends in Outpatient Mental Health Service Use among Adults between 2008 and 2015**

Principal Investigator: Hayley Germack, PhD, assistant professor, Department of Acute/Tertiary Care

This study sought to characterize recent trends in mental health visits of adult outpatients to primary care physicians (PCPs), specialty mental health providers (SMHPs) and other providers. Trends determined by degree of patients' psychological distress and in the types of treatments received within different settings also were examined.

The percentage of adults having mental health outpatient visits increased between the two periods, largely driven by an increase in visits to providers other than SMHPs and PCPs, while outpatient mental health visits with PCPs decreased. The proportion of respondents with mental health outpatient visits increased both among those with high psychological distress and among those with low or no psychological distress. The percentage of respondents receiving only psychotropic medication decreased over the two periods. A greater understanding of recent trends in types of outpatient mental health services may help to identify targets for future mental health workforce studies.

### **Internet-based Cognitive-Behavioral Therapy for Insomnia in Adults with Asthma: A Pilot Study**

Principal Investigator: Faith Luyster, PhD, assistant professor, Department of Health and Community Systems

Insomnia is common among adults with asthma and is associated with worse asthma control. Cognitive-behavioral therapy for insomnia (CBT-I) is an effective treatment for those with insomnia with medical comorbidities, but it has not been tested in asthma. The purpose of this study was to assess the feasibility and acceptability of an internet-based CBT-I intervention, called Sleep Healthy Using the Internet (SHUTi), among adults with asthma and comorbid insomnia and to gather preliminary efficacy data on changes in insomnia severity, sleep quality, asthma control and asthma-related quality of life.

Participants completed the SHUTi program, completing online questionnaires before and after the intervention. Individual telephone interviews were conducted after posttreatment data collection to obtain participants' experiences with SHUTi and their suggestions for its improvement. Data from the telephone interviews suggest that most participants had a positive experience with SHUTi. Participants suggested incorporating asthma-specific content into future versions of the intervention.



# Thank You to Our Scholarship Donors

Each year, the University of Pittsburgh School of Nursing hosts a luncheon celebration to recognize its scholarship donors. Unfortunately, due to the COVID-19 pandemic and gathering restrictions, we were unable to celebrate our donors and scholarships in person this year.

Thank you to the following donors who have supported our students in 2020-21 by establishing and contributing to such generous scholarships. We, and they, are grateful for your support.

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- Adena Johnson Davis Scholarship Fund: Adena J. Davis
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- Dr. B. Joan McDowell Nursing Award: Connie Secrest
- Frank and Anna Minno Scholarship Fund in Memory of Their Daughter, Lt. Col. Julia Minno (BSNed '49, MLit '53): Frances P.F. Minno
- Newmeyer-Thompson Doctoral Student Award: Debra and John Thompson
- Elizabeth Lloyd Noroian Scholarship: Elizabeth L. Graham
- Nursing Academic Excellence Award: Mr. and Mrs. Louis H. Dupart
- Pittsburgh Pirates Alumni Scholarship Fund for African American Student Support: Pittsburgh Pirates Alumni Association
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- UPMC Scholars: John Galley, Holly Lorenz and James Taylor
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## EngagePitt Update: Nursing Student Uniform Campaign

After smashing through our original goal of \$5,000 and then an increased goal of \$10,000, the School of Nursing's 2020 EngagePitt Nursing Student Uniform Campaign raised nearly \$18,000 from 100 donors. Thank you for your amazing support!

This was the most successful Nursing Student Uniform Campaign that we have ever run, and we are so thrilled that so many of you contributed.

These contributions will help to provide the first set of uniforms for the current first-year class.



## PittGiving: The More You Know

Do you have questions about words that you might hear that relate to making a financial gift to the University of Pittsburgh School of Nursing? You're not alone.

Learn more in this and future issues of Pitt Nurse about terms you might hear and will want to consider if you choose to give to Pitt Nursing.

**Planned giving:** Naming the University of Pittsburgh as a beneficiary in your will or retirement account, making gifts of appreciated stock, and creating a charitable gift annuity are among the most popular planned giving strategies.

To learn more, visit [plannedgiving.pitt.edu](http://plannedgiving.pitt.edu).

## NOTABLE ALUMNI ACHIEVEMENTS

**Cynthia Hudson** (MSN '97), pictured at right, has been named dean of the School of Nursing and Health Sciences at North Park University in Chicago.



**Rita Trofino** (BSN '76, MEd '81) is this year's recipient of the Pennsylvania Higher Education Nursing Schools Association (PHENSA) Distinguished Colleague Award. Trofino also has been chosen as president-elect of PHENSA. She is associate dean of the School of Health Sciences and Education and nursing department chair at Saint Francis University.

## Constantino Added to Hall of Fame

Associate Professor **Rose Constantino** (MSN '71, PhD '79), was one of only three nurses from across the United States selected for the 2020 American Nurses Association (ANA) Hall of Fame this summer.

The ANA Hall of Fame recognizes individual nurses' commitments to the nursing field and their impact on the health and social history of the United States.



## In Memoriam

### 1940s

**Marion Le Vake O'Donnell** (BSN '48)

### 1950s

**Annette Devine** (BSN '59)

**Marion Dougan** (MLit '50)

**Margaret Ewalt** (BSN '56)

**Delphine Bakalar Risko** (BSNEd '57)

**Dorothy Scillely** (BSN '58)

**Joan Seekins** (BSN '56)

**Julia Vitaro** (BSNEd '52)

### 1960s

**Margaret Michele** (BSN '62, MEd '66)

**Karen Wray** (BSN '61)

### 1970s

**Lois Ahlborn** (MN '70)

**Barbara Mackley** (BSN '73)

**Patricia Olszewski** (BSN '72, MN '74)

**Mary Radonovich** (BSN '78)

**Sherry Sonneborn** (BSN '74)

**Annette Kwiecinski Troll** (BSN '79)

**Virginia Vesco** (BSN '75, MSN '81)

### 1980s

**Elizabeth Flitcraft Larsen** (MSN '82)

**Wanda Major** (BAS '80)

### 1990s

**Mary Louise D. Brown** (PhD '90)

**Darcy Dolinick Mueller** (MSN '96)

### 2010s

**Holly Lovasik** (BSN '11)



Sarah Belcher



Yvette Conley



Annette DeVito Dabbs



Lisa Foertsch



Jennifer Lingler



Cecelia Yates-Binder

## FACULTY GRANTS

**Sarah Belcher**, PhD

**National Institutes of Health (NIH)/National Institute of Nursing Research (NINR)**

Understanding Oral Anticancer Medication Adherence among Patients with Multiple Myeloma

**Catherine Bender**, PhD, FAAN, and

**Yvette Conley**, PhD, FAAN

**NIH/National Cancer Institute**

Administrative Supplement to Epigenomics of Neurocognitive Function in Breast Cancer

**Annette DeVito Dabbs**, PhD, FAAN

**NIH/NINR**

Equity Design Thinking

**Lisa Foertsch**, DNP

**University of Pittsburgh School of Nursing Distinguished Scholar Award**

The Effect of Clinical Judgment Methods for Care Plan Development in Nursing Students

**Theresa Koleck**, PhD

**NIH/NINR**

Advancing Chronic Condition Symptom Cluster Science through Use of Electronic Health Records and Data Science Techniques

**Marci Nilsen**, PhD

**PNC Charitable Trust**

Cancer-associated Anxiety Drives Tumor Progression and Exacerbates Cancer Pain

**John O'Donnell**, DrPH

**Health Resources and Services Administration**

Nurse Anesthetist Traineeship

**Dianxu Ren**, MD, PhD

**NIH/National Institute on Aging**

Cardiometabolic Risk Factors and Risk of Dementia

## FACULTY APPOINTMENTS AND AWARDS

**Salah Al-Zaiti**, PhD, has been named director of interprofessional education for the School of Nursing; this is a new position in the school.

**Yvette Conley**, PhD, FAAN, has been appointed to the University of Pittsburgh Health Sciences Basic Sciences Advisory Committee. This committee will be actively involved in communications regarding basic science activities and opportunities across the University as well as in the development of initiatives at Pitt between basic sciences and clinical and translational sciences.

**Laura Fennimore**, DNP, has been named coordinator of the nursing education minor and certificate program.

**Young Ji Lee**, PhD, was selected to serve on the scientific program committee for the American Medical Informatics Association 2021 Virtual Informatics Summit.

**Jennifer Lingler**, PhD, FAAN, has been named coleader of the Research Education Component of the Pitt Alzheimer's Disease Research Center.

**John O'Donnell**, DrPH, was elected to the Council on Accreditation of Nurse Anesthesia Educational Programs.

**Jennifer Seaman**, PhD, received the American Thoracic Society (ATS) Assembly on Nursing 2020 Early Career Achievement Award. ATS is an international society of more than 16,000 members dedicated to the clinical and scientific understanding of pulmonary disease, critical illness, and sleep-related breathing disorders.

**Daniel Wilkenfeld**, PhD, was named a resident fellow of the Center for Philosophy of Science at the University of Pittsburgh.

**Cecelia Yates-Binder**, PhD, was named director of predoctoral fellowships for the Clinical and Translational Science Fellowship. This position is housed in the Pitt Institute

for Clinical Research Education. Yates-Binder also received the Distinguished Alumnus Award from the institute. This award recognizes excellence in scholarship, mentorship and leadership in clinical and translational science.

## STUDENT GRANTS

**Maura McCall**, PhD student

**National Institutes of Health/National Cancer Institute**

A Multi-omics Approach to Examine Symptoms and Medication Adherence in Women with Breast Cancer

## STUDENT AWARDS

**Aaron Douthit**, a DNP student, received an Advanced Degree – Doctoral Scholarship from the Nightingale Awards of Pennsylvania.

**Dawn Eldred**, a DNP student, was awarded a 2020 American Association of Nurse Practitioners Scholarship.

**Vivian Hui**, a PhD student, was selected as a 2020-21 Academy on Violence and Abuse scholar. She was selected based on her dissertation topic, resilience ontology development and text mining analytics on resilience in intimate partner violence.

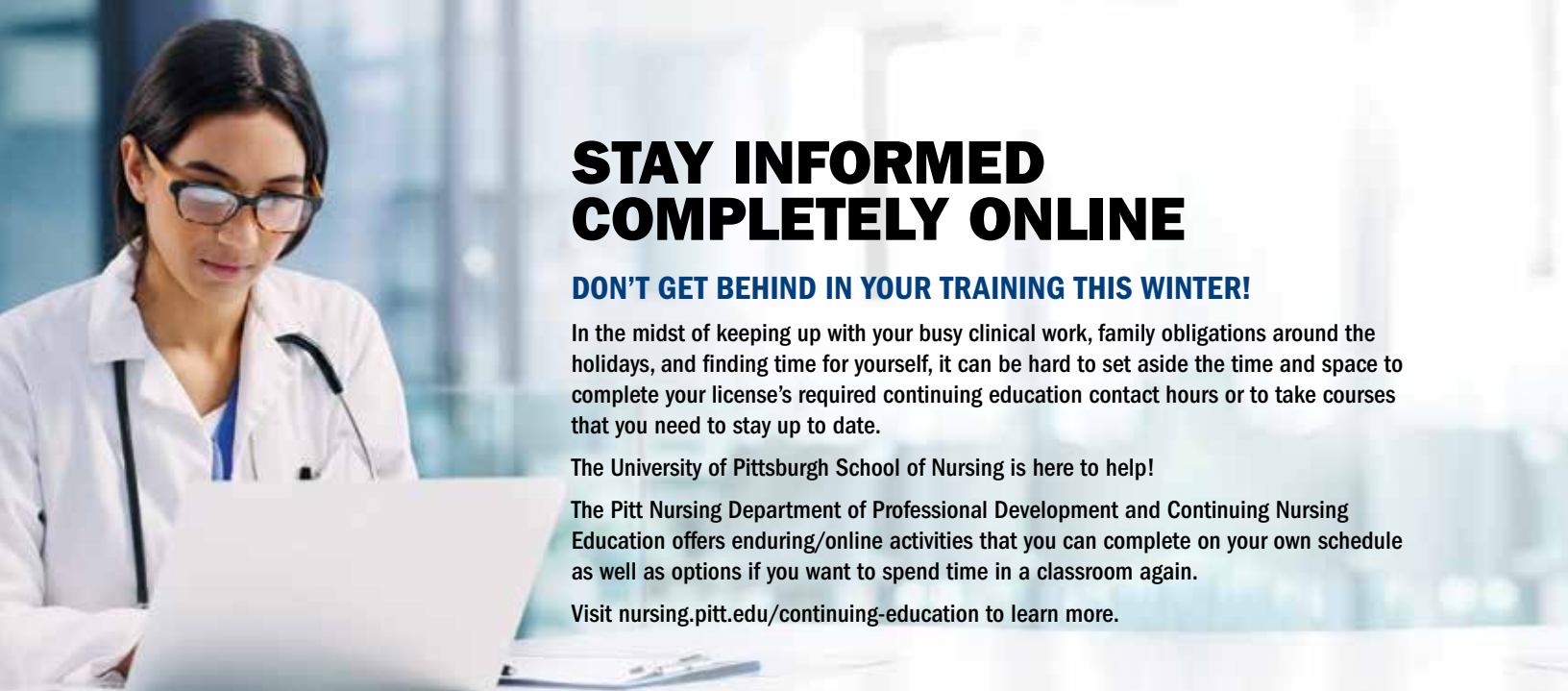
**Ashley Van Slyke** and **Shawna Witt**, both senior BSN students, were selected as 2020 American Psychiatric Nurses Association Student scholars.

## NEW FACULTY

**Joseph Goode**, PhD, assistant professor, Department of Nurse Anesthesia

**Dawn Pajerski**, DNP, assistant professor, Department of Acute/Tertiary Care

**Joshua Palmer**, DNP, assistant professor, Department of Health and Community Systems



# STAY INFORMED COMPLETELY ONLINE

## DON'T GET BEHIND IN YOUR TRAINING THIS WINTER!

In the midst of keeping up with your busy clinical work, family obligations around the holidays, and finding time for yourself, it can be hard to set aside the time and space to complete your license's required continuing education contact hours or to take courses that you need to stay up to date.

The University of Pittsburgh School of Nursing is here to help!

The Pitt Nursing Department of Professional Development and Continuing Nursing Education offers enduring/online activities that you can complete on your own schedule as well as options if you want to spend time in a classroom again.

Visit [nursing.pitt.edu/continuing-education](http://nursing.pitt.edu/continuing-education) to learn more.

## Don't Choose Between a PhD and a DNP: You Can Achieve Both

Your options for education in nursing research and practice don't end with a singular doctoral degree. There is an increasing need for doctorally prepared nurse clinicians and an especially critical need for nursing scientists and nursing faculty.

The University of Pittsburgh School of Nursing offers you a path to get there through the new dual-degree Doctor of Nursing Practice/Doctor of Philosophy program.

This program admits baccalaureate-prepared nurses to simultaneously earn their PhD and DNP degrees and emerge as both nurse researchers and advanced practice nurses. Students graduate with two separate degrees, but 30 credits are shared between the two degrees.

If you are a dedicated, passionate nurse with a drive to impact nursing research and how health care is delivered, you will leave the program with a range of career opportunities available to you across the care and research spectra. Nurses with either a PhD or a DNP have gone on to achieve many goals; think of what you could accomplish with both.

At present, the dual DNP/PhD program is available in the Adult-Gerontology Clinical Nurse Specialist area of concentration.

The DNP/PhD program admits BSN graduates to the BSN to DNP/PhD track. Applicants for the program must satisfy the admission requirements for both the PhD and the DNP program.

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

### PITT NURSE MAGAZINE CREATIVE TEAM

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**May 1**

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areas of concentration**

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areas of concentration**

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Nurse Anesthesia  
Nurse-Midwife  
Nurse Practitioner

- Adult-Gerontology Acute Care
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