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Advancing Nursing Education, Research and Clinical Practice



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EDUCATION
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Interprofessional Partnerships Are Changing Nursing

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The Interprofessional Approach is Greater Than the Sum of its Parts

It is no secret that high-performing teams are, in fact, high-performing because individuals work together to use their unique perspectives and expertise to achieve a common goal. As the health challenges we face in our society have become increasingly more complex, we know that no single individual or discipline can solve them.

Over the past several years here at Duke, we have encouraged our entire community to be open to looking beyond the School to create opportunities for interprofessional and interdisciplinary collaboration. We have invested time and resources to foster innovative approaches to reshape the future of nursing.

Professionally, we simply cannot expect our students to cycle through a traditional nursing curriculum, and go out into practice prepared to understand the dynamics of working with other health care professionals who have different experiences and expectations. We know that employers expect our graduates to be able to function as members, and often leaders, of high-performing health care teams. Our patients will clearly benefit as Duke nurses participate and lead teams to improve health.

In this issue of *Duke Nursing Magazine*, we share our approach to how we are working to change our interprofessional and interdisciplinary collaborations at Duke. I invite you to learn more about our new Interprofessional Education and Care Center. We have also integrated exciting opportunities for our students across health care and across the university. We also highlight just a few of the many examples of real collaboration by our faculty and students who are driving health care discovery and implementation through research, clinical practice and global partnerships.

I hope our experiences will spark conversations and a few new ideas for our profession. It is an exciting time to be a nurse.

Sincerely

Marion E. Broome, PhD, RN, FAAN

Dean and Ruby Wilson Professor of Nursing,
Duke University School of Nursing
Vice Chancellor for Nursing Affairs, Duke University
Associate Vice President for Academic Affairs for Nursing,
Duke University Health System

Behind the Scrubs

Blending Duke's Past with its Very Bright Future

Following years of planning and construction, the Duke Health Interprofessional Education Building welcomed students, faculty and staff from DUSON, as well as the School of Medicine's Division of Physical Therapy and Department of Orthopedic Surgery in August 2019.

The 102,000 square foot addition to the School of Nursing provides unique learning spaces for students with flexible classroom and meeting spaces, expanded research labs and space for a new standardized patient simulation suite.

In addition, the building will house DUSON's Health Innovation Lab and the Interprofessional Education and Care Center to foster IPE efforts throughout Duke Health.



SOME CHALLENGES WE FACE IN HEALTH CARE are so complex and difficult that individuals working alone cannot solve them. Creating solutions requires a team-based approach with interprofessional perspectives and skill sets that only different disciplines working together can contribute. The future of health

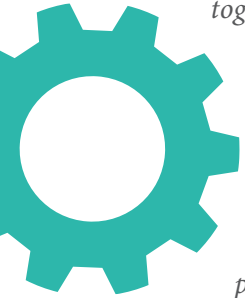
care is changing because interprofessional education, practice and research are becoming an expectation for quality.

“It used to be the physician was the captain of the ship, and the ship had many other people on it working to keep everything afloat,” said Dean Marion E. Broome, PhD, RN, FAAN and Ruby Wilson Professor of Nursing at Duke University School of Nursing (DUSON). “But now we know that it takes many professions — public health, social work, medicine, nursing, pharmacy, physical therapy, physician assistant, occupational therapy — working together. Our patients are not just acutely ill, but oftentimes present a complex set of health challenges that require a complex solution. Interprofessional teams can deliver that solution.”

The movement toward interprofessionalism in health care has been happening for at least the last decade, Broome said, and Duke Health has placed it on the forefront of its strategic planning since 2015. Collaboration and partnership among the health profession schools and programs at Duke led to the creation of the Duke Health Center for Interprofessional Education and Care (IPEC), which brings together Duke’s four main health profession programs under one roof. (See IPEC on page 8).

Allowing students to see and experience other professional caregiver perspectives can generate new ideas and discoveries and deepen the students’ understanding of patient care, ultimately leading to

Using Partnerships



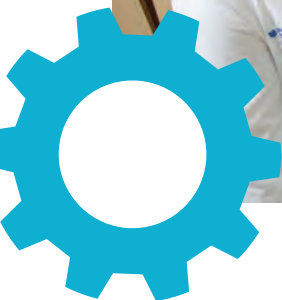


*to Drive Discovery
and Knowledge for Care*





Students from DUSON and the School of Medicine work together with faculty from both schools in an Interprofessional Clinic within Duke Hospital.



better outcomes, Broome said. “You can’t work as a team after graduation if you haven’t learned how to appreciate the disciplinary competencies of the other members of the team while you are in your educational program.”

A Center for Interprofessional Education

The new Duke IPEC Center, located adjacent to DUSON, will facilitate this team building not just by providing a physical space for students to interact, but also by creating programs and opportunities for collaboration. In addition to nursing students, students from the School of Medicine’s Departments of Physical Therapy, Physician Assistant and graduate medical education (MD) use the IPEC Center. Professor of Medicine Mitchell T. Heflin, MD, MHS, directs the center, supported by an assistant director from each of the four professional programs. Plans to include Duke’s Occupational Therapy program in the IPEC are in development.

Students from different educational disciplines learning together is beneficial on many levels, starting with mutual understanding. “Health professionals often

have only a cursory understanding of what their colleagues in other professions have learned to do,” Broome said. “But interacting together as early as possible, whether in classrooms, simulation labs or clinical settings, will shine a light on those gaps in understanding, and the IPEC Center will facilitate those interactions, eventually making them instinctive.”

“They will get to know each other enough to understand what each brings to the table, and which part of the proverbial elephant they focus on,” Broome said, explaining that traditionally each profession is trained to focus on different aspects of a patient or problem. “No one person sees the whole situation.” Complex problems have more than one answer, she added, and having as many different professional perspectives on a problem as possible often produces robust, dynamic and varied solutions.

“There’s no better part of your day than when you get synergy around a complex problem and you’re with people who are committed to solving that problem. Everyone discusses their ideas and then you come to a solution. It doesn’t get much better than that. Whatever you had

to offer was a piece of a very important puzzle,” Broome said.

The goal of the IPEC Center is to facilitate an educational experience that “occurs when students from two or more professions learn about, from and with each other” (World Health Organization, 2010). “Allowing our health care providers to practice as a team in a safe environment, such as a simulation lab, translates to better outcomes for our patients in the clinical setting,” said **Valerie Howard, EdD, MSN, RN, ANEF, CNE, FAAN** and associate dean of Academic Affairs at DUSON. “We know that health care is a team sport,” said Howard, who helped select the team of IPEC directors. In addition to practicing technical skills in the simulation lab, the IPEC Center will provide opportunities for students from different professions to practice “soft skills,” such as closed-loop communications and hand-off reports in the simulation lab and clinical setting.

Howard believes that creating multiple avenues for interprofessional partnerships will help generate more knowledge about health care in general, and help individual students grow their own understanding of patient care. “Traditionally, nursing faculty have taught their students about the services that other professionals provide in the classroom setting,” Howard noted.

Students from the School of Medicine and DUSON learn through simulations how to better understand each other’s roles to improve patient care.



“Think how much more effective it would be, however, to have an actual physical therapist teach nursing students what they do, or a physician’s assistant, social worker, or physician? It’s this experiential learning that really immerses our students with other healthcare professionals into these situations as a team,” Howard said. “It’s not just telling them. It’s allowing them to learn from and with each other in the sim lab, in the IPE suite or a clinical setting.”

Howard envisions many opportunities to craft curriculum and programs around the new IPEC. “This center will allow our health professions educators to sit together and begin planning together, coordinating together, designing learning outcomes for students and then measuring those outcomes. So [it will be] a fully integrated and collaborative effort from start to finish.”

By bringing together scholars from different professions, the IPEC Center will also generate new research opportunities, Howard said. “We’ll be able to contribute to the evidence; we’ll be able to measure progress; and we’ll be able to see how interprofessional education translates to better outcomes in the clinical setting with our patients,” she said. “I think it’s going to give Duke an opportunity to become and remain a leader in interprofessional education and team training.”



Creating the Duke Health Interprofessional Education and Care Center brought teams from DUSON and the School of Medicine’s Department of Physical Therapy and Department of Orthopedic Surgery under one roof.

Expanding Nursing’s Voice

Broome and Howard agree that the IPEC will benefit nursing specifically by highlighting the contributions of nurses, who historically have tended to be less vocal than other health care professionals. “I think it’s going to raise awareness of the many roles and responsibilities that nurses have within that health care team,” Howard said. “Many other professions focus on disease or one particular body system; it can be very segmented. I think that with the IPEC Center, we have a chance to make sure everyone understands that patient-centered care and health promotion is at the heart of nursing. It’s our foundation.”

“Thinking and speaking up require that you understand what you have to add to the conversation — what is the unique perspective that you as a nurse can contribute?” Broome said. “However, in order to have confidence to speak up, you need to practice those skills in a safe space. The IPEC Center and practice in the simulation environment will provide our students that safe space.”

Broome is optimistic that both the current and future generations of students will flourish in an interprofessional model. “They’re very good at working on teams,” she said. “Our students want to work with other smart and competent people — they just want to get to work.”

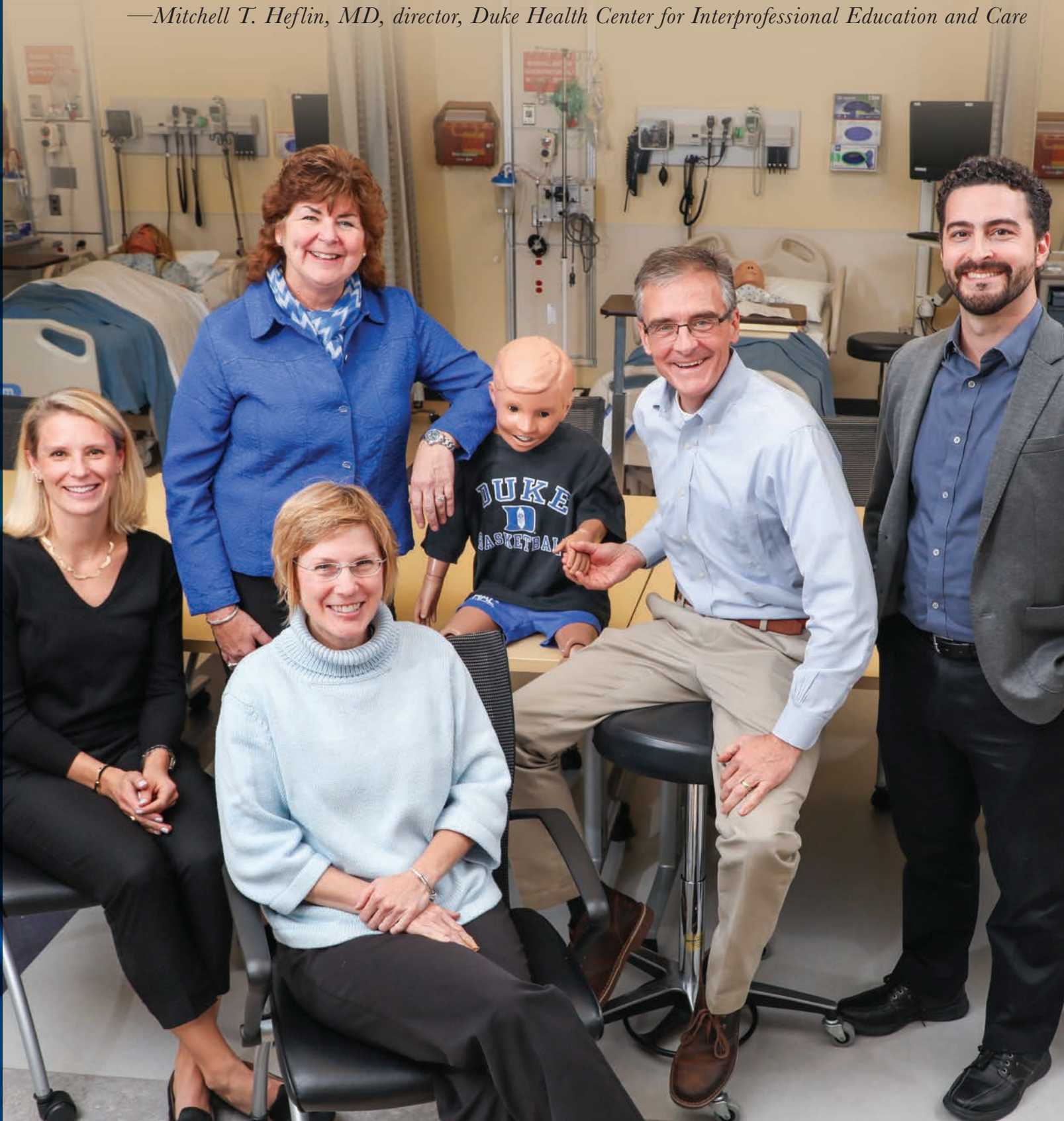
She believes that these interprofessional partnerships are well suited for digital-age students. “They are very good at navigating information, gathering and sharing knowledge. Creating intentional interprofessional experiences will further enhance those abilities.

“Our students today bring some skills to this interprofessional opportunity that previous generations did not. I think that will catapult us into the future and hopefully enable all health professionals to provide better care.” ■



“To meet these challenges, we have embraced a population-based approach that emphasizes quality and safety as well as patient experiences.”

—Mitchell T. Heflin, MD, director, Duke Health Center for Interprofessional Education and Care





Creating a Culture of INTERPROFESSIONAL EDUCATION

Traditionally, nursing students go to school with fellow nursing students, learning from nursing faculty in the classroom and experienced nurses in the hospital and clinic. The same pattern goes for students in other health care fields, such as medicine and physical therapy. This is how professional schools work — practical and logistical.

The reality however, is that once students graduate and take professional positions, they quickly discover that most organizations require interprofessional teamwork. Research conducted over the last decade shows that the trend toward interprofessional patient care results in better health outcomes. Duke Health, via a collaborative effort between Duke University Schools of Nursing and Medicine, is responding to that trend head-on, creating the Duke Health Center for Interprofessional Education and Care (IPEC).

Mitchell T. Heflin, MD, MSA, MHS, professor of medicine, was named director of the new center in July, charged with helping to change the way health education across professions operates. “Health professions are still educated in silos,” Heflin said. “And professional identities are based on that education. It isn’t until health professionals cross paths more spontaneously with other professionals during clinical interactions that they begin to develop their understanding of others, not necessarily through deliberate learning experiences.”

As a leader in health education, the goal of Duke’s IPEC Center is to build bridges across the silo model, creating intentional interprofessional learning experiences so that Duke students graduate with a deeper understanding of their peers, confident with and better able to deliver team-based patient care. Heflin has assembled an Executive Advisory Committee to assist early on with issues regarding Center structure, staffing, and priorities. He sees this Committee playing a critical role in the Center’s ongoing strategic planning process.



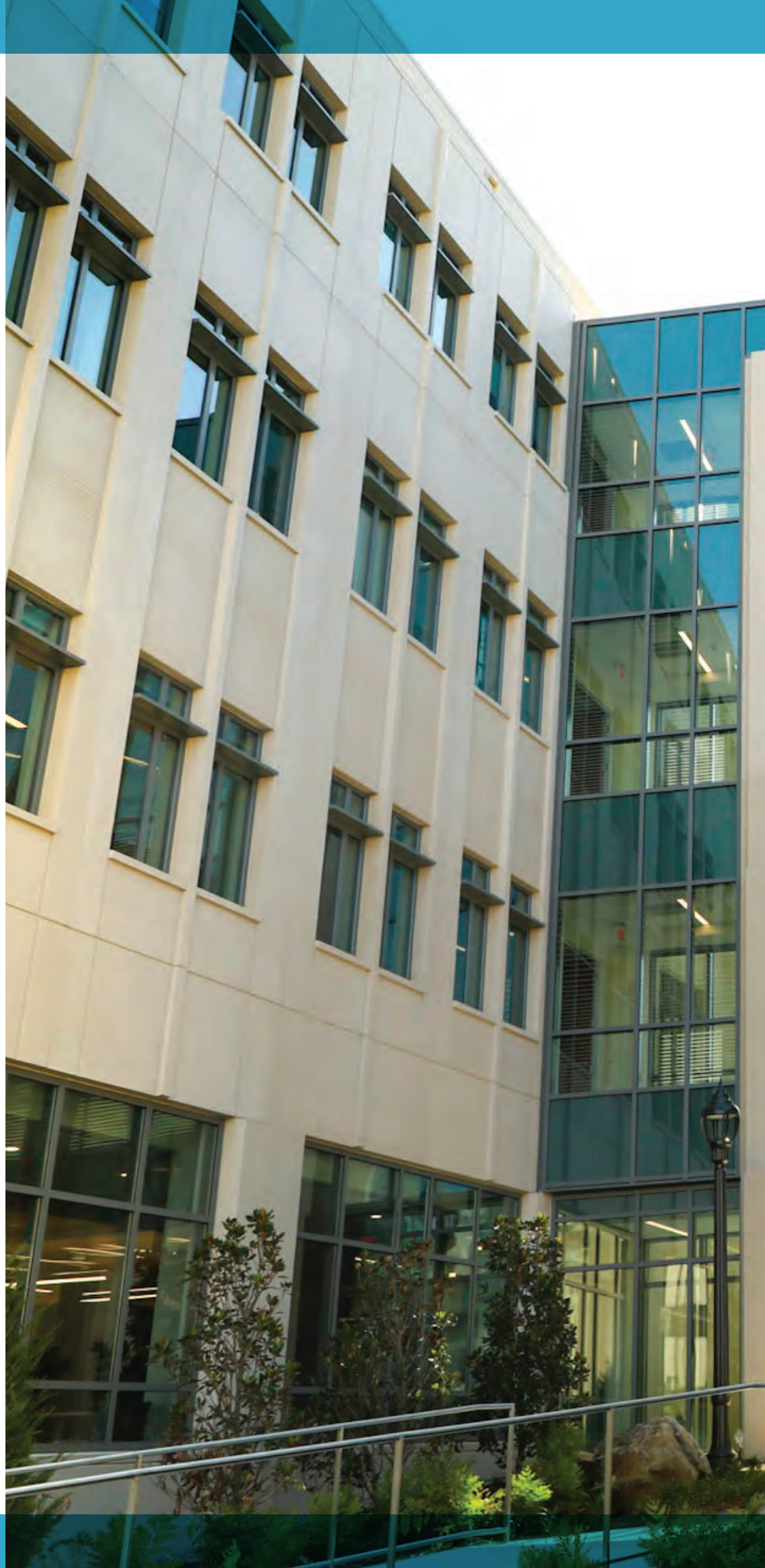
IPEC Director Mitch Heflin, MD, is sharing the mission and purpose of the Center across Duke Health.

A Fresh Approach to Complex Challenges

“We have seen an increase in complexity with respect to the health problems that people have,” Heflin said. “To meet these challenges, we have embraced a population-based approach that emphasizes quality and safety as well as patient experiences. All these factors lend themselves to the work of an interprofessional team.”

The IPEC Center is designed to serve students from all of Duke’s academic programs (ABSN, MSN, DNP, PhD) as well as doctor of medicine, doctor of physical therapy and physician assistant programs. The building will become the focal point of educational activities for these programs.

Heflin has assembled a team of five to represent the different professions. In addition to administrative assistant Cindy Luddy, Heflin’s team includes four assistant directors: Nicholas Hudak, PA-C, MSE, associate professor, Department of Family Medicine and Community Health Physician Assistant Program; Amy Pastva, PT, MA, PhD, assistant professor, Department of Orthopedic Surgery, Division of Physical Therapy, Department of Health Sciences; **Margory Molloy, DNP, RN, CNE, CHSE, assistant professor, School of Nursing, director, Center for Nursing Discovery;** and Erin Leiman, MD, assistant professor, Department of Surgery, Division of Emergency Medicine. This group will collaborate to create a strategic plan for the center that includes incorporating the core competencies required by the Interprofessional Education Collaborative (IPEC), a national group of health education associations.



Research conducted over the last decade shows that the trend toward interprofessional patient care results in better health outcomes.



IPEC Assistant Directors



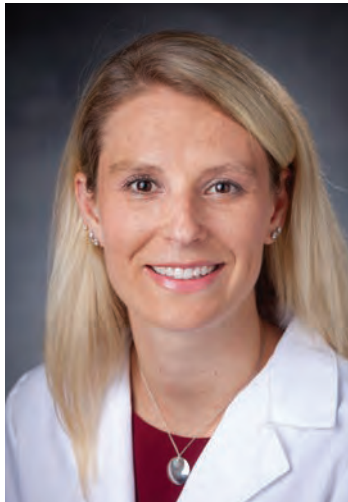
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Assistant Professor
Department of Surgery, Division of Emergency Medicine
Assistant Director of the Interprofessional Education Care Center

Heflin said that strategic meetings with the assistant directors and other faculty from across Duke Health will help identify existing opportunities and learning experiences in each of the programs that can be broadened to include an interprofessional approach.

“I think the question for us is how do we begin to introduce these interprofessional principles into the education of a health profession student?” he said. “How do we have them not just know about each other’s roles, but actually start working together as students?”

Adapting course offerings, Heflin said, is one way of creating a more interprofessional climate, noting that some classes that are already taught across multiple health programs might be well-suited to collaboration — such as a class on basic science principles or social determinants of health or health care delivery topics. “If we have redundancies across our curriculum, then why not try to engage those students in learning together about those things?”

“I believe there are real opportunities in the area of simulation education. A good example is what they try to do with the Haunted Hospital,” Heflin said, referring to the annual simulation event hosted by DUSON every Halloween. “The School of Nursing is particularly strong in simulation and simulation science. So we see that strength as a critical opportunity that bridges the preclinical science to clinical experiences.”

Another example is that the emergency department at Duke Hospital has hosted an IPE clinic for nearly five years where physical therapy, physician’s assistant, nursing and medical students can engage. “These are examples of how we could create what I call clinical education units, where teams of students would come to learn not just about the content but about team-based care.”



David Gordon, MD, Emergency Medicine Specialist, works with students from the School of Nursing and Medicine at the 6th Annual Haunted Hospital, an event that creates hands-on interprofessional experiences with a Halloween twist.

A Vision for Expansion

As a geriatrician, Heflin said he can't imagine practicing without his interprofessional team that includes chaplains, nurses, pharmacists, speech pathologists, psychologists, physical therapists, occupational therapists, nutritionists, social workers, and even dentists. Heflin notes that while these health professions are the obvious go-to subject areas for clinical collaboration, student learning can also benefit from partnerships with professions such as engineering, law, environmental studies, public policy and divinity. "The sky is the limit," he said. "I think as teams evolve, you start to be surprised by what others can bring to it."

Heflin said he foresees the first year of the IPEC center to be one of pilot programs and collaborative thinking. "The support of A. Eugene Washington, MD, chancellor for health affairs and president and CEO of the Duke University Health System (DUHS), and Deans Mary E. Klotman (Medicine) and Broome indicates to me that they

understand this is the direction health care is going," he said. "This institution is committed to that.

"Now the real work is exploring that commitment, pushing that commitment so that in three or four years, we have programs in place where every student who graduates from one of these five programs has had an experience in interprofessional collaborative practice — that they graduate with those competencies and we're able to measure that."

Heflin said by educating pre-licensure students in interprofessionalism, it creates the impetus for changing the direction of health care in general, leaving the old way of thinking behind. "We have limited ideas about how we can interact and

so we probably underutilize each other's services. It reflects part of why we have inefficiencies and, I dare say, why we're all overworked and overburdened," he said. "We still work in a very hierarchal system and operate not just inefficiently but in a pretty unsatisfying way in terms of collegiality and shared responsibility."

However, Heflin knows this can change, as he has seen in his own career, and the IPEC Center will be a hub for that change. "When I think about the future of the center, sustainability is going to be about tying it to the future of health care by graduating learners who understand this new environment and align with what's happening in healthcare. That's what's going to determine its success." ■

I think the question for us is how do we begin to introduce these interprofessional principles into the education of a health profession student?

DUSON Partnerships

Extend Across Campus and Around the World



AT DUKE, A CULTURE OF INTERPROFESSIONAL AND INTERDISCIPLINARY COLLABORATION is becoming the norm, rather than the exception. DUSON faculty and students are redefining how creative partnerships can deepen professional understanding, innovate solutions to complex challenges and drive discovery and translation of knowledge in new and exciting ways. These collaborations are challenging traditional silos of research, clinical practice, and community service.

Technology in Research Across the Lifespan

Sharron Docherty PhD, PNP-BC, FAAN, associate professor, has taught and conducted research at Duke University School of Nursing for nearly two decades. About five years ago, she noticed things were beginning to change. She experienced an increase in the number of opportunities to collaborate on research projects with other disciplines and received invitations from other professions approaching the School looking to collaborate on research projects.

“It’s a really exciting time to be doing health research from a collaborative standpoint,” she said, noting the trend toward creating multi-disciplinary teams. “It’s really fun, especially in the analysis phase, where you’re looking at the data and you ask, ‘Why do you think we achieved these findings?’ Team members from different disciplinary lenses bring unique perspectives to understanding the findings.”

Docherty’s most recent study, PiCASO, is a collaboration with Gary Maslow, MD, assistant professor of psychiatry and behavioral science in the pediatrics department of the Duke University School of Medicine. They recently received funding from the National Institute of Nursing Research to test an intervention for adolescents with childhood onset chronic health conditions (including cancer survivors, sickle cell disease, lupus and Type I diabetes) as they transition to young adulthood.

“Adolescents managing chronic conditions do so with intensive involvement from their parents and their health care provider team,” Docherty said. “Once they hit the period in adolescence when it is time to transition



Peer i-Coaching for Activated Self-Management Optimization in Adolescents and Young Adults with Chronic Conditions

to adult care services, they enter this really vulnerable period of time.”

Normal developmental milestones, like going away to college or getting a part-time job, can be harder for young people who have grown accustomed to adults managing their day-to-day medical care. Part of the \$3 million grant goes to training peer coaches who have suffered from chronic conditions themselves. These coaches are young people who model self-management behaviors and use nondirective support to help the adolescents learn to do the same by following an integrated curriculum.

The coaching intervention provides nondirective support — it helps the adolescents learn to manage their conditions — via a smartphone app the investigators can monitor. In the intervention phase of the



Sharron
Docherty

study, 10 peer coaches are working with 225 adolescents over a 12-month period. The data analysis will look for changes in activated self-management of the adolescents — such as wanting to take on more self-care of their illness, especially as they transition from pediatric care to adult care.

In addition to Maslow, the research team includes a psychologist, a social worker, two pediatricians, one nursing pre-doctoral student and one psychology pre-doctoral student. “These problems are very complex. Our approach does not simply view the challenge through the lens of a physician who looks at complex medical treatments, or the lens of a nurse who looks at adolescents and parents trying to manage their medications and their home care. We also have a social worker, a researcher who thinks about their interactions with the health care system,” Docherty said. “Everyone is coming together, bringing all these perspectives to create a better potential solution.”

In addition to the shared knowledge interprofessional research creates, collaborating at a systems level affords learning opportunities for researchers and students alike. Associate Professor **Tracey Yap, PhD, RN, WCC, CNE, FGSA, FAAN**, who was awarded the Presidential Early Career Award for Scientists and Engineers (PECASE) last summer, is studying pressure-injury preven-

tion by examining the effectiveness of the current nursing protocol that requires nursing staff to turn patients every two hours to prevent pressure injuries from developing; her team theorized instead that turning them every three or even every four hours would still safely prevent these injuries. Yap and her co-investigator, Susan Kennerly, professor at the East Carolina University College of Nursing, have been collaborating for over 10 years. “We’re actually just wrapping up our last intervention site for this clinical trial, and we haven’t had one pressure injury, so we’re pretty excited about this,” Yap said.

Cueing to facilitate nursing staff to remember to reposition for pressure injury prevention is a big part of Yap’s research, so the technology being used in this clinical trial visually notifies nurses on a computer screen if a certain patient needs to be repositioned. Yap said, “If the patient repositions himself, it resets the whole system again and the nurses don’t have to do it; but if the patient needs help to reposition, the system notifies the nursing staff on the screen.” Particularly in short-staffed or extremely busy situations, repositioning falls second to higher-priority matters, Yap said. With a cueing system like this one, nursing staff would be alerted as to which patients truly need repositioning. Any member of the nursing team can see the cue and step in to do the task. One of the critical parts of the data collection in Yap’s study was the introduction of a new technological device that attaches to the chest and notes the position of the patient every 10 seconds and provides a timestamp of each movement. “We’ve never had this type of information before,” she said.

This technology was used in nine different nursing homes serving about 1,100 patients from May 2017 to October 2019. The second phase of the grant will cover the statistical analysis of this rich data set. Yap noted that the national study team includes different partners with specific skills: University of Utah, East Carolina University, Loyola-Baltimore, University of Southern



California, and University of Texas-Houston, as well as independent research consultants Leaf Healthcare (which created the time-stamp patient monitoring device), and the nursing home company.

These partners provide varying expertise; for example, different methods of statistical analysis. “We just received an Administrative supplement of almost \$250,000 to the grant which will allow us to further examine movement differences for patients with dementia, as well as those who are obese” Yap said. “Right now, the way we treat prevention for people is a one-size-fits-all approach — the standard protocol for all patients to be turned a minimum of every two hours may not be appropriate for some.”

Demonstrating that patients may not need such frequent interventions may change that protocol, which would free up nursing staff time and increase efficiency. It would also provide better quality of life for the patient. Fewer interruptions mean better sleep, likely preventing issues with visual perception that could have contributed to falls. Also, patients who sleep better might have more positive outlooks and better brain functioning, which can lead to better health outcomes overall.

Working nationally with a variety of collaborators on a large study like this offers wonderful opportunities for DUSON students to interact with top scholars, Yap said.

“Much of what our team does and the way our research runs is as much quality improvement as it is research,” she said. “So it benefits both DNP and PhD students to see this live and in action.”



Tracey Yap



Improving Quality of Life and Quality of Care

For some people, the best way to learn is by doing. When applied to nursing education, that's where clinical experiences come in. At Duke University School of Nursing, students benefit from accessing clinical expertise via partnerships with local organizations such as Duke Health and the Veterans Administration, and through preceptors at clinics and hospitals nationwide.



Sean Convooy

The school's newest clinical partner, Cohen Veterans Network (CVN), promises to make a significant contribution in one of the most critical areas of need: mental health care for veterans. The Cohen Network provides free mental health care for veterans and their families. **Sean Convooy DNP, PMHNP-BC**, assistant professor and a veteran of the military, said the national program strives to expand the mental health care workforce who serve this vulnerable and underserved population, adding that one of the biggest problems in

health care now is identifying and preparing psychiatric providers across the country.

"These CVN locations are free-standing mental health clinics across the country, and we are going to be able to partner with them to send our students for the last two semesters of their practicum to give them experience delivering psychiatric care," Convooy said. Funded by a four-year, \$2 million Health Resources and Services Administration (HRSA) grant, the program aims to support six students this year, eight the next, and then 10 in each of the final two years of the grant.

Convooy found the Cohen Network when he was researching ways to help veterans and their families access the mental health care they need. Partnering with the Department of Veterans Affairs had proven too unwieldy, so he contacted a friend at the Cohen Network. The more he learned, the more he knew Duke could help the Cohen Network and the Cohen Network could help Duke.

"The preceptor environment nationally for nurse practitioners is anemic," Convooy said. "Because we have students in a distance-based program from across the country, I wanted to be able to identify preceptor locations for them that are proximal to where they live." This is an opportunity for DUSON to develop a strategic relationship with a national organization, and for Cohen to partner with an educational leader that can help advance the cause of their nonprofit. Additionally, Convooy notes, the Cohen Network will have access to some of the best nursing students in the country who, through these months-long assignments, become excellent potential employees.

The Cohen Network's clinical model is

an excellent fit for DUSON students, Convooy said. "They employ a team-based concept of operation with a varied complement of mental health providers that includes psychologists, psychiatrists, licensed clinical social workers, psychiatric mental health nurse practitioners and licensed marriage and family therapists. Cohen's model of care creates an unmatched synergy that drives excellent patient outcomes," Convooy went on to say.

"We want to build and nurture this relationship because it is a great example of interprofessional practice and education."

This unique collaboration will also allow DUSON to collect, analyze and share information with the health community at large about these types of partnerships. "Cohen was extremely motivated to do this," Convooy said. "I expect to see a lot of good information that can be translated beyond the university to help inform what best practices are when it comes to partnership with a preceptorship."

Because part of the grant criteria includes tracking students post-graduation, Convooy said the partnership will generate information about whether students stay connected with supporting vulnerable and underserved populations. As one of the overriding goals of the partnership is to grow mental health providers, this knowledge will be invaluable.

"We're hoping these individuals bloom where they're planted and we really begin to build the infrastructure around all of the sites that Cohen has strategically picked," Convooy said. "I'm hoping for a legacy relationship with Cohen."

Another cutting-edge partnership that started earlier this summer focuses on Duke Doctor of Nursing Practice (DNP) Quality Improvement Scholars Program. **Staci**



Staci Reynolds

Cohen Veterans Network Clinical Sites



Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRN, holds a joint appointment with the Duke University Health System (DUHS) and DUSON. In that role she has been the Duke Advancement of Nursing Center of Excellence (DANCE) coordinator. DANCE is the academic-practice partnership between Duke Health System Nursing and DUSON. She also oversees a one-year postdoctoral program for DNPs to study quality improvement, data analytics, implementation science, and advanced leadership.

While PhD postdocs are the norm for PhD Programs, a DNP postdoc is a new idea. Typically, DNP student projects were conducted on a small scale, Reynolds said, but the DNP Quality Implementation Scholars Program allows practicing DNPs to take on a system-wide improvement project at their practice site.

“When Duke DNP students graduate, we want their skill set to include leading and implementing large quality improvement projects,” Reynolds said. “This program

gives the scholars more in-depth knowledge and skills about how to lead in a large system.” This insight is crucial because hospitals are graded on quality, which takes into account nursing-specific indicators such as hospital-acquired infections, patient falls and pressure injuries, Reynolds said. Nurse leaders look to these indicators as a way to measure how well a system works.

The first cohort is comprised of four DNP-prepared leaders: two at Duke University Hospital, one from Duke Regional Hospital and one from Duke Raleigh Hospital. The scholars are working on the same project at their various sites — decreasing central line-associated blood stream infections (CLABSIs).

“It’s very helpful to have a point of contact person at each of those facilities,” Reynolds said, noting that she meets with the scholars every other week. “This postdoc experience is allowing them to build additional skills and expertise with hands-on practice.” The partnership between DUSON and DUHS will also collect data from each of

the scholars that will inform future teaching as well as clinical practice. Additionally, these scholars interact with other quality leaders in the health system to help them see how nurse experts can bring unique skills to the quality implementation.

The program, which began in May, involves three semesters of coursework, including a one-hour practicum each semester and three classes: data informatics, advanced quality improvement and leadership. At the end of the postdoc program, Reynolds said, these DNP-prepared nurses will help lead the way toward improved quality and more cost-efficient care at their locations, adding that the hope is that other health systems will want to partner with DUSON.

“It’s exciting to be on the cutting edge of that,” Reynolds said. “It’s helping to utilize the expertise within the School. We have experts in quality improvement, data analytic, informatics, and leadership, so we’re able to really help prepare these DNP-educated nurses at a higher level.”



Michael Relf



Valerie K. Sabol

Bidirectional Global Partnerships

Almost half of the Accelerated Bachelor's of Science in Nursing (ABSBN) students at Duke participate in a global clinical experience through the school's Office of Global and Community Health Initiatives (OGACHI). That remarkable statistic reflects the School's commitment to global partnerships and preparing nurses with a global understanding.

"I don't know of any school of nursing that has the number of students that we do who engage in these global experiences on an annual basis," said OGACHI Associate Dean **Michael Relf, PhD, RN, ANEF, FAAN**. In addition to student exchanges, Duke ABSN students also work in either clinics abroad or in the local Durham community. OGACHI also facilitates global faculty exchanges through its visiting scholars program and collaborative research projects. Relf insists that all projects that OGACHI undertakes meet one key criteria: that each partnership be bidirectional and mutually beneficial.

"Those four little words are important. In partnership, organizations come to the table with different capacities and different needs and we optimize each other's synergies and needs," Relf said. "Both groups get something out of it."

Particularly with cross-cultural partnerships, where there can be a tendency to stereotype, it's important that exchanges be truly reciprocal, Relf said. "If not, we're the classic 'ugly American' and we're either taking advantage of people, or we're being paternalistic, thinking we know what is best." Cross-cultural exchanges help students understand that there are different ways of achieving outcomes with different resources, Relf said. And the immersion on both ends of the exchange highlights for students how critical understanding cultural differences is to giving the best patient-centered care.

DUSON currently has agreements with 10 health organizations and foreign universities in countries such as Honduras, Tanzania and the Philippines, with the longest running partnership being Barbados, where DUSON has had agreements with the Barbados Ministry of Health and Barbados Community College (BCC) for more than a decade.

In addition to a yearly student exchange with Barbados, there is faculty collaboration and joint research. In spring of 2020, DUSON will host a faculty member from BCC who is developing a post-graduate diploma course to address a shortage of critical care nurses in that country. **Valerie K. Sabol, PhD, ACNP, GNP, CNE, ANEF, FAANP, FAAN** and chair for the Division of Healthcare in Adult Populations, will mentor that scholar.

DUSON's global partnerships run the continuum from the decade-long partnership with Barbados to two newly created agreements with the University Of KwaZulu-Natal (KZN) School of Nursing and Public Health and the University of Cape Town in South Africa. Under one agreement, Duke Doctor of Nursing Practice (DNP) students will have the opportunity to collaborate with KZN students and an interprofessional team that includes trauma surgeons and nurses. In return, the KZN students will work with DNP Program Director **Katherine C. Pereira, DNP'12, MSN'02, RN, FNP-BC, ADM-BC, FAAN, FAANP**, CNRA Faculty, and **Susan G. Silva, PhD**, associate professor, to study evidence-based care and quality improvement using data management and analysis. Relf noted that the DNP CRNA program is possibly the only one in the country that provides DNP students the opportunity to do global scholarly projects.

With the new University of Cape Town collaboration, Assistant Professor **Marta**



Katherine C. Pereira



Marta Mulawa



Mulawa, PhD, MHS will research the impact of social networks on HIV treatment adherence. Mulawa's South African partners will have access to technology platforms for data dissemination and gathering.

The longer the relationship, the deeper the understanding of the needs and potential for mutually beneficial exchanges. "Every partnership will be different," Relf said. With some organizations, it starts with a commitment to work together to find areas of collaboration, with an eye toward long-term potential and sustainability. "If we believe there's several areas of mutual interest, we just need to find what those are and bring them to life."

DUSON actively seeks promising new

global partners, and fields requests from many organizations looking to partner with the School because of its international reputation for excellence. Choosing which relationships to pursue can depend on finding that sweet spot of reciprocity.

"Different people have different expectations, and we try to negotiate and compromise and work within it," Relf said. "But the guiding principle has to be bidirectional." And as with any joint effort, he added, partnerships must be flexible and adaptive to change, and may eventually end.

"There's a natural turnover in organizations: the head of school that was interested in founding the partnership takes a new position and is no longer there," Relf said.

"The next head of school that comes in isn't so interested in global per se, or they have different priorities or different goals and objectives they want to accomplish in their strategic plan. Some of that is a natural evolution."

Providing a robust array of cultural immersion opportunities globally (or even in clinics locally) is an important part of student learning at DUSON, but more does not always mean better.

"We don't want our partnerships to be simply a MOU (Memorandum of Understanding) that collects dust on a shelf," Relf said. "We would rather have a limited number of partnerships, but have them be alive and well." ■

New Faculty Appointments



Kayle

Mariam Kayle, PhD'17, MSN'05, RN, CCNS, is an assistant professor within our Clinical Health Systems & Analytics Division. She recently completed her postdoctoral studies in the Integrated Fellowship in Health Services and Outcomes Research at the Feinberg School of Medicine at Northwestern University. Her research focuses on improving health outcomes among adolescent and young adults with childhood-onset chronic conditions during transition from pediatric to adult care. Kayle has used both qualitative and quantitative methods in her research, including the use of longitudinal databases to examine population trends and subgroup differences in health outcomes among patients with sickle cell disease. She earned her PhD and MSN at Duke University School of Nursing and her BSN from American University of Beirut in Lebanon.



Albrecht

Tara Albrecht, PhD, ACNP-BC, RN, is an assistant professor within our Healthcare in Adult Populations Division. She joins us from Virginia Commonwealth University where she was an assistant professor and the Susan White Holsworth Palliative Care Scholar in the School of Medicine and Massey Cancer Center. Albrecht's research is focused on understanding the symptom experience of patients with hematological cancers such as acute leukemia and improving the quality of life of these individuals and their family members through personalized supportive care interventions. She has been successful in obtaining internal and external funding for her program of research, and has received regional and international awards recognizing the progress and impact that her research has begun to make in advancing the science and clinical care for individuals in this understudied population of oncology. She earned a PhD from the University of Virginia School of Nursing, and completed a Postdoctoral Fellowship in the Interdisciplinary Training of Nurse Scientists in Cancer Survivorship Research at the University of Pittsburgh School of Nursing.



Leonard

Christina Leonard, APRN, DNP, FNP-C, CNL, is an assistant professor with our ABSN program and within our Healthcare in Adult Populations Division. Prior to joining Duke, she was an assistant professor at the University of North Carolina Chapel Hill School of Nursing where she taught and coordinated adult health courses in the graduate and undergraduate programs. Leonard served as the faculty advisor for the Aspiring Critical Care Nurses student interest group. She also brings experiences in interprofessional education through her work as a representative for the UNC Rural Interprofessional Health Initiative Grant. She is a family nurse practitioner and has practices in inpatient cardiology at WakeMed Health and Hospitals. Dr. Leonard received her BA in English and Psychology, her ABSN and MSN (Nursing Education) from George Mason University, and a Post-Master's Family Nurse Practitioner certificate from UNC Chapel Hill. Last year she completed her DNP at East Carolina University.



Koch

Amie Koch, DNP, MSN'08, BSN'04, FNP-C, RN, ACHPN, is an assistant professor with our ABSN program in community health courses and within our Clinical Health Systems & Analytics Division. She joins Duke from North Carolina Central University where she was a lecturer in the bachelor of nursing department. While there she taught a variety of courses including pediatrics, community health clinical, senior synthesis of nursing concepts, and health assessment and community health. Koch maintains her clinical practice as a family nurse practitioner at Transitions LifeCare Palliative Care and Hospice, a non-profit that provides palliative care to both adult and pediatric clients in the community. As a board member or a volunteer, Koch is engaged in the Durham community and over the years has devoted her time to the Durham Mayor's Council for Women, Durham Public Schools, the Durham Partnership for Health and Housing Committee, Durham CAN, Urban Ministries, and other organizations. She earned an MSN and BSN from Duke University School of Nursing and her DNP from East Carolina University. Koch also holds a certification as an Advanced Certified Hospice and Palliative Care Nurse Practitioner.

Recent Grant Awards

National Institutes of Health/NHLBI R01

"Using digital health to improve diet quality among adults at risk for cardiovascular disease"

PI Dori Steinberg

\$3,724,775 (July 1, 2019 – June 30, 2024)

National Institutes of Health/NINR R01

"Peer i-Coaching for Activated Self-management Optimization in Adolescents and Young Adults with Chronic Conditions"

Sharron Docherty

MPI Gary Maslow

\$3,073,767 (April 26, 2019 – February 29, 2024)

National Institutes of Health/NCI R01

"A Text-Based Scheduled Reduction Intervention for Smokeless Tobacco Cessation"

PI Devon Noonan

\$1,841,440 (September 1, 2019 – August 31, 2024)

National Institutes of Health/NHLBI UH3

"A Comparison of Individualized vs. Weight Based Protocols to Treat Vaso-Occlusive Episodes in Sickle Cell Disease"

PI Paula Tanabe

\$1,460,589 (September 20, 2019 – August 31, 2022)

National Institutes of Health/NIMHD K01

"Developing an mHealth Intervention that Leverages Social Networks to Improve ART Adherence among HIV-Infected Adolescents in South Africa"

PI Marta Mulawa

\$852,670 (June 1, 2019 – May 31, 2024)

National Institutes of Health/FIC R21

"Acceptability of an Internalized Stigma Reduction Intervention among Women Living with HIV in Tanzania"

Michael Relf

MPI Laura Nyblade

\$388,767 (April 15, 2019 – February 28, 2012)

National Institutes of Health/NINR Supplement R01

"Administrative Influence of Alzheimer's Disease and Related Dementias Among Obese and Non-Obese Nursing Home Residents on Movement Patterns and Repositioning"

PI Tracey Yap

\$346,560 (August 8, 2019 – March 31, 2020)

National Institutes of Health/NHLBI Administrative U01

"Improving SCD Care using Web-based Guidelines, Nurse Care Managers and Peer Mentors in Primary Care and Supplement Emergency Departments in Central North Carolina"

Paula Tanabe

MPI Nirmish Shah

\$225,400 (September 5, 2019 – June 30, 2020)

Promotions & Transitions



De Gagne



Evans Kreider



Corazzini



Harmon



Albrecht



Kayle



Koch



Mulawa



Leonard

Jennie De Gagne

promoted to Professor Track II

Kathryn Evans Kreider

*promoted to
Associate Professor Track II*

Kirsten N. Corazzini

*promoted to
Associate Professor Emerita*

James Les Harmon

*promoted to
Associate Professor Emeritus*

Tara Albrecht

*appointed as
Assistant Professor Track I*

Mariam Kayle

*appointed as
Assistant Professor Track I*

Amie Koch

*appointed as
Assistant Professor Track II*

Marta Mulawa

*appointed as
Assistant Professor Track I*

Christina Leonard

*appointed as
Assistant Professor Track II*



Tanabe Named Laurel Chadwick Professor of Nursing and inducted into 2019 International Nurse Researcher Hall of Fame

It has been an extra-busy six months for **Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN**, associate dean for research development and data science.

The Duke University Board of Trustees named her the Laurel Chadwick Professor of Nursing, effective July 1, 2019. Designation as a distinguished professor is the highest honor that Duke University awards to its faculty members.

In addition, Tanabe was inducted into the 2019 International Nurse Researcher Hall of Fame. The International Nurse Researcher Hall of Fame recognizes nurse researchers who have achieved significant and sustained national and/or international recognition for their work and whose research has influenced the profession and the people it serves.



Oyesanya



Richard-Eaglin



Phillips



Biederman

■ Oyesanya Named 2019 Career Development Awardee by Duke REACH Equity Center

The Duke Center for Research to Advance HealthCare Equity (REACH Equity) recently selected **Tolu Oyesanya, PhD, RN**, assistant professor; to join the second cohort of Career Development Awardees – REACH Equity Scholars.

■ Richard-Eaglin Selected for NLN’s LEAD Program

Angela Richard-Eaglin, DNP, FNP-BC, CNE, assistant professor, was recently selected through competitive application for the National League for Nursing’s year-long LEAD Program—one of three tracks in the NLN Leadership Institute and an initiative of the National League for Nursing (NLN) Center for Transformation Leadership, designed for nurses in both education and practice who have experienced rapid transition into leadership positions or who aspire to advance their status as leaders in administration.

■ Phillips Named Director of IEE

Beth Phillips, PhD, MSN’93, RN, CNE, associate professor, has been named director of the Institute of Educational Excellence (IEE), the educational hub for faculty and staff development and new faculty orientation and on-boarding. She has served as interim director since August 2017.

■ Donna Biederman Appointed Director of D-CHIPP

As part of its strategic planning process, DUSON created the Community Health Improvement Partnership Program (D-CHIPP) in 2017. After serving as Interim Director during its startup, **Donna Biederman, DrPH, MN, RN**, associate professor, was appointed Director of D-CHIPP effective July 1, 2019 through June 30, 2022.

Biederman will continue to build the infrastructure, relationships, and impact of D-CHIPP. As part of this work, she will focus on facilitating connections and relationships between DUSON, internal stakeholders across Duke, and prioritized community partners. She will also work with DUSON leaders to establish mechanisms to measure impact, secure external funding for programming and initiatives, and further embed D-CHIPP in the core of DUSON’s operations.

 Duke University School of Nursing

DEANS’ FORUM

A Webinar Series for Nursing Deans and Senior Leaders to Explore and Share Best Practices and Solutions for Everyday Challenges



■ New Deans’ Forum Webinar Series

Duke is proud to host the Dean’s Forum: Successful Strategies with Constrained Resources Webinar series. These quarterly 60-minute webinars are for deans and senior nursing leaders to share practical ideas, information and advice, including best practices on common challenges facing all nursing schools. This quarterly webinar series is free and every school of nursing is invited to join. The series, launched in Fall 2019, will focus on the following topics in 2020: How to Integrate Practice and Academic Workload for APRN Faculty, Best Practices to Grow Your School’s Scholarship and Impact and Creating and Implementing a Strategic Plan. Visit nursing.duke.edu/deansforum to register and learn more.

Accomplishments & Honors



Biederman



Yap

■ Biederman named one of 100 Distinguished Public Health Nurses in North Carolina

Donna Biederman, DrPH, MN, RN, associate professor, is among 100 distinguished public health nurses in North Carolina honored during the 100 Years of the Office of Public Health Nursing in NC centennial celebrations this year. There were four professional categories for nominees: front line public health nurses, supervisors/directors, Division of Public Health nurse consultants, and public health faculty.

■ Yap Named Recipient of the Presidential Early Career Award for Scientists and Engineers

Tracey Yap, PhD, RN, CNE, WCC, FGSA, FAAN, associate professor, was named a recipient of the Presidential Early Career Award for Scientists and Engineers. The award is the United States government's highest honor recognizing early career research accomplishments and promise for leadership in science and technology.

The White House announced the winners of the Presidential Early Career Award for Scientists and Engineers, presented

to outstanding scientists and engineers who are beginning their independent research careers.

The award is overseen by the White House Office of Science and Technology Policy in coordination with participating federal departments and agencies. As part of the five-year award, the researchers will visit Washington, D.C., and meet with administration and agency leaders to discuss their work.

Oermann Receives President's Award; Howard and Relf Inducted as Fellows at NLN Conference



CONGRATULATIONS TO Marilyn Oermann, PhD, RN, ANEF, FAAN, recipient of the 2019 National League for Nursing President's Award

Marilyn Oermann, PhD, RN, ANEF, FAAN, professor, recently received the 2019 National League for Nursing President's Award. **Valerie Howard, EdD, MSN, RN, CNE, ANEF, FAAN**; and **Michael Relf, PhD, RN, ACNS-BC, AACRN, CNE, ANEF, FAAN**, were inducted as Fellows of the NLN Academy of Nursing Education.

The NLN President's Award reflects the priority the NLN gives to publicly recognizing leadership at a time and place designed to convey its importance to the widest possible audience of colleagues and peers in nursing education.

Fellows in the NLN Academy of Nursing Education are individuals who have made enduring and substantial contributions to nursing education as teachers, mentors, scholars, public policy advocates, leaders, practice partners and administrators.



CONGRATULATIONS TO Michael Relf, PhD, RN, ACNS-BC, AACRN, CNE, ANEF, FAAN, and **Valerie Howard, EdD, MSN, RN, CNE, ANEF, FAAN** as they become Fellows of the National League for Nursing Academy of Nursing Education



Gonzalez-Guarda

■ Gonzalez-Guarda named to NIH Center for Scientific Review Health Disparities and Equity Promotion Study Section

Rosa Gonzalez-Guarda, PhD, MPH, RN, CPH, FAAN, associate professor, was appointed to serve as a member of the Health Disparities and Equity Promotion Study Section, National Institutes of Health, Center for Scientific Review, for the term beginning July 1, 2019 and ending June 30, 2023.

Members are selected based on their demonstrated competence and achievement in their scientific discipline, as evidenced by the quality of research accomplishments, publications in

scientific journals and other significant scientific activities, achievements and honors.

Membership in a study section represents a unique opportunity to contribute to the national biomedical research effort. Study sections review grant applications submitted to the NIH, make recommendations on these applications to the appropriate NIH national advisory council or board and survey the status of research in their fields of science. These activities are of great value to medical and allied research in this country.

Richard-Eaglin Named Fellow in AANP



Angela Richard-Eaglin, DNP, APRN, FNP-BC, assistant professor; was recently selected as a 2019 Fellow of the American Association of Nurse Practitioner (AANP). The AANP fellows impact national and global health by engaging recognized nurse practitioners to lead new initiatives and support the Association's mission.



The Duke NCSP Scholars are Rushina Cholera, MD; Dominique Bulgin, PhD, RN; Sallie Allgood, PhD, RN and Marcelo Cerullo, MD.

■ Duke's Inaugural National Clinician Scholars Cohort

The National Clinician Scholars Program (NCSP) is an interprofessional post-doctoral training program which focuses on community-based research, health services research, health policy and implementation science. Scholars build expertise in these methods because of the critical role they will play in improving health care access, equity, quality and outcomes and identifying and implementing effective health care policies.

Nationally, the goal of the NCSP is to cultivate health equity, eliminate health disparities, invent new models of care and achieve higher quality health care at lower cost by training nurse and physician researchers who work as leaders and collaborators embedded in communities, healthcare systems, government, foundations and think tanks in the United States and around the world. Duke is one of six sites nationally to train the NCSP Scholars.

Accomplishments & Honors



Muckler



Broome

■ Muckler Receives 2019 AANA Didactic Instructor of the Year Award

Congratulations to **Virginia (Chris) Muckler, DNP'11, CRNA, CHSE**, assistant professor, who recently received the 2019 AANA Didactic Instructor of the Year Award at the American Association of Nurse Anesthetists Annual Congress.

■ Dean Broome Receives Margaret Comerford Freda Award

Marion E. Broome, PhD, RN, FAAN, Dean and Ruby Wilson Professor of Nursing, Duke University School of Nursing; Vice Chancellor for Nursing Affairs, Duke University; Associate Vice President for Academic Affairs for Nursing, Duke University Health System, received the Margaret Comerford Freda Award for Editorial Leadership in Nursing Publication. The award recognizes outstanding achievements or contributions by an editor in pursuit of excellence in nursing publication. The award was presented at the International Nurse Authors and Editors Conference in Calgary, Alberta, Canada.

■ Duke's Beta Epsilon chapter of Sigma International Nursing Honor Society wins Regional Excellence Award

DUSON's Beta Epsilon chapter earned the Sigma Regional Excellence Award based upon its 2017-2019 report of all membership news and activities. The strength of the report was based on the chapter's work in scholarship, service, and membership support. Specifically, the chapter sponsored community service work each semester, held inductions twice-yearly offering mentorship of new leaders, and strong examples of nursing scholarships.

To stay up to date on our chapter's activities follow us on Facebook: *Sigma Theta Tau International-Duke University*.





Students from Nine Countries Attend Annual Global Health Course

Last summer, international students from Barbados, China, Hong Kong, Ireland, Japan, Korea, Oman, Philippines, Taiwan and the United States joined the Duke community for a two-week course, Exploring Global Patterns of Health and Illness. Three ABSN students and one MSN student joined the international participants. The course is designed for international nursing students to participate in a cultural immersion experience, cultivating an enhanced understanding of nursing and global health while applying evidence-based practice principles to common global health and illness challenges. The course exposes students to challenges associated with non-communicable

diseases, planetary health, mental health, emerging infectious diseases and other topics. Academic portions of the course include a windshield survey of the social determinants of health in Durham, with students taking a bus tour of the community, doing fieldwork in the community focused on preventing and treating diabetes and hypertension at Lincoln Community Health Center and paying a visit to Triangle Residential Options for Substance Abusers (TROSA), INC. Though students represent different countries around the world, the course aims to highlight similarities in health outcomes that all students face in their respective countries.

■ NLN Redesignation as Center for Excellence for 2019-24 Creating Environments that Enhance Student Learning

The School was recently redesignated by the National League for Nursing Center of Excellence in Nursing Education for *Enhancing Student Learning and Professional Development* until 2024.



**Center of Excellence
in Nursing Education**

*Promoting Pedagogical Expertise of Faculty 2017 – 2022
Advancing the Science of Nursing Education 2017 – 2021
Enhancing Student Learning and
Professional Development 2019 – 2024*

Accomplishments & Honors



Derouin



Tanabe

■ Derouin Named Director of MSN Program

Congratulations to **Anne Derouin, DNP'10, MSN'00, RN, CPNP, FAANP**, associate professor, who has been named director of the Master of Science in Nursing (MSN) program. She has taught a variety of didactic and clinical courses in the ABSN, MSN and DNP programs. She also holds clinical associate appointments at Duke Community and Family Medicine and at Duke Global Health Institute. In recent years, she has provided primary care services for adolescents through the North Carolina School of Science and Math's school-based health center, the Wellness Center at Southern High School and the Teen Clinic at Holton Community Resource Center in Durham, which are all affiliated with Duke's Department of Community and Family Medicine. Outside of Duke, she also serves as an adolescent clinical expert for the National Association of Pediatric Nurse Practitioners. She is an Advocacy Fellow for the National Assembly of School-based Health Centers and has served as the executive vice-president for the North Carolina School Community Health Alliance.

■ Tanabe Leading Charge to Change Sickle Cell Care in Emergency Departments Across the Country

Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN, associate dean for research affairs, has spent more than 15 years trying to improve care for individuals living with sickle cell disease. Recently, her mission moved the meter on progress significantly when she stood before 711 delegates of the Emergency Nurses Association to present the GA19-09 Resolution entitled "Management of Vaso-Occlusive Episodes in Persons with

Sickle Cell Disease in the Emergency Department." The resolution establishes recommendations for the treatment of sickle cell patients who present to the emergency department in a severe pain crisis. The Emergency Nurses Association approved the resolution and will begin the process of establishing guidelines to be used in emergency departments across the country.

Four Faculty Named Fellows of AAN



Biederman



Bowers



Blood-Siegfried



Stevenson

We are pleased to celebrate the accomplishments of leaders in our community who were recently named Fellows of the American Academy of Nursing (FAAN). The faculty named as Fellows are **Donna Biederman, DrPH, MN, RN**, associate professor; **Midge Bowers, DNP, MSN'90, RN, FNP-BC, CHFN, CHSE, A.A.C.C., FAANP**, associate professor; **Jane Blood-Siegfried, PhD, RN, CPNP**, professor; and **Eleanor Stevenson, PhD, RN**, associate professor. They were selected for contributions to increase access, reduce cost and improve quality through nursing theory, practice and science and were honored at a ceremony during the Academy's annual policy conference in October 2019.

Feinberg Named 2019 University Scholar

Rose Feinberg describes herself as being “endlessly fascinated by the human body.” That fascination, coupled with her unwavering belief that health care is a human right, guided Feinberg to a career in nursing and her enrollment in August as an ABSN student at Duke University School of Nursing.

Feinberg was chosen as the 2019 DUSON University Scholar. The honor includes full tuition benefits. She was selected through a process led by Valerie Howard, associate dean for academic affairs with input from ABSN, MSN, and DNP program directors.

Feinberg says she is thrilled to be taking this next step in her career at Duke, where she can pursue her love of research and translate that into practice. “I felt that a school like Duke—that had such a strong research background, and so many fantastic professors, faculty members doing research—would be a wonderful place to develop my clinical skills and help me identify a path that allowed me to be involved in patient care while also being involved in research.”

Growing up outside Washington, D.C., Feinberg studied public health at the University of Pennsylvania where she developed a fundamental understanding that access to health care should be a human right. She began to notice that how a community treated its most vulnerable, coupled with other social determinants of health, affected health outcomes.

“I knew I wanted to be involved in caring for people and promoting access to care,” she said. “As I developed and built upon this love of public health, I knew that I wanted to go back and earn a graduate degree.”

Feinberg headed south, where she earned a master’s degree in public health in 2014 at the University of North Carolina at Chapel Hill, with a concentration in maternal and child health. For the past five years, she has worked as a public health researcher, focused on Medicaid and CHIP populations, exploring a broad range of vulnerabilities (including families dealing with incarceration, and domestic human trafficking) and how those things affect health status.

The more she worked in public health, the more Feinberg began to realize that she always felt most engaged when she was connecting with people directly, fully understanding that working one-on-one with a patient is very different than doing research.

“It’s very raw and very intimate,” she said about clinical nursing. “It can be challenging, but I think there’s something extremely powerful about sitting with someone in those moments. It’s a place where I feel compelled to work.”

Being chosen as the 2019 scholar is humbling, Feinberg said, adding that she is thrilled with the multi-disciplinary approach to education at DUSON, as it aligns with her own ideas on health care. “I feel that the idea of health is such an inherently



multidisciplinary concept,” she says. “The reality is patients are people who are shaped by so many factors beyond their time in a hospital or a clinic.” Feinberg sees her move to nursing from public health as an organic and logical transition. “For me, public health and nursing are just such natural, complementary disciplines. It’s hard for me to see where one ends and the other begins.”

After Duke, Feinberg hopes to pursue her passion: reproductive and sexual health both in clinic practice and in research. “I’d love to practice in a community health setting,” she said. “Maybe becoming a women’s health nurse practitioner and involved in reproductive health research around health equity. There are so many paths; I’m trying to be open to seeing where it leads me.”



Mark Davis and Diane Holditch-Davis review a research poster of PhD Student, Eunji Cho.

Doubling the Impact of Nursing Research

The Challenge for Investment Aims to Raise \$2 Million for Nursing Research at Duke by 2022

By Aliza Inbari

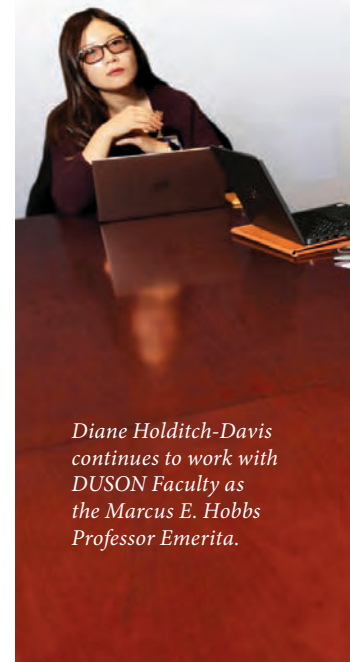
Throughout her more than 30-year career in academic nursing, **Diane L. Holditch-Davis, PhD, BSN'73, FAAN**, saw over and over how PhD students struggle financially.

Although tuition is covered and some students are eligible for federal grants, many students struggle with finding funding to support their research and conduct a pilot work.

"For many students, the expenses needed for the dissertation really come out of their pockets," says Holditch-Davis, Marcus E. Hobbs Professor of Nursing Emerita at Duke University School of Nursing. "It is an extra expense that they weren't really expecting."

Holditch-Davis served for many years as director of doctoral and post-doctoral programs at the University of North Carolina at Chapel Hill School of Nursing and director of the PhD program and associate dean for research affairs at Duke University School of Nursing. For some students, she says, even the costs of conducting relatively inexpensive research, like surveys, are high. "If you're going to survey 500 people and it costs 55 cents for an envelope to mail each survey, it becomes a significant expense for a student."

As more and more academic journals in nursing and other fields become "open access" journals, which allow readers to use them for free, publishers require researchers to pay in order to publish their studies. "For PhD students, this is a major expense, and they might not publish the paper," she says. "Yet research needs to be disseminated to clinicians and other researchers in order to be valuable."



Diane Holditch-Davis continues to work with DUSON Faculty as the Marcus E. Hobbs Professor Emerita.

Accelerating Nursing Research

Recognizing that nursing research is a key driver in delivering quality, effective health care, Marion E. Broome, dean of Duke University School of Nursing, and A. Eugene Washington, Duke University's chancellor for health affairs, have established a new challenge that aims to raise \$2 million for nursing research at Duke by 2022.

Through the **Challenge for Investment: Accelerating Nursing Research**, Broome and Washington hope to accelerate translational nursing research within the School of Nursing. They have set aside \$1 million to match donor contributions. With these matching funds, the challenge allows donors to support start-up, pilot and bridge funding that will ultimately attract additional sustained research support, doubling the value and impact of philanthropic contributions for research in the School of Nursing.

In March 2019, Holditch-Davis and her husband, **Mark C. Davis, BS'73, PhD**, made the inaugural gift to the challenge and established the **Holditch-Davis Family PhD Student Research Fund**, with a \$100,000 gift to benefit PhD students at the School of Nursing.

"We want to make things a little easier for PhD students, so they can finish the program faster and focus on the research that they really want to do, and not necessarily the cheapest research," says Holditch-Davis.

Mark Davis adds: "Getting a PhD degree is a big commitment that requires a lot of work and dedication. We don't want students to worry about logistics like how to find money for their research instead of focusing on their education."

Driving a Submarine

Holditch-Davis came to Duke Women's College in 1969. She enjoyed studying psychology and anthropology, but at the time, she did not think she would be able to make a living from that. She was interested in medicine, but thought that nursing



Improving Hip Fracture Outcomes

The School of Nursing currently conducts over 70 nursing research projects. Nursing research focuses on building the body of knowledge to identify evidence-based practices that will improve chronic diseases management, how patients respond to individualized treatments and their quality of life following acute illness and injury.



A hip fracture is a serious injury, with life-threatening complications. More than 300,000 older adults—those 65 years of age and older—are hospitalized for hip fractures in the U.S. every year. One in four older adults will die within 12 months of suffering a hip fracture. Hospital readmission of these patients nearly doubles their one-year mortality risk.

Michael Cary, PhD, RN, associate professor and his team are using electronic health data and novel machine learning algorithms to predict future outcomes for patients with a hip fracture—including their likelihood of functional recovery, risk for complications, and hospital readmission.

"Results from this research will enable health care providers to intervene early and refer patients for more intensive rehabilitation services so adverse outcomes can be prevented," says Cary, a senior fellow at the Duke Center for the Study of Aging and Human Development.

In his research, Cary uses big data and advanced analytics to better understand risk factors for complications and adverse outcomes, such as functional decline, hospital readmission and mortality among older adults with medically complex conditions treated in post-acute care settings like inpatient rehabilitation and skilled nursing facilities. He also uses big data to measure quality in post-acute care settings and promote performance improvements.

Cary is the first person from the School of Nursing selected to participate in the Duke Clinical and Translational Sciences Institute Research Career Development Award Program. He is studying multiple chronic conditions among hip fracture patients that are treated in inpatient rehabilitation facilities. He seeks to identify subgroups of patients who have a higher risk for readmission and develop targeted interventions, as well as develop evidence-based clinical guidelines specific to these patients, and inform value-based payment for inpatient rehabilitation facilities.

In 2018, Cary received the Duke University School of Nursing's Early Career Scientist Award. This prestigious award is presented to outstanding early career researchers who have made significant contributions to the field of nursing and health care.

As a faculty member in the School of Nursing, Cary mentors the next generation of nursing researchers. He has served as a member of two PhD students' dissertation committees in the areas of aging and minority health research. Currently, he serves as the chair of two Doctor of Nursing Practice (DNP) scholarly projects.

"I realize that the pursuit of doctoral education is difficult and can be discouraging at times, but just like the great mentors and coaches I have been so fortunate to work with, my job is to support them every step of the way," says Cary.

would be a good fit for her, and in her sophomore year, she transferred to the School of Nursing. "I always wanted to help people," she says.

When Holditch-Davis was a freshman, she met Mark Davis, who came to Duke from Colorado to study engineering. Davis received an NROTC (Naval Reserve Officers Training Corps) scholarship from the U.S. Navy, which provided substantial financial support to study at Duke. The couple met at one of the social events for students at her dorm in the Trent Center, and they got married in a small local church across the street from Duke East Campus.

After graduating, Davis served for 12 years on U.S. Navy nuclear powered submarines in California, Washington, Hawaii and Connecticut. Davis was supposed to give back four years of service, but stayed much longer. "Qualifying for nuclear powered submarines requires a considerable amount of engineering experience, and I just loved it," he says.

While Davis was stationed in Connecticut, Holditch-Davis pursued a master's in parent-child nursing and a PhD degree in developmental psychobiology at the University of Connecticut. Her research used observations of parent-child interactions and infant sleep to determine long-term health and developmental outcomes for infants at high risk. She then joined the University of North Carolina at Chapel Hill School of Nursing, where she served for more than 20 years and rose to the rank of Kenan Distinguished Professor of Nursing and director of the doctoral and post-doctoral programs.

Support Group for Writing

Holditch-Davis came to Duke University School of Nursing in 2006 and a year later, she became associate dean for research affairs. Holditch-Davis developed the Office of Research Affairs as a center of support for faculty and helped the school move from 30th to ninth place in National Institutes of Health funding. In addition to more funding, the office provided direct support to faculty members, which encouraged them to pursue academic research in nursing.

"While medical research focuses on developing new treatments for disease, nursing research looks at the psychological consequences of the diseases and the patient experience of care," she says.

In 2016, Holditch-Davis retired from Duke, but she continues to come to campus twice a month to lead a writing group for faculty. The group provides critique and support for writing scholarly papers. "The coin of the realm for faculty is publications, and writing for most people is hard work," she says. "Faculty members find this group helpful in getting their publications out."

Now that she has retired, Holditch has the time to get back to her previous passion for baking. She enjoys baking bread and cookies, which her grandchildren appreciate a lot. "But I don't get much chance to bake cakes, because everybody's watching their weight." ■

Advancing Nursing Education

Duke University School of Nursing has successfully completed the Nursing Leaders Scholarship Challenge, securing an additional \$1 million in scholarship support.

“We have established a scholarship in the School of Nursing in honor of my mother, Cynthia Vanek, who dedicated her 42-year career to the field of nursing. As a Duke alumnus, I know first-hand the substantial impact Duke-trained nurses have on the lives of those in their care. I know that this scholarship will support countless deserving students, who I hope will continue to advance the nursing profession, just as my mother did.”

James, AB'01, and **Kate Vanek**, created the Dr. Cindy Vanek Scholarship in response to the Nursing Leaders Scholarship Challenge.

To learn about ways to give, please contact: Anita Stallings at anita.stallings@duke.edu or Diana Staples at diana.staples@duke.edu in the Office of Development and Alumni Affairs or call 919-684-8862.

To make your gift online, please visit: gifts.duke.edu/nursing

 **Duke University School of Nursing**

Pictured in the photo are Jim Vanek and his mother, Cindy Vanek

1950s

Sylvia Reaves, BSN'56, volunteers in the newborn intensive care and the mother and baby care units at Florida Hospital in Winter Park, Florida. Reaves and her husband, **W. Shelby Reaves, BS'55**, have been happily married for 63 years. They are actively involved with their local Presbyterian Church and enjoy traveling. They have three sons, nine grandchildren and four great-grandchildren.

1960s

Kristen "Kris" Goff, BSN'67, and her husband, David, divide their time between Winchester, Virginia, and Greenville, South Carolina, to be closer to their children and grandchildren. Their oldest daughter lives in Marietta, Georgia, and their son lives in Greenville. Their youngest daughter has recently gotten married in Charleston, South Carolina. Goff enjoys visiting the Museum of the Shenandoah Valley in Winchester and volunteering in the community. Her 50th reunion year in 2017 is still a fond memory, and she enjoys connecting with her classmates.

Betty Futrell-Shepherd, BSN'67, and her husband moved to Charlotte, North Carolina, a year ago to be closer to their sons and their five and eight year old grandsons. Futrell-Shepherd enjoys her retirement and says that "It is great doing what we want to and when we want to do it. Just make sure you have invested your pennies along the way."

Kristina Meservey, BSN'69, attended her 50th Reunion in April and received the 50 year School of Nursing pin. Meservey, along with her fellow classmates, has been inducted into the Half Century Club.

1970s

Lucy Henson, BSN'70, and her husband recently returned from Africa, where they enjoyed seeing so many animals in their native habitat.

Betsy Leach, BSN'70, has retired after more than 40 years of intensive care unit service and moved with her husband, Darrel, to Arizona. Leach served in the Army Nurse

Corps in Long Binh, Vietnam, and in Ft. Campbell, Kentucky, where she met Darrel. They have two children: Katie, an electrical engineer, and Dan, a firefighter and office manager; and five grandchildren.

Judith Heimann, BSN'73, is a compliance officer of the New York Proton Center in New York City.

1917

The year our oldest living alumnus was born.



From left to right: Charlene Connolly Quinn, Joy Goldberg Braun, Nancy Miller Schroll, Kim Kingzett Behm, Priscilla Corey Sweet, Jana Lambert McClure, Candy Johnson Wason, Bea Shepherd Goodman, Jo-Ann McGrath Fleischer

Eleanor “Gordo” Richards, BSN’77, recently celebrated her fifth anniversary as a nurse manager at the Arlington Free Clinic. She continues to row competitively with Alexandria Community Rowing. In 2018, she rowed an eight rower’s boat that won the Masters World Rowing Championship in the women’s age 50 plus category.



education portal for academic professionals, students, adult learners, and clinical educators. Bishop also serves on the American Nurses Association’s Nursing Informatics Scope and Standards of Practice update work group and as Class Chair for her 1975 Reunion. She has trademarked her favorite phrase – “Nursing is the Original Interface.”

Tina Marelli, BSN’75, was awarded the 2019 “Best Book” by Caregiver.com for her book, *A Guide for Caregiving: What’s Next?* Marelli also released the Red Book Hospice Care Planning app to help hospice nurses and other team members to streamline care planning and end-of-life care.

Ann Nichols, BSN’76, received the 100 Distinguished Public Health Nurses in North Carolina Award for 2019. Nichols was also awarded the 2019 National Association of State School Nurse Consultants’ Outstanding Consultant of the Year Award.



Laura Patterson, BSN’74, retired from bedside critical care nursing in January, 2019. She splits her time between Pinehurst, North Carolina, and Meredith, New Hampshire. Her daughter has recently gotten married in Boston, Massachusetts. Patterson remains active with high level performance horses and training, and she owns one young Dutch Warmblood gelding who is already succeeding in dressage competitions at age five. She misses bedside critical care

nursing, but after a cardiac arrest last year and a prolonged fight back to decent health, she decided it was time to retire. Patterson keeps in touch with her Hanes House roommate, **Mary Clayman Helton, BSN’74**, and a Trinity College friend, **Chris North, AB’74**.

Connie Bishop, BSN’75, DNP’12, serves for a second year on the Health Information and Management Systems Society for the Virtual Learning Environment, an informatics

2000



The number of alumni who graduated between **1944 and 1984**.

They represent **30%**

of our Nursing Alumni population.

1980s

Carole Ann Klove, BSN'80, is chief nursing officer and general counsel for Elemeno Health in California. She enjoys helping health care clients to innovate training and staff engagement through a digital technology solution which provides just in time support with microlearning to front line direct care teams at the point of need. Klove lives in the Reno/Tahoe area in Montreux, California, and she is an active member of her local fly fishing club, and volunteers as a spotter for the Golf Channel at the Barracuda Golf Tournament at Montreux Golf and Country Club.

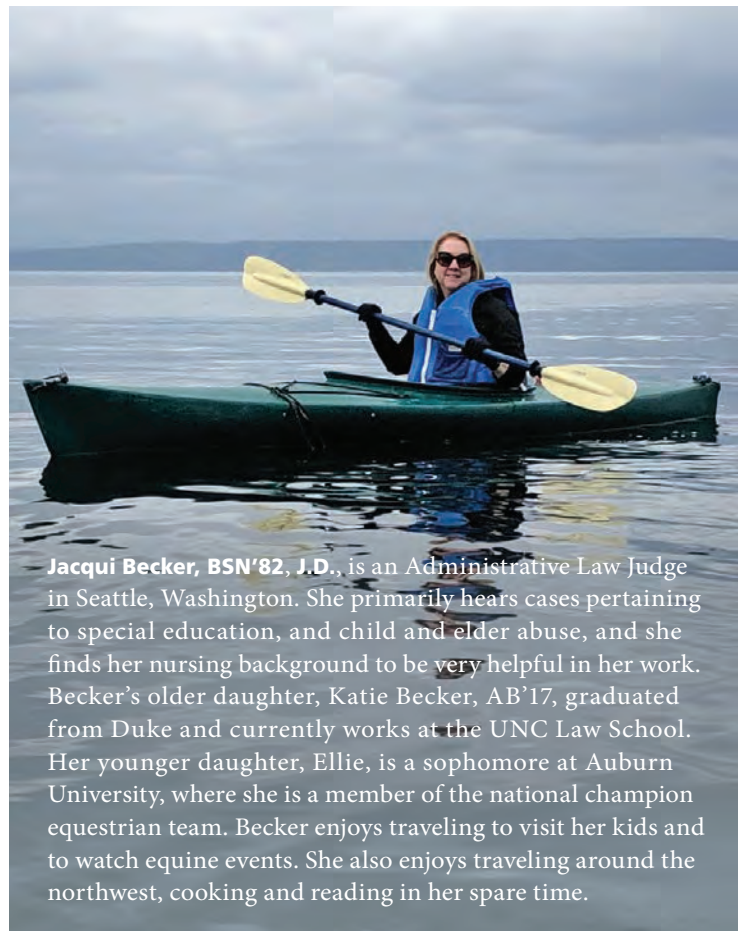


Elizabeth Robison, BSN'80, was recently elected as vice president of finance of the Board of Directors for the International Nursing Association for Clinical Simulation and Learning.

Mary Noonan Sweet, BSN'80, MD, is a physician supervisor and administrator at the second largest state prison in Soledad, California. She lives in Pacific Grove, California, with her husband of 31 years, Dr. Leighton Sweet. They enjoy spending time with their three grown children. Their youngest daughter, Isabel, 23, recently graduated from the University of Portland with a dual degree in Spanish and nursing, and she is considering advanced nursing studies. Sweet and her husband enjoy daily walks along the bayside near their

home and rescuing local sea animals in distress as needed.

Lynne Brophy, BSN'84, works at Ohio State University. In the past year, she published two articles and one book chapter. Brophy bought a 144 year old Victorian house in Columbus, Ohio, and she looks forward to having friends visit. Her son, Ned, is a junior at the University of Cincinnati and major in economics. Her daughter, Erin, is a junior at Marquette University and has chosen a pre-occupational therapy track.



Jacqui Becker, BSN'82, J.D., is an Administrative Law Judge in Seattle, Washington. She primarily hears cases pertaining to special education, and child and elder abuse, and she finds her nursing background to be very helpful in her work. Becker's older daughter, Katie Becker, AB'17, graduated from Duke and currently works at the UNC Law School. Her younger daughter, Ellie, is a sophomore at Auburn University, where she is a member of the national champion equestrian team. Becker enjoys traveling to visit her kids and to watch equine events. She also enjoys traveling around the northwest, cooking and reading in her spare time.



Nancy Short, BSN'86, MBA'91, and her husband, Jim, moved to Jamestown, North Carolina, from Hilton Head Island, South Carolina, after being battered and beaten by Hurricane Matthew in 2016. Short co-edited *Health Policy and Politics: A Nurses Guide 6th Edition*, which was published in 2018. She plans to retire from Duke University School of Nursing in July 2020 and become a sole editor. Short and her husband have three grandchildren: the latest was born in July 2019 and is the first girl.

Susan Dresser, MSN'89, PhD, completed a PhD degree in nursing science at the University of Kansas School of Nursing in 2019. She was inducted into the inaugural class of fellows for the Clinical Nurse Specialist Institute in March, 2019. Dresser also received the 2019 Outstanding Educator of the Year Award from the National Association of Clinical Nurse Specialist. She is married to **Michael Dresser, AB'75 MD'85, PhD'85**, and they have three grown children and one grandchild.

1990s

Jennifer Gentry, MSN'94, Completed a DNP degree from the University of North Carolina at Greensboro.

Michelle Skipper, MSN'96, DNP, was inducted as a fellow in the American Association of Nurse Practitioners in June 2019.

Janice Daniel, MSN'99, has recently opened her own family practice in Strockdael, North Carolina. She also offers home visits for patients who wish to stay home. For the past 20 years, Daniel has worked as a nurse practitioner in different areas, such as pediatrics, family practice, college health, occupational health and urgent care.

Karen Brown-Jones, MSN'99, works at a primary care office, which focuses on diabetes, pulmonary hypertension and weight management in Raleigh, North Carolina.

Melinda Matthews, MSN'99, DNP, completed a DNP degree in 2015 and joined the College of Nursing at East Carolina University in 2018. Matthews enjoys this new phase of her career.



2000s

Michelle Anderson, MSN'01, was recently inducted as a fellow into the American Association of Nurse Practitioners.

Victoria Poillucci, MSN'06, has been working as a nurse practitioner at Duke for over 11 years. Last fall, she started the DNP degree program at the Duke University School of Nursing. She was named one of Wake County's top 20 Health Care Hero's by the Triangle



Business Journal in 2018. Poillucci completed a master's degree in adult education for health care professionals from North Carolina State University in 2017, and has been designated as a clinical faculty associate at the School of Nursing.

Lester Manalo, BSN'09, returned to the U.S. with his family in the summer of 2018, and he lives in Exeter, New Hampshire. Manalo is a nurse practitioner at the University of New Hampshire Health and Wellness Clinic, where he provides care to the students and faculty. In fall 2019, he started a post-master's certificate program in psychiatric and mental health. His eldest son finished kindergarten and entered first grade in fall 2019, and his youngest son is in day-care.

Susan

The most common name among alumni (650),

Carol

coming in a close second!

2010s

Ashley Doughty Harless, BSN'11, married Brett Alexander Harless on August 18, 2018, at Duke University Chapel with a reception that followed at the Doris Duke Center at Duke Gardens. They live in Southern Pines, North Carolina, where Ashley is an orthopedic and surgical registered nurse at FirstHealth of the Carolinas.



Carlie Felion, MSN'13, has stayed involved with Duke over the years as a volunteer alumni interviewer for high school students who have applied to Duke. After a few years, she realized how much she missed the experience of attending graduate school at Duke and has returned to complete a post-masters certificate in the Psychiatric Mental Health Nurse Practitioner program. Felion will graduate in May 2020 and will continue to care for vulnerable and underserved populations in the greater Phoenix, Arizona metropolitan area.

Mary Johnson, BSN'12, DNP'15, was awarded the New Professional of the Year award from the American College Health Association.

Kelly Thompson-Brazill, MSN'16, was appointed director of the Adult-Gerontology Acute Care Nurse Practitioner Program at Georgetown University School of Nursing and Health Studies in January 2019. She published the article, "Pain control in the cardiothoracic surgery patient," in *Critical Care Nursing Clinics*, September 2019.

Marlena Brokob, BSN'17, completed nurse residency program with a project on workplace incivility and bullying and was promoted to clinical nurse II. She started precepting new graduate nurses this summer. In fall 2019, Brokob started the MSN degree program at Duke University School of Nursing, majoring in nursing and health care leadership.

Terrye Moore-Harper, DNP'17, was recently promoted to the chair of the MSN program at Touro University California. She is also the first author of a manuscript that she writes with two colleagues from Touro University California. The target audience for the article is the nurse practitioner and it focuses on getting the Diabetes Prevention Program to the nurse provider.

Stephanie Hisgen, DNP'17, was named the east region director of nursing practice and professional development for Prospect Medical Holdings. She partners with 10 hospitals on the East Coast to develop, implement, measure and monitor programs that reduce registered nurse turnover, increase recruitment and improve both quality of care for patients and nurses within the hospital setting.

Vincent Guilamo-Ramos, MSN'17, PhD, has been appointed by the National Academies of Sciences, Engineering, and Medicine to an ad hoc committee on prevention and control of sexually transmitted infections in the United States. The 17-member committee of experts in the field was convened at the request of the U.S. Centers for Disease Control and Prevention to study and provide direction for future public health programs, policy, and research in sexually transmitted infections prevention and control. Guilamo-Ramos is a professor and director of the Center for Latino Adolescent and Family Health at New York University (NYU) and also serves as NYU's associate vice provost for mentoring and outreach programs.

Ian Ryan, BSN'17, and **Ensign Robert "Bobby" Bradford, BSN'17**, are currently deployed on the U.S. Navy hospital ship, USNS COMFORT, on a six-month mission to provide medical support to allied countries in Central and South America as well as the Caribbean.

Kelley Elahi, BSN'18, received the 2019 Outstanding Recent Alumni Award from the University of Michigan College of Engineering for her work in biomedical engineering, nursing, and global health.



Warren Stewart, DNP'17, was recently promoted to Colonel in the United States Army, and he is currently serving as a National Security Fellow at the Harvard Kennedy School's Belfer Center for Science and International Affairs.

La Monica Hunter, DNP'18, is a certified pediatric nurse practitioner with Children's Supportive Care Team at UNC Palliative Care Program. Prior to joining the team, Hunter provided primary care pediatric services for children ranging from newborns to young adults. She also served as a clinical instructor and preceptor for undergraduate and graduate nursing students.



Jessica McCumber, BSN'18, has started work at the Center for Congenital Diaphragmatic Hernias at Johns Hopkins All Children's Hospital.

Elissa Starheim, BSN'18, has recently joined the team at the University of Virginia's Urology Clinic.

Marilyn Lombardi 1958-2019



DUSON said goodbye to a good friend and colleague **Marilyn Lombardi, PhD**, Associate Professor in July.

Marilyn accomplished much in her professional life. Her career focused on building partnerships across disciplinary and institutional divides to transform teaching and learning through technology and to support 21st century discovery. She joined DUSON in May 2010, as Associate Professor and Director of Academic and Strategic Technology. In this capacity, Marilyn contributed immensely towards strategic exploration of academic technologies and the increasing role they play in nursing education as pedagogical tools, analytic/decision-support tools, and subjects of strategic inquiry and scholarship.

She was the founding leader and director of the Center of Nursing Collaboration, Entrepreneurship, and Technology (CONCEPT) that provided pilot funding for strategic innovations in the use of technology. She was a pioneer in online learning who, along with Dr. Bob Barnes, director of business development at the Pratt School of Engineering and instructor in the biomedical engineering department at Duke, she offered an online course titled Healthcare Innovation and Entrepreneurship to more than 7,000 students via Coursera in Fall 2012.

Marilyn's approach to scholarship was collaborative and led to her multiple appointments while at Duke before DUSON: Senior Strategist, Office of Information Technology and Senior Research Scholar, Information Science + Information Studies Program (2005-2007); Research Fellow, John Hope Franklin Humanities Institute Annual Seminar (2006-2007); and Director, Renaissance Computing Institute (2007-2010).

Prior to Duke, Dr. Lombardi also wrote books and monographs and was an entrepreneur. She co-founded a venture-capitalized software development company in the Research Triangle, NC ("ViOS, Inc), that produced a forward-looking 3D immersive ecosystem for visualizing knowledge architectures, accessing web-based resources, and enabling online collaboration.

Everyone at DUSON will miss her wonderful personality, contagious smile and positive attitude toward this School, Duke University and everyone who had the pleasure to know her.

1940s

Joan Nix Drew, RN'45
 Martha Bishop Garrick, RN'47, BSN'47
 Dorothy Giles Stevenson, RN'47
 Doris Eileen Blaylock, RN'47
 Evelyn D. Morgan, BSN'47, MSN'72
 Louise W. Dennis, BSN'48

1950s

Ann Fuller Johnson, RN'53
 Laura Morrison Trivette, RN'54
 Robin Graham Wellman, BSN'57
 Frances Olsen Hildebrandt, BSN'59

1960s

Deborah Means Parker, BSN'64
 Robin Graham Wellman, BSN'67

1970s

Bonnelyn Page Lorenzen, MSN'71
 Deborah Ford, BSN'74
 Edna Virginia Daniels Baker, RN'53, BSN'76
 Mary L. Botter, BSN'76
 Nancy Richmond Bennett, BSN'79

1990s

Suzanne Gail Avery, MSN'91
 Darla Denise Phillips, MSN'94

Including Ultrasound in Anesthesia

DUSON Nurse Anesthesia students Alex Arno (near) and Stephan Bodnar (far) are practicing performing an ultrasound-guided right supraclavicular block on a standardized patient as part of their regional anesthesia training.

Since coming to Duke, Assistant Professor **Christian R. Falyar, DNAP, CRNA**, has expanded the Nurse Anesthesia Program's curriculum to include more than 50 hours of supervised ultrasound training during

students' first three semesters. In addition to peripheral nerve blocks, students receive training on ultrasound-guided vascular access, neuraxial imaging and point-of-care examinations (airway, cardiac, gastric, pulmonary assessments).

The Nurse Anesthesia Program also holds weekly open ultrasound labs where students can practice and review specific techniques prior to clinical rotations.



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Reunite, Reminisce, Reconnect

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Calendars
Now!



2020
Reunion
is April 16–17

