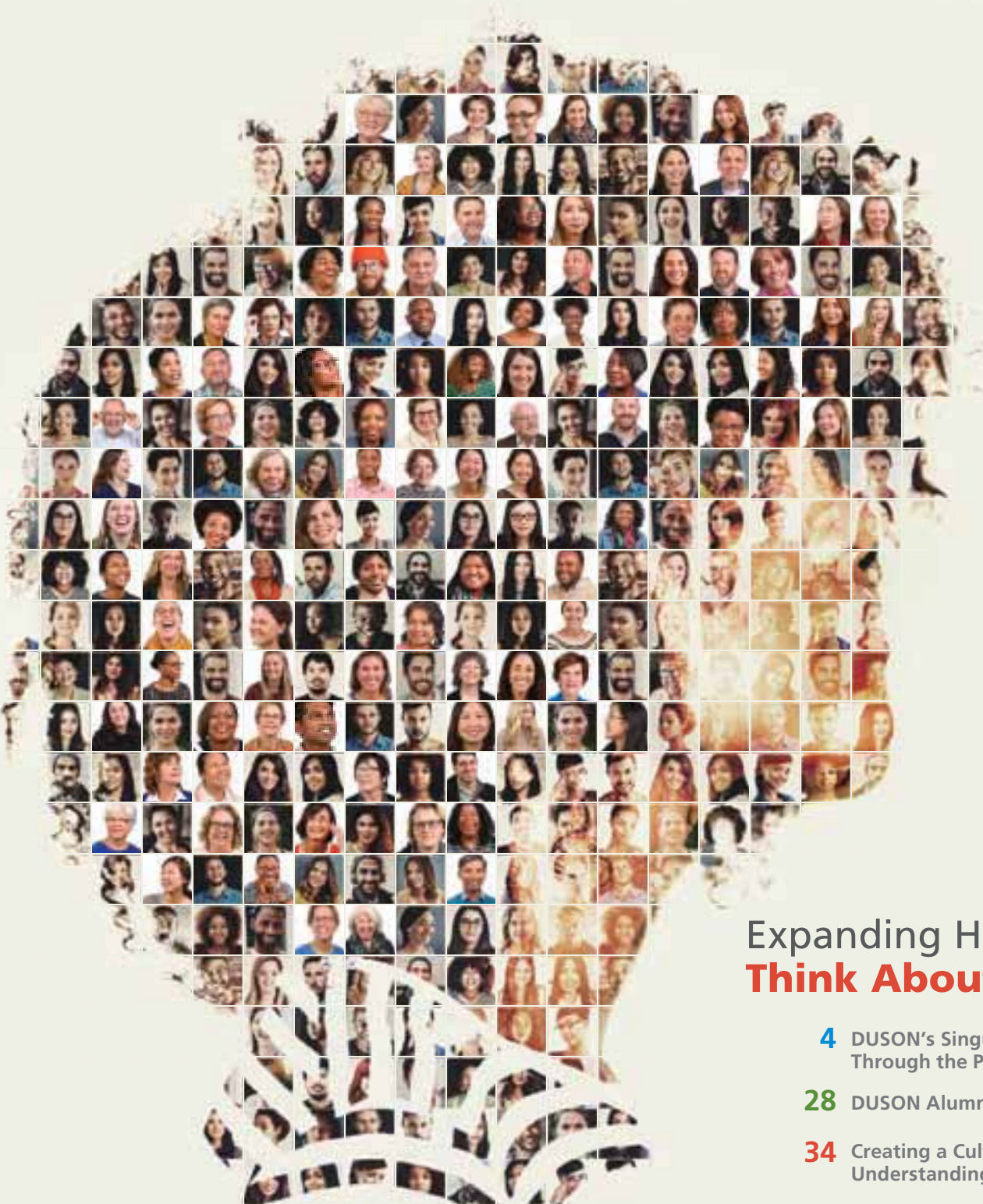




Duke Nursing

Advancing Nursing Education, Research and Clinical Practice



Expanding How We **Think About Diversity**

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28
DUSON Alumni
Leading Change



34
Creating a Culture
of Inclusivity,
Understanding
and Support



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DUSON's Singular Vision
Through the Perspective of Many

Who Was That on the Cover?

We want to belatedly thank our student cover model from the last issue of Duke Nursing Magazine. We are very thankful to Mumtahena Hannan, ABSN '18, for her patience with us as she stood absolutely motionless for countless photos in the summer heat as our "walkers" walked. Thanks Mumta for helping make Duke Nursing Magazine the outstanding publication that it is.



ALSO IN THIS ISSUE

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July 1, 2018 – June 30, 2019

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Diversity and Inclusion is Crucial for the Success of Nursing Today, and in the Future

I hope you had a wonderful holiday season and that 2019 will be personally and professionally fulfilling, filled with moments of peace and joy.

In this issue of *Duke Nursing Magazine*, we share our perspectives about why diversity and inclusion are crucial to the success of our students and faculty as well as our profession. We also provide a glimpse into some of the strategies and approaches we are taking to help create an environment that fosters respect and understanding at all levels of the organization and at the same time, supports innovation, exploration and self-development.

Professionally, we know that patients and their families appreciate and respond to health care providers with whom they can relate and effectively communicate. Trust between patients and providers can either enhance or undermine the health care process, as well as how patients engage in their recovery. Having a diverse and interpersonally-sensitive workforce helps to ensure that the connections between patients and health care providers are as strong as possible to support the most positive outcomes for patients.

We also know that as organizational leaders heterogeneous work groups and teams make better decisions and are ultimately more effective. As our world continues to diversify, we have a responsibility to educate the next generation of nurses to not only navigate, but thrive and lead in this dynamic environment. The experiences and insights they receive from us will help shape their ability to meet the health care needs of diverse patient populations for decades to come.

Here at Duke, we have done much that we are proud of. But we also have much to do on our journey towards meeting our commitment to create a diverse and inclusive community of leaders and scholars in health care. I hope that some of our experiences might spark meaningful conversation and reflection for you and those around you.

Have a wonderful 2019!

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

Duke Health Board of Visitors Chair Carol G. Deane, P'11, helps birth a simulated baby at the *Innovation & Discovery Symposium*, hosted by Duke Health Development and Alumni Affairs. Duke alumni and donors spent the morning exploring the transformative programs at Duke that are changing the future of health care.

Assisting with the delivery are (L-R) Jacquelyn McMillian-Bohler, assistant professor; DNP-Nurse Anesthesia Program student Corie Svoda; Carol G. Deane; Virginia "Chris" Muckler, associate professor; Ginny Lang, BSN'67; and Remi Hueckel, assistant professor.

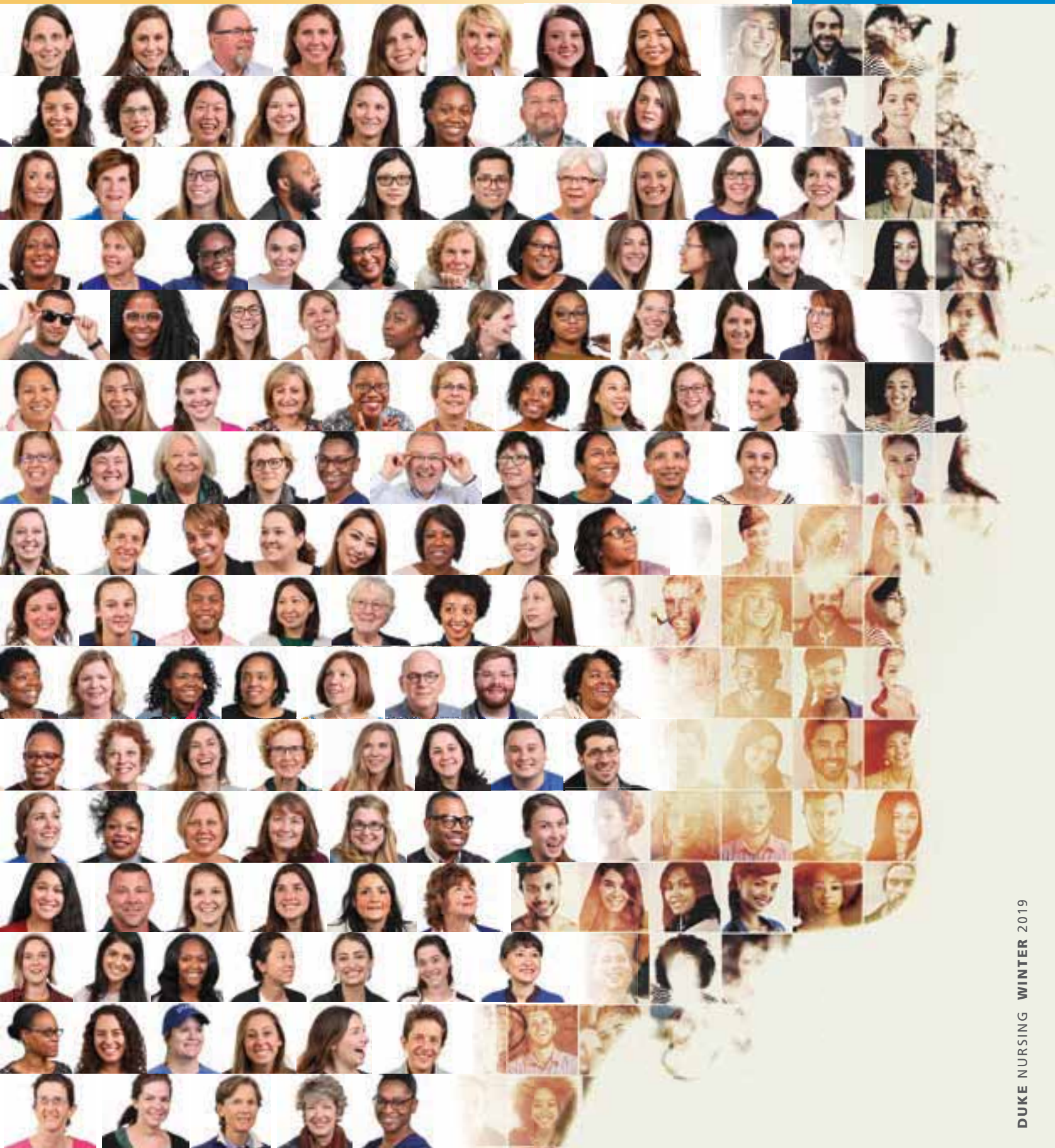
“Congratulations, It’s A Sim Baby!”



DUSON's Singular Vision

Through the
**Perspectives
of Many**





Being a nurse means embracing certain **core human values:**


Care, dignity, trust, kindness, respect, compassion, empathy; but one can't uphold these values without a sense of understanding. The often quoted Stephen Covey (2014) expression "We first seek to understand before we seek to be understood," captures the essence of the diversity and inclusiveness efforts at Duke University School of Nursing, says **Marion E. Broome, PhD, RN, FAAN**, dean and Ruby Wilson Professor of Nursing, DUSON; vice chancellor for nursing affairs and associate vice president for academic affairs for nursing, Duke University Health System.

Fostering a truly diverse and inclusive environment requires moving beyond conventional ideas of diversity for

certain groups, Broome says. True diversity and inclusion means working to break down those outdated definitions and challenging one's understanding of them.

"The important thing is to get beyond the numbers," Broome says. "It's not just about race or gender or sexual orientation. All those are important, but it's the diversity of thought that people bring. It's the diversity of experience, and the diversity of perspective that makes everyone a better person. I think that is really the important point."

Studies have shown that diverse groups perform better than homogenous groups, Broome says. Teams that have different perspectives and opinions, even ones that clash or cause discomfort, ultimately make better fact-based



"It's the professional nurse's responsibility not to make a judgment, but to demonstrate humility and sensitivity..."

decisions. At DUSON, diversity and inclusiveness are core values that have been the center of a concerted effort to create an environment that reflects those ideas and helps allow everyone to thrive no matter who they are.

In addition to underrepresented minority groups, DUSON encourages diversity in many forms: diversity of lifestyles and beliefs, thoughts and ideas, educational innovation, personal and cultural backgrounds, professional experiences and global perspectives.



Support and Encouragement

DUSON has created a network of support and encouragement through staffing and programs, such as the Health Equity Academy (HEA), under the leadership of **Brigit Carter, PhD, MSN, RN, CCRN**, associate professor, which supports underrepresented minorities through scholarships and with social and academic mentoring. Working to ensure diverse students exist on campus is the first step, but making them feel part of DUSON, knowing they belong and have something to contribute, is the real work. It's really about inclusion.

"A passion of mine is to help men in nursing feel more comfortable in settings that are predominantly female and white," says **Michael Cary, PhD, RN**, associate professor of nursing, who has served on the Accelerated Bachelor of Science in Nursing (ABSN) and HEA admissions committees. "A setting such as Duke can be very intimidating and elite. We have regular conversations about how to interact with people from different backgrounds and how that can be uncomfortable."

Cary believes the sense of inclusivity on campus is growing because of the steps DUSON has taken to better educate students, faculty and staff on the importance of diversity and inclusiveness. He cites the HEA along with holistic application admissions — which take into account factors like leadership potential and life experience in addition to academic performance — as having a big impact on the variety of students coming to DUSON. "I don't think it's any one thing. It's this wave of events and activities that help solidify its importance."



Cary

Diversity of Thought

Part of understanding one another is being open to differences of opinion and perspective – and every diverse group will inevitably experience disagreement. Thoughts and ideas are formed from

shared experiences and first semester ABSN students know this first hand. Students are presented with challenging classroom or clinical situations — where, for example, a patient may refuse their service because of their ethnicity or the provider might feel uncomfortable with a patient’s gender identity — but then given a supportive environment to talk about

issues that arise, says **Jacquelyn McMillian-Bohler, PhD, CNM, CNE**, assistant professor and HEA mentor.

“We have a responsibility to listen and help them work through those situations and recognize that none of us are perfect,” she says. “There are going to be people who challenge you in a way that’s uncomfortable and being able to acknowledge it and say, ‘You know what? I know this is bias I’m walking into and I’m going to make a conscious effort to not be judgmental.’”

Before students even arrive on campus, DUSON sets the tone as a School that values diversity, McMillian-Bohler says, noting that it starts with an admission process that asks about background and experiences as a way to promote meaningful reflection. Once on campus, there are student groups focused on multiculturalism, LGBTQ

issues and gender-identity, among others diversity topics.

Preparing faculty to teach a diverse student population is also a priority at DUSON. The Teaching for Equity program is an interdisciplinary year-long fellowship that offers workshops around race and identity, and how to create a culture of inclusiveness that helps improve communication and learning.

“It is ever-present in everything we do,” McMillian-Bohler says. “In terms of hiring, there’s been an effort to be thoughtful about the process and recognize the need to meet the position’s criteria, but to also think about creating a diverse culture for the students because we know if we have a health care force that looks like the patients we serve, then we have better outcomes. The same thing applies to our students.”

“We’ve done a lot over the past four years,” Broome says, citing the School’s strategic plan, diversity-focused programming, and the Dean’s Diversity Conversations — periodic meetings that are open to anyone to talk about issues or concerns on diversity, intolerance or discrimination.

“I would argue we’ve done the easy things. It’s embracing the diversity of thought that can really get you where you want to go. In an academic organization, that’s what makes us so strong — our diversity of experience, education and, frankly, passion. But sometimes when people are very passionate about a subject, they focus on it to the extent that they might not know a lot about other things.” With close to 90 faculty there can be disagreement and different opinions



about what ‘makes’ a professional nurse, Broome says. It comes down to having respect and understanding and being willing to talk about and embrace differences to create the best learning environment for all students.

A diverse nursing faculty will also impact interdisciplinary interactions at Duke, spreading those values beyond DUSON, McMillian-Bohler says. Students should be prepared to go out into the world of nursing with the values of diversity and inclusivity following them to their clinics and practices. “We first must understand what the patient’s idea of health and wellness is, and recognize that we don’t define it — that’s patient-centered and patient-driven,” she says. “If we don’t first understand what’s desired by that patient for an outcome, then no matter what we suggest, it’s just not going to happen.”

“We know that if we have a health care force that looks like the patients we serve, then we have better outcomes.”



McMillian-Bohler



“The important thing is to get beyond the numbers...it’s the diversity of thought... of experience, and...of perspective that makes everyone a better person.”



Educational Innovation

Helping faculty be especially aware is an important tool in creating a successfully inclusive culture. The main goal of DUSON’s Institute of Educational Excellence (IEE) is preparing faculty to help transform nursing education and continue improving it, says **Beth Phillips, PhD, RN, CNE**, associate professor and interim director of the IEE.

Tailoring education to be mindful of students with different perspectives and backgrounds is one way to help them reach their potential. Through teaching methods such as simulations, case studies and workshops, faculty can incorporate examples such as same-sex couples, racial or ethnic patients, or even transgender patients in their lessons, Phillips says. “We’ll discuss various biases that health professionals might have, or the team and patients may have,” Phillips says. “We’re not afraid to go there.”

Indeed, one of the more recent movements in diversifying teaching is the inclusion of the transgender population. Something as simple as asking patients their preferred pronoun can be awkward for some students, but critical to some patients. “It may seem uncomfortable at first, but for some people, it is very freeing to them to have a health care professional not say, ‘What are you?’” Phillips says.

In addition to biases based around race, ethnicity and gender identity, there are other biases, such as those toward the poor, the uneducated or the morbidly obese. Phillips says using simulation mannequins of different body weights is another way to teach about diversity.

Students are also taught that patients can come in wearing clothing or jewelry that is spiritually or religiously significant to them and it’s important not to dismiss or disrespect those choices. On the contrary, caregivers should try to find something in common with their patients. Broome agrees that finding a point of commonality can be helpful for the patient as well.

“People who are vulnerable, whether it’s due to illness or social determinants of health, in their interaction with a health care provider, want that provider to look like them because they think and feel that what they say will be valued and they’ll be believed,” Broome says.



Phillips



Diversity of Personal and Cultural Background

The world's constantly changing demographics means nurses will inevitably see many types of patients. So beyond the scientific and technical skills the profession demands, nurses need to also hone even more delicate interpersonal skills. Often, assumptions are made about patients based on appearance, where they live or their socio-economic status. These assumptions however can lead providers down a wrong path, resulting in poor health outcomes for patients.



Anne Derouin, DNP '10, MSN '00, APRN, CPNP, FAANP, associate professor and lead faculty for DUSON's Pediatric Primary Care Nurse Practitioner major, says making assumptions can be a real problem, especially with adolescent patients. "We often think at least one parent is paying attention to

Derouin this teenager, but in fact, sometimes it's really not the case, especially if there are social determinants of health working against them." Children maybe are being raised by grandparents, living alone on the streets, victims of trafficking or are undocumented. It's the provider's job to ask the right questions, so that the truth can be revealed, even if it is little by little.

A provider should be asking questions not just about the patient's physical status, but questions such as: how did they travel to the appointment, what do their guardians do for a living, what's their typical meal, what do they do for fun? "Think of the patient coming to you with a backpack," Derouin says. "You're asking them to open their backpack and take a glimpse of what is inside to help inform you when you're making a plan for care."

"We know there's diversity among genders and we know there's diversity among races," Derouin says. "We often stop there. I see diversity in body types, in preferences, in spiritual beliefs, and cultural practices." Even children within the same family can have diverse characteristics or beliefs that can inform their health care needs.

In addition to urging her students to be personally and professionally sensitive to differences, Derouin encourages them to look for a professional home that shares these values. "No one works in a silo anymore," she says. "We work as a team and you have to look for team members who can help you with asking these important questions." It's important that everyone on the care team is collecting information. "I want to make sure that I'm not the only person looking into the backpack."

Derouin says the result of taking the time to really understand the patient is that the patient feels seen and heard and included in their own health decisions.

Diversity of Professional Experience

Diversity also includes being mindful of different responsibilities nurses may have on the job. There are times when diverse professional experiences can create a huge and unexpected opportunity for better understanding. Associate Dean of Finance and Administration **David Bowersox, MBA** teaches an advanced health care finance course to about 100 distance-based Master's and Doctor of Nursing Practice students each year. He's been amazed at how some of the students' responses to questions differ based on what types of positions they hold.

"I had one student who was a senior leader at a big-city hospital," he says, recalling a discussion related to procurement of supplies. The student at the large hospital proceeded to outline the challenging bureaucratic process, involving meetings with the procurement and the budget offices, as well as other staff members. In contrast, another student worked at a clinic in the Arctic Circle. "She's the only one there," Bowersox says. "There is no procurement office; she had to figure it out herself." The "how" for this nurse, included the physical challenges of getting supplies to remote areas, where transportation could involve travel by road, air or even sled.



Bowersox

The stark contrast in perspectives shared by these nurses sparked much discussion, Bowersox says, and challenged students' assumptions about what various jobs entail. The online nature of DUSON's courses allows students from all over the world to share diverse professional experiences, expanding their knowledge and deepening their understanding.



The Global Lens

Going abroad, or interacting with someone from another country, can be an impactful learning experience.

Broome says she herself was able to practice abroad later in her career, and the experience was profound. “You learn how much we get right in our country, and you learn how much we get wrong.”

DUSON’s Office of Global and Community Health Initiatives helps students go out into

the world and visiting scholars coming to DUSON’s campus. Both experiences provide the opportunity to see diversity through a global lens.

Each year, between 70 and 90 students at DUSON have a two-week global clinical immersion experience, says **Michael Relf, PhD, RN, ACNS-BC, AACRN, CNE, FAAN**, associate dean for Global and Community Affairs.

Relf says diversity from a global perspective is not only understanding global health issues, but understanding social justice issues and bringing that information back to the U.S. Relf however, warns about

making presumptions. “Unfortunately, many times we have ethnocentric views that we know how to fix all the problems,” he says, noting that other parts of the world have much better childhood immunization rates and better health outcomes at less cost. For example, the childhood vaccination rate in Barbados is 97 percent, compared to mid- to low-80s in the U.S.

But even if students cannot travel abroad themselves, exposure to visiting scholars at DUSON allows them the chance to gain global perspectives. “We bring nurse scholars from around the world, at all stages of their academic journeys, to be members of our community,” Relf says. Our domestic students learn by going to scholarly presentations about international research or projects and never leave campus.

“You don’t have to leave the U.S. to be global citizens,” Relf says. “You can go a few hundred feet to Duke Hospital where people are speaking multiple languages, who practice different religions and who have different orientation and gender identities. It’s the professional nurse’s responsibility not to make a judgment, but to demonstrate humility and sensitivity to work with that person, that family, that community.”

Broome recalls a recent discussion with a group of PhD students when they asked her why full professors were not more diverse. “I’m not making excuses here,” she responded. “But when I earned my PhD in the mid-1980s, all of us were white....that’s just the way it was. Thirty years later, just look at the incredible diversity of this class.” I told them that years from now, when they themselves are full professors, the conversation they would be having with their PhD students would surely be different.

Until then, DUSON will continue to have the difficult conversations, working towards a place of equity for all. “I ask on a regular basis if people feel happy here,” Broome says. Duke is well known for its welcoming hospitality, she says, but she wants to know if that feeling sticks. “If you’re in a climate where you feel valued and supported, then you will be productive and you’ll be successful.” If students, faculty and staff find their niche for success, the School will shine.

“I think valuing diversity as an organization is what makes us do what we do, and what we do makes us one of the leading nursing schools in the country.” ■



Relf



New Faculty Appointments



Howard

Valerie M. Howard EdD, MSN, RN, CNE, FAAN, is associate dean of academic affairs. She has more than 21 years of experience in higher education, with the past eleven years dedicated to researching, developing, implementing and evaluating innovative teaching methods and leadership and team building experiences across the curriculum. Prior to coming to DUSON, she served as Dean at Robert Morris University's (RMU) School of Nursing and Health Sciences (SNHS) in Pittsburgh, PA, where she was also the University Professor of Nursing. Her accomplishments as Dean included improved certification exam pass rates, increased enrollment, execution of contracts with health care organizations to support clinical education of nurses, successful accreditation efforts for nursing and health sciences programs, improved marketing efforts and the development of innovative and collaborative majors. Prior to her position as Dean, she served RMU in various leadership roles including Director of Development and Assistant Dean for External Affairs, Academic Department Head and Academic Integrity Council Chair.



Convoy

Sean P. Convoy, DNP, PMHNP-BC, is an assistant professor. He comes to Duke from Virginia Commonwealth University (VCU), where he led faculty for its Psychiatric-Mental Health Nurse Practitioner Program and was instrumental in its dramatic improvement in first-time board certification pass rates and the transition to a hybrid delivered program. Prior to his time at VCU, he served 22 years in the U.S. Navy, where he was an advanced practice psychiatric-mental health nurse in both traditional and austere environments around the world. He completed three deployments in support of Operation Enduring and Iraqi Freedom where he distinguished himself. He also advanced the scope of APRN nursing practice in the military. He served as both the Navy's interim psychiatric-mental health nursing subspecialty advisor to the Navy surgeon general and program director and chair at the Uniformed Services University of the Health Sciences, Daniel K. Inouye Graduate School of Nursing's Psychiatric Nurse Practitioner Program. He holds a BA in Psychology from Elon College, received his BSN from Norfolk State University, an MSN and Post Master's certificate from the University of Virginia, and a DNP from Rush University. He is considered an authority in operational psychiatry, mental illness prevention, cognitive therapy and caregiver stress, and has delivered podium presentations at numerous national, regional and virtual conferences and has published in peer reviewed journals in these fields.



Knisely

Mitchell Knisely, PhD, RN-BC, ACNS-BC, is an assistant professor. He comes to Duke from the University of Pittsburgh School of Nursing, where he completed a postdoctoral fellowship. His program of research seeks to identify and understand the relationships among pain and associated symptoms, self-management behaviors, and omics factors in patients with inflammatory bowel disease and other chronic conditions. He has published and presented widely in these areas. In the clinical arena, he has led or contributed to initiatives to improve pain management in acute and outpatient care settings. He earned his BSN from Purdue University, MSN and PhD from Indiana University, and trained at the National Institutes of Health National Institute of Nursing Research's 2015 Summer Genetics Institute. He is also board certified as an adult health clinical nurse specialist and in Pain Management Nursing.

Tolulope "Tolu" Oyesanya, PhD, RN, is an assistant professor. She comes to Duke from the Nell Hodgson Woodruff School of Nursing at Emory University, where she was an instructor. She completed a post-doctoral fellowship in brain injury research at Shepherd Center in Atlanta. Her research focuses on care of patients with traumatic brain



Oyesanya



Falyar



Tola



Cadavero

injury (TBI) in acute and post-acute treatment settings, as well as support of family caregivers of patients with TBI. Her current research focuses on transitional care for patients with TBI discharged directly home from acute care without rehabilitation services, with an emphasis on improving post-discharge self-and family-management of care and patient independence and participation. She received her BSN, MSN and PhD from the University of Wisconsin-Madison.

Christian Falyar, DNAP, CRNA, is an assistant professor. He comes to Duke from the Department of Nurse Anesthesia at the University of Iowa and Middle Tennessee School of Anesthesia's Acute Pain Fellowship, where he held an adjunct faculty appointment. He also was an experienced staff anesthetist at Great River Health Systems, a regional medical center serving a community of approximately 100,000 from southeast Iowa. Before moving to Iowa, he was an assistant professor at Virginia Commonwealth University (VCU), where he coordinated the regional anesthesia program from 2013-2015. He also served as affiliate faculty and on-site student clinical coordinator at VCU and Georgetown University. He retired from the Air National Guard after 21 years of service and attaining the rank of Lieutenant Colonel. In his final five years of his military career, he served as the chief nurse of the

192nd Fighter Wing, and was the senior ranking nurse. He received his ASN from Shenandoah University, BSN from West Virginia University, completed the VCU Nurse Anesthesia Program, and received his Doctorate in Nurse Anesthesia from VCU. He received a post-doctoral fellowship award from the American Association of Nurse Anesthetists (AANA) Foundation for his research evaluating the effects of general anesthesia on regional blood flow to the brachial artery in the cubital fossa. He lectures extensively on ultrasound-related anesthesia topics and has coordinated the open ultrasound-scanning lab at the AANA annual congress. He has been published in many leading nurse anesthesia focused peer-reviewed journals. In 2011, he created VAULT (www.vaultultrasound.com), a forum where CRNAs can discuss and network about the latest trends in ultrasound-guided anesthesia procedures.

Denise Tola, DNP, CRNA, is an assistant professor. She comes to Duke from Georgetown University, where she was the clinical director for the Nurse Anesthesia Program. She has been a practicing CRNA for more than 25 years. She began her professional nursing career as a burn/trauma nurse, and her CRNA

experience spans four states in Level 1 trauma centers, university hospitals, community hospitals and surgery centers. At Georgetown, she taught and coordinated courses through the CRNA program. She is a member of Sigma Theta Tau International, the American Association of Nurse Anesthetists, Virginia Association of Nurse Anesthetists, and serves as a reviewer of case studies for publication in the International Student Journal of Nurse Anesthesia.

Allen Cadavero, PhD, RN, CCRN, is an assistant professor. Prior to joining Duke faculty, he worked as a clinical instructor in our ABSN Program, and he worked as a cardiothoracic critical care nurse in the Duke Heart Center. He brings more than 20 years of clinical experience in critical care, medical-surgical nursing, perioperative nursing, home health, and wound management. He previously was on faculty at Alamance Community College where he taught adult health concepts including medical-surgical nursing, critical care, and fundamentals and was a National League of Nursing Ambassador and a certified nurse educator. He received his BSN from the University of North Carolina at Greensboro, MSN in Nursing Education from Duke University School of Nursing, and a PhD in Nursing Education from Villanova University.

Recent Grant Awards

National Institutes of Health / R21

"Exploring Reactions to Health Warnings on Waterpipe Tobacco Ads"

PI Isaac Lipkus

\$420,830 (July 1, 2018 – October 31, 2019)

National Institutes of Health / UG3

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

PI Paula Tanabe

\$431,577 (September 7, 2018 – August 31, 2019)

Kate B. Reynolds Foundation

"Improving Access to Care of Homeless Individuals"

PI Donna Biederman

\$389,903 (June 1, 2018 – May 31, 2021)

The Rita and Alex Hillman Foundation

"The Cutting E.D.G.E. (Empowering Dads to Guide and Educate): A nurse driven mobile application to promote father-son sexual health communication and healthy sexual behaviors among Black male adolescents in the United States South"

PI Schenita Randolph

\$50,000 (October 1, 2018 – September 30, 2019)

University of Wisconsin / National Institutes of Health / R01 Subcontract

"Using Partners to Enhance Long-term Weight Loss"

PI Ryan Shaw

\$109,133 (July 20, 2018 – April 30, 2023)

Duke Clinical & Translational Science Institute (CTSI), Population Health Improvement

"Achieving Health Hand in Hand (AHHH): Promoting Community Resilience Across Sectors in Durham, NC"

PIs Anne Derouin and Rosa Gonzalez-Guarda

\$25,000 (July 1, 2018 – June 30, 2019)

Promotions and Transitions



Cary



Dungan



Muckler



Steinberg



Titch

Michael P. Cary

promoted to Associate Professor, Track 1

Jennifer R. Dungan

promoted to Associate Professor, Track 1

Virginia "Chris" Muckler

promoted to Associate Professor, Track 2

Dori Steinberg

promoted to Associate Professor, Track 1

James "Frank" Titch

promoted to Associate Professor Emeritus



Kafkas



Watson



Burbage

■ Students Receive Scholarships from ACS and ONSF

Three students were recently awarded scholarships to supplement their educational journey in improving quality of life and health care outcomes for oncology patients. MSN student **Katerina Kafkas**, DNP students **Joni Watson** and **Darcy Burbage** were all awarded scholarships from the American Cancer Society and Oncology Nursing Society Foundation.

Katerina Kafkas, a MSN student studying acute care-adult gerontology with a concentration in oncology was awarded the American Cancer Society (ACS) Graduate Scholarship in Cancer Nursing Practice in the amount of \$20,000 and the Oncology Nursing Society (ONS) Foundation Master's Scholarship in the amount of \$5,000.

Joni Watson, a DNP student enrolled in the executive leadership specialty, was awarded the ACS Graduate Scholarship in Cancer Nursing Practice in the amount of \$20,000 and the ONS Foundation Clinical Doctoral Scholarship in the amount of \$5,000.

Darcy Burbage, a DNP student, was also awarded the ACS Graduate Scholarship in Cancer Nursing Practice in the amount of \$20,000 and the ONS Foundation Clinical Doctoral Scholarship in the amount of \$5,000.

■ GWEP Addresses Needs in Local Community

With the number of geriatric specialized providers decreasing and the population of older adults increasing, it is becoming ever more important to educate primary care providers in geriatric care. Fewer than one percent of registered nurses and fewer than three percent of advanced practice registered nurses are certified in geriatrics, according to the American Geriatric Society.

The Duke Geriatric Workforce Enhancement Program (GWEP) is focused on strengthening the capacity of providers to provide patient-centered coordinated health care to the geriatric community. The Duke GWEP is one of 44 GWEPs funded through HRSA and brings

together training programs, primary care practices, community agencies and health care organizations to implement a new model of workforce development that improves outcomes for older adults.

Through the GWEP initiative, two websites have been created to enhance the care of older adults through readily available online resources. The Geriatrics Hub and Gero Practice provide information on educational events, clinical tools and community resources that can help health professionals better meet the needs of their older patients.

For more information visit:
geriatrichub.nursing.duke.edu
gerocompendium.nursing.duke.edu



Members of the GWEP Geriatric Resource Teams in Primary Care



■ **Inaugural Summer Institute Hosts More Than 60 Researchers and Analysts**



DUSON's Center for Nursing Research hosted its inaugural Summer Institute: Methods and Analytics for Symptom Science Research.

More than 60 researchers attended the Institute that supported symptom science researchers and analysts in their journey to explore advanced techniques for statistical modeling and data analysis. The two-day Institute taught innovative analytical techniques with illustrative studies to explore symptom prevalence, severity and changes across time.

Nationally renowned experts presented studies that emphasized the most common patient-reported symptom experiences in subjects with heart failure, HIV/AIDS, breast cancer and childhood cancer.

■ **Students from Six Countries Join Global Health Course**

DUSON welcomed nearly 30 international students from Barbados, China, Japan, Oman, Philippines, Taiwan, as well as the United States for *N555, Exploring Global Patterns of Health and Illness*, a two-week course offered through the Office of Global and Community Health Initiatives.

In its third year, the course is designed for international nursing students from selected global partner sites to participate in a cultural immersion experience cultivating an enhanced understanding of nursing and global health while exploring the impact of social determinants of health.

Academic portions of the course include a windshield survey of the social determinants of health in Durham where students are given a bus tour of the community, fieldwork in the community focusing

on preventing and treating diabetes and hypertension and field site visits to Lincoln Community Health Center and the Triangle Residential Options for Substance Abusers, INC.

Course participants also had the opportunity to participate in cultural outings including visiting the International Civil Rights Museum, Sarah P. Duke Gardens, Busch Gardens, attending *The Book of Mormon* at the Durham Performing Arts Center and a local Durham Bulls baseball game (pictured above).

Though course participants represent different countries around the world, the course aims to highlight similarities in health outcomes that all students face in their respective countries.

■ **2018 Sickle Cell Disease Conference**

DUSON hosted the 7th annual Sickle Cell Disease (SCD) "Educating and Connecting Sickle Cell Patients and Providers" conference. The conference is a joint effort with experts from the University of North Carolina at Chapel Hill, East Carolina University, Cone Health System, Virginia Commonwealth University, Atrium Health and the Pi Chapter of Chi Eta Phi Sorority.

SCD affects approximately 100,000 Americans and the conference was designed for both health care providers, patients and families dealing with SCD to highlight many of the complications as well as treatments for this disease.

The theme "Educating and Connecting Sickle Cell Patients and Providers"

discussed the effects and treatment of SCD and hot topics in SCD research. The conference included both lecture and Q&A panels to directly answer participants' questions.

An addition this year, DUSON was excited to present a live showing of *Spilled Milk* followed by a Q&A discussion with the director and main subject of the film.

Spilled Milk—a documentary film released in 2014—follows the friendship of two lifelong friends, Omar and Jaqai. Omar lives with SCD and Jaqai has uprooted his life to create a documentary about Omar's everyday life that extends beyond the significant physical impact of the disease.

Howard Named Associate Dean for Academic Affairs

by Stephanie Scheller

We welcome Valerie Howard, EdD, MSN, RN, CNE, FAAN, as Associate Dean for Academic Affairs (ADAA). In her role, Howard will develop, implement and evaluate educational programs and ensure that the School's academic programs receive necessary resources. Additionally, she will provide leadership and oversight to operations that support DUSON and its students.

"We are very happy to have Valerie join us at Duke. She brings more than 21 years of experience as a leading nursing educator and scholar and will help us to continue our success as a world-class center of nursing education," said Dean Marion E. Broome. "Valerie's experience at all levels of nursing education will be an asset to our students, faculty and staff. I am looking forward to her very strong leadership here at Duke," Broome said.

Before joining DUSON, Howard served as Dean at Robert Morris University's (RMU) School of Nursing and Health Sciences in Pittsburgh, where she was also the University Professor of Nursing. Her accomplishments as RMU's Dean included improved certification exam pass rates, increased enrollment, execution of contracts with health care organizations to support clinical education of nurses, successful accreditation efforts for nursing and health sciences programs, improved marketing efforts and the development of innovative and collaborative majors.

Prior to her position as Dean, she served in various leadership roles at RMU including Director of Development and Assistant Dean for External Affairs, Academic Department Head and Academic Integrity Council Chair. She helped to raise more than \$8 million in both research and non-research funding working in tandem with the RMU Advancement Team, Office of the President, Office of Research and Grants and school of nursing and health science administrative team to support programmatic and simulation initiatives, improve the campus experience and construct a new building for the school of nursing and health sciences, Scaife Hall.



Howard helped create the Society for Simulation in Healthcare accredited RMU Regional Research and Innovation in Simulation Education (RISE) Center and served as its founding director. She served as president of the International Nursing Association of Clinical Simulation and Learning (INACSL) from 2011 to 2013. She also received the INACSL Excellence Award in Research in 2010. Howard helped develop the inaugural Elsevier Simulation Learning System, a curricular support system to assist with implementation of simulation experiences that is now being used at more than 400 schools of nursing. She also created the RMU Leadership in Simulation Instruction and Management Certificate Program to prepare faculty to implement simulation in their curricula.

Howard earned her EdD in Higher Education Administration and MSN (Nursing Education) from the University of Pittsburgh and her BSN from Indiana University of Pennsylvania. ■



Cooper



Mikesell



Alford

■ Cooper, Mikesell and Alford named GWEP Fellows

The Duke Geriatric Workforce Enhancement Program (GWEP) has named three DUSON students as GWEP Fellows. The fellowship supports adult/gerontology nurse practitioners' transition into practice and expands their leadership skills in the integration of geriatrics into primary care. This year's fellows are: **Annie Cooper, Christian Mikesell** and **Catina Alford**.

Over the course of the year-long fellowship, fellows receive mentoring

and practical experience leading programs focused on community care of older adults. Fellows are enrolled in shared coursework with advanced trainees in geriatric medicine, psychiatry and physical therapy who share a specific focus on community-based geriatric care.

During the GWEP fellowship, fellows are engaged in curriculum that includes didactic and clinical experiences. The fellows were able to take short courses with the

Duke Medicine fellows, including a newly developed course on the social determinants of health, as well as the long-standing, long-term care course. Additionally, they attended interactive lectures given by senior faculty on relevant geriatric issues, completed rounds in local community care centers and community-based organizations and made presentations on geriatric-focused topics of interest to the geriatric medicine fellows and faculty.



■ 2018 Health Equity Academy Scholars

DUSON welcomed the 2018 HEA II Scholars cohort to campus in the Pre-Entry Immersion in Nursing (PIN) program. During the six-week experience, Scholars lived on-campus and worked with Duke faculty, advisors and mentors to develop an enhanced understanding of social determinants of health by exploring health access, health disparities and health equity.

Upon successful completion of the PIN program, the Scholars entered the Pathways to Success in Nursing (PSN) program and matriculated into the DUSON ABSN Fall 2018 cohort. Pathways to Success in Nursing provides academic and social supports to Scholars throughout the ABSN program.

DUSON is committed to investing resources in recruiting and graduating nurses from diverse populations in an effort to build a nursing workforce that reflects society. The Health Equity Academy II (HEA II)—has been one of the programs at Duke created to support minority students in the ABSN program.

Celebrating Our Newest Faculty Fellows



Howard



Sabol



Kim



Gosselin



Rodgers



Rende



Yap

DUSON is excited to celebrate outstanding members of our community who have recently been inducted as fellows into three leading nursing professional societies.

Valerie Howard, EdD, MSN, RN, CNE, FAAN, associate dean for academic affairs; **Valerie Sabol, PhD, ACNP-BC, GNP-BC, ANEF, FAANP, FAAN**, professor; **Hyeoneui Kim, PhD, MPH, RN, FAAN, AOCN, FAAN**, clinical associate; and **Cheryl Rodgers, PhD, RN, CPNP, CPON, FAAN**, associate professor (posthumous) were recently inducted as Fellows of the American Academy of Nursing. They were selected for their evidence of significant contributions to nursing and health care. American Academy of Nursing fellows include hospital and government administrators, college deans and renowned scientific researchers.

Liz Rende, DNP, CPNP-PC, AC, assistant professor, was inducted into the Fellows of the American Association of Nurse Practitioners (FAANP) in Denver at the American Association

of Nurse Practitioners conference. Fellows in the AANP are recognized nurse practitioner leaders who make outstanding contributions to clinical practice, research, education or policy to enhance the American Association of Nurse Practitioners mission.

Tracey Yap, PhD, RN, CNE, WCC, FGSA, FAAN, assistant professor, was recently selected as a fellow by The Gerontological Society of America (GSA) and was formally recognized during GSA's 2018 Annual Scientific Meeting.

The Gerontological Society of America (GSA) is the nation's oldest and largest interdisciplinary organization devoted to research, education and practice in the field of aging. The principal mission of the Society — and its 5,500+ members — is to advance the study of aging and disseminate information among scientists, decision makers and the general public. GSA's structure also includes a policy institute, the National Academy on an Aging Society, and an educational unit, the Academy for Gerontology in Higher Education. ■

■ Executive Leadership Certificate Program Launched

DUSON has launched a post-DNP Executive Leadership (ELS) Certificate program especially for senior nursing leaders who wish to expand their professional skill set. The three-course certificate includes: Advanced Decision-Making in Health Care, Planning and Evaluating Care for Populations and Advanced Topics in Health Care Leadership. The post-DNP ELS Certificate classes are distance-based with on-campus sessions each semester to deepen understanding of the coursework and to create a collaborative network of nursing leaders across the country. For more information, visit the DNP section of the DUSON website.



Members of the DNP-Executive Leadership Specialty

■ President’s Message: Beta Epsilon chapter of Sigma Theta Tau International

It’s been a busy year for DUSON’s Beta Epsilon chapter of Sigma Theta Tau International Nursing Honor Society (STTI). We have inducted more than 130 new members and we sent representatives to the International Sigma Conference in Sydney, Australia. Unfortunately, Hurricane Florence curtailed our leadership group from attending the STTI National Leadership Conference in Indianapolis this fall.



As you may be aware, each year, the chapter presents several special awards that include: The Ruby Wilson award (ABSN), Thelma Ingles award (MSN), Chapter Service award, Nurse Leader award, and a new award for members only, the Scholarly and Professional Development award. These awards recognize outstanding members of our society and each are well-deserved.

We have completed our Fall and Spring semester educational programs, including a collaboration with the Duke Advancement of Nursing, Center of Excellence (DANCE) for a large scientific poster event. Our community service has accelerated with a strong Chapter presence twice this year in the local Habitat for Humanity efforts, as well as The Big Sweep clean-up effort as part of the “Keep Durham Beautiful” campaign.

I invite current and past members to view our chapter newsletter at: thecircle.nursingsociety.org/betaepsilonchapter/home.

We’d love to have you join us!

Kathy Trotter, DNP, FAANP, FAAN
Chapter President, Beta Epsilon Chapter STTI



Merwin Assumes the Helm at University of Texas Arlington

We congratulate Beth Merwin, DUSON’s executive vice dean and Ann Henshaw Gardiner Professor of Nursing, who was named Dean of the University of Texas-Arlington’s College of Nursing and Health Innovation. Beth will assume her new responsibilities full-time on February 1, 2019.

Beth joined DUSON in 2012 as executive vice dean, and her leadership, caring and support has been felt across our community. Over the past six years, not only has she served as a member of the School’s Executive Committee, she has influenced and helped strengthen the rigor and reputation of our academic programs by working with our Academic Divisions and Academic Affairs teams, the well-being of our faculty by working with the chairs and as our representative across Duke Health for research related issues.

As a nurse, an educator and scholar, Beth’s passion for advocating and serving those who are less fortunate has been demonstrated across more than four decades of service to the nursing profession. Since beginning her career as a staff nurse in Richmond, Beth’s commitment has been deeply rooted in reducing health disparities and increasing access to care, especially those with mental health challenges and the underserved in rural populations.

We share our best wishes for tremendous success as she assumes this new deanship role at the University of Texas-Arlington. ■



Im



Gonzalez-Guarda



Stevenson

■ Im Joins NIH Blue-Ribbon Advisory Panel

Eun-Ok Im, PhD, MPH, RN, CNS, FAAN, Mary T. Champagne Professor of Nursing, recently accepted an invitation from the NIH Center for Scientific Review to the Blue-Ribbon Advisory Panel that will assess the scientific scope of a cluster of nine NIH standing study sections that review applications in the area of health care delivery and patient outcomes.

■ Gonzalez-Guarda Named Dorothy L. Powell Term Chair

Rosa Gonzalez-Guarda, PhD, MPH, RN, CPH, FAAN, associate professor was named as the Dorothy L. Powell Term Chair of Nursing. The School's term chairs recognize the accomplishments of an early career faculty member with exceptional promise in a program of research. The Term Chair is from July 1, 2018 – June 30, 2021.

■ Stevenson Named ASRM Nursing Group Chair

Eleanor L. Stevenson, PhD, RN, associate professor, was recently appointed chair of the American Society for Reproductive Medicine - Nurse Professional Group (ASRM-NPG).

The Nurses' Professional Group is composed of nurse members of the American Society for Reproductive Medicine. Their purpose is to foster the Society's goals within the practice of professional nursing. They are committed to improving patient care and providing a forum for networking and exchanging information among nurses.

■ DNP Program Celebrates 10th Anniversary by Marla Gregg



DUSON's #1 ranked Doctor of Nursing Practice Program is 10 years old!

We were the first DNP program in North Carolina, and since our launch, the program has focused on developing nurses in three critical areas—leadership, innovation and translation of evidence into practice. The DNP program was created as an executive-style, distance-based learning program and designed to be available to full-time working practitioners based anywhere in the world.

In 2014, the DNP program expanded to include the School's Nurse Anesthesia Program. The Nurse Anesthesia DNP Program is a three-year curriculum with a 100% board passage rate since graduating its first class in the fall of 2017. In 2018, the Nurse Anesthesia program was ranked # 3 in the country.

The DNP program expanded again in 2017 to include an executive leadership specialty (ELS) track to equip accomplished nurse leaders with the knowledge and skills to lead complex and ever-changing organizations and health care systems. This specialty is designed to meet the needs of working professionals who want to focus their career skills in leading hospitals, health systems and services across settings.

In the Fall of 2018, the DNP-ELS began offering a post-graduate certificate for nurse leaders who already have a DNP, but who want to take advantage of the specialized leadership and management courses.

The Duke DNP program has been ranked #1 in the nation by *U.S. News & World Report* for two consecutive years—2018 and 2019. We are excited to see what the next decade holds for this outstanding program.



■ AAMN Again Names DUSON Best School for Men in Nursing

For the third time in three years, DUSON was named a 2018 “Best Nursing School for Men in Nursing” award by the American Assembly for Men in Nursing (AAMN). The award recognizes DUSON’s significant efforts in recruiting and retaining men in nursing, providing men a supportive educational environment and educating faculty, students and the community about the contributions

men have made and continue to make to the nursing profession.

DUSON has devoted resources to the recruitment and retention of male students and faculty to create a school that is inclusive of men at all levels of the academic community. Duke’s AAMN Chapter, established in 2008, coordinates networking and community service activities that foster a supportive, encouraging environment for men at the Duke School of Nursing and the Duke University Medical Center.



■ Broome and Fuchs Participate on AACN Leadership Conference Panel

Dean Marion E. Broome and **Mary Ann Fuchs DNP '10, MSN '90**, vice president of patient care and system chief nurse executive at Duke University Health System, and associate dean of Clinical Affairs, Duke University School of Nursing, recently participated in a panel discussion during the *Academia and Practice Plenary: Innovative Solutions to Advance Healthcare*

Transformation session at the American Association of Colleges of Nursing (AACN) Academic Nursing Leadership Conference.

This session exhibited highlights from the innovative partnership transforming health care from Duke University Health System and Duke University School of Nursing and two other schools of nursing and their health care systems.



MSN Student Whitley Selected as University Scholar

by Stephanie Scheller

Duke University School of Nursing selected Kristin Whitley as its 2018 Duke University Scholar. Each summer, the School selects a degree seeking student from the ABSN, MSN or DNP program to receive a full-tuition University Scholarship. Whitley was selected by the associate dean for academic affairs with input from ABSN, MSN and DNP program directors.

“Kristin’s passion for helping community members in rural areas really helped her stand out among a group of highly qualified and deserving nominees,” says Dean Marion E. Broome. “She will make a great addition to the MSN program where she will work collaboratively with diverse minds to help positively transform the future of nursing.”

Whitley, a Massachusetts native, received her Bachelor of Science in Nursing degree from Southern Connecticut State University. Deciding she wanted to make an impact on rural population, she moved to Lumberton, NC, to pursue a career as an emergency services nurse.

“I am honored that DUSON has put their faith in my work ethic and knowledge base to grant me this scholarship,” says Whitley. “I am inspired by the global and local research endeavors that the current and past University Scholars have been involved in and am interested in joining my peers to become part of their research teams.”

As a University Scholar, Whitley will become a mentor and leader to other nursing students and will provide a creative outlet to improve health care outcomes in underserved areas.

During her tenure at DUSON, Whitley will study in the MSN program, specializing as an adult gerontological nurse practitioner with a concentration in Orthopedics.

“With my advanced degree from Duke University School of Nursing, I aspire to improve access to primary care in rural areas through the expansion of telehealth technology,” says Whitley. “Duke offers the only orthopedic nurse practitioner specialty in the country and I’m excited to work to innovate concepts that can help transform the future of nursing.” ■



Kennedy

■ DUSON Staff Selected for Emerging Leaders Program

The DUSON Emerging Leaders Program identifies and develops DUSON staff by helping them prepare for future career growth and opportunities within DUSON and beyond. This unique program was created through a collaboration between Duke University School of Nursing Human Resources and the University's Learning and Organizational Development Office. It focuses on helping participants expand their understanding of their leadership capacity and develop the skills that will help set the stage for their future career success.

The 2018-2019 participants were nominated by their associate dean or executive vice dean and were reviewed by members of the Dean's Executive Committee. They

were selected based on the following criteria: having significant potential to grow and become a leader in the future, previously demonstrated leadership in informal ways, work at least 30 hours per week at DUSON and having maintained good or excellent ratings on their Performance Evaluation and Planning form.

Participants will attend monthly, full-day sessions where they will build professional skills and engage in discussions with DUSON leaders about their leadership journey and advice. The program cohort will complete one project that features a real-life DUSON improvement initiative tied back to an operational or strategic improvement need.

■ 11th Annual Dorothy L. Powell Global Health Lecture

Annette Kennedy, RN, president of the International Council of Nurses (ICN) served as the keynote presenter at the 11th Annual Dorothy Powell Global Health Lecture, sponsored by DUSON's Office of Global and Community Health Initiatives. Her presentation was entitled "Leading in Times of Complex and Continuous Change."



■ Duke Business Students Assist Duke Elder Family Caregiver Training Center with Expansion Planning

Leaders at the Duke Elder Family Caregiver Training (DEFT) Center understand the potential that their program has on caregivers and patients and want to see the program develop and expand. That is why for the past several months, Center staff have worked with students from the Duke Fuqua School of Business, through the Fuqua Client Consulting Practicum (FCCP), a collaborative consulting program that provides participants with consulting services from business planning, sales and marketing, sustainability and more.

Students from the nationally-recognized business school are helping DEFT create a sustainable business model and marketing plan to expand the unique program. FCCP students are meeting with DEFT leaders throughout the semester to collaborate, find and create the best possible outcomes for DEFT.

The Fuqua School of Business' consulting practicum courses have provided advisory services for more than 25 years for more than 40 companies. The FCCP's success is built on establishing a mutually beneficial relationship where client organizations receive valuable business advice and students enhance their educational experience by applying their newly acquired skills to a practical, real-world project.



Recently elected the 28th President of ICN, Kennedy previously served as Vice President for four years. She has more than 20 years of experience as a nursing and midwifery leader in Ireland and has extensive experience representing nurses internationally and recently held the position of President of the European Federation of Nurses.

As a registered nurse and midwife with a BA in nursing studies and a MSc in public sector analysis, Kennedy established the Education, Research and Resource Center for the Irish Nurses and Midwives Organization (INMO), the largest professional representative organization for nurses and midwives in Ireland. On behalf of INMO, she advocated and worked towards moving nursing and midwifery into the mainstream of University life, the development of legislation for nurse prescribing and advocated for the development of advanced nurse practitioners and the Nurses and Midwives Act.

Celebrating Leadership Promotions



Hartman

Michelle Hartman, DNP, RN, CPNP, assumed the role of director for the Accelerated Bachelor of Science in Nursing (ABSN) program.

Hartman is an assistant professor in the ABSN program where she has taught a variety of didactic and clinical courses including community health and pathophysiology. She is the current chair of the program committee of the ABSN program—a committee that prepared her for her position as program director. Serving on this committee for the past six years, she worked on admissions, enrollment, curriculum and evaluation aspects of the ABSN program.



Im

Eun-Ok Im, PhD, MPH, RN, CNS, FAAN and **Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN** were recently named associate deans who will lead DUSON's research efforts. Im will serve as the associate dean for Research Development and Regulatory Affairs and Tanabe will serve as the associate dean for Research Development and Data Science. Together, they will lead the Center for Nursing Research (CNR).

Under the leadership of Im and Tanabe, DUSON will have a greater focus on post-doctoral training and an increase in research productivity and collaborations across the Duke University and Duke Health Systems. There have been major initiatives



Tanabe



Docherty

adopted by Duke related to research and translation of knowledge and data science. The data science initiative involves participation from all Duke schools and serve as a point of this collaboration.

Sharron Docherty, PhD, PNP-BC, FAAN, associate professor, was recently appointed as the director of the School's PhD program.

Docherty served as associate professor at the School and senior scientist in the Oncology Nursing Center of Excellence at the Duke Cancer Institute. She primarily teaches in the PhD program, mentors PhD and DNP students and chairs the PhD program committee. ■

■ Collaboration with Schools of Engineering and Medicine Showcased



The interprofessional work of **Ryan Shaw, PhD '10**, associate professor and members of the Pratt School of Engineering was the focus of a recent event in Washington D.C. discussing innovative partnerships between the three schools and the creation of a patient mobility product, Zephyr Mobility.

Joining Shaw at the event to discuss innovation within their schools, Dean Marion E. Broome, Ravi V. Bellekonda, dean of the Pratt School of Engineering and Mary E. Klotman, dean of the School of Medicine.

10

Celebrating a Decade

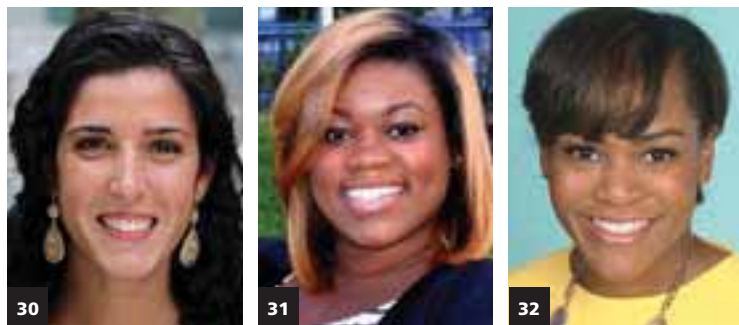
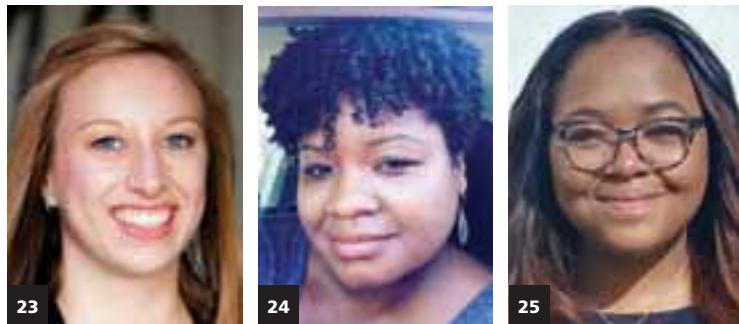
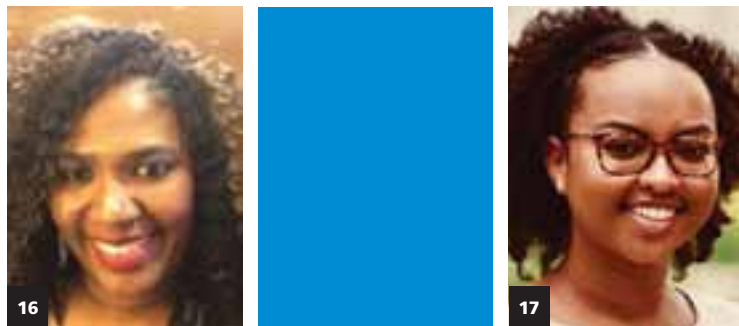


of Nursing Workforce Diversity Initiatives

*Throughout 2019, we will celebrate the 10th Anniversary of Nursing Workforce Diversity initiatives at DUSON. The “**Making a Difference in Nursing**” (MADIN) program and the **Health Equity Academy** are just two examples of successful strategies to help bring qualified minority and underrepresented candidates into the nursing profession and help build the next generation of nurse leaders.*

Celebrating *a Decade*

10 of Nursing Workforce Diversity Initiatives



1 Rochelle Jasmine Alexis
Duke University Hospital
Durham, NC

2 Ravenne Aponte
Duke University Hospital
Durham, NC

3 Christina Augustin
Emory Healthcare
Atlanta, GA

4 Ebonitta Boykin
Strategic Behavior Health
Fayetteville, NC

5 Tori Caldwell
Norton Hospital
Louisville, KY

6 Jasmin Carey
UNC Hospital
Chapel Hill, NC

7 Rochelle Corbitt
University of Mississippi
Medical Center
Jackson, MS

8 Jessica Creel
Medical University of
South Carolina
Charleston, SC

9 Thuy Dang
Vanderbilt University
Nashville, TN

10 Claudia Del Hierro
Duke University Hospital
Durham, NC

11 Erika Dennis
ABSN Student-
Duke University
School of Nursing
Durham, NC

12 Kara C. Edmond
Regional Medical
Center of Orangeburg
& Calhoun Counties
Orangeburg, SC

13 Nikkisha Faulcon
UCSF Benioff
Children's Hospital
Oakland, CA

14 Roxanne A. Finch
ABSN Student-
Duke University
School of Nursing –
Durham, NC

15 Nicole Forlan
Duke Regional Hospital
Durham, NC

16 Destiny Foster
Kaiser Medical Center
Downey, CA

17 Brianna Gamble
ABSN Student-
Duke University
School of Nursing
Durham, NC

18 Ashley Goins
MTF Biologics
Edison, NJ

19 Shema Gordon
ABSN Student-
Duke University
School of Nursing
Durham, NC

20 Quenisha Greenleaf
Lebonheur
Children's Hospital
Memphis, TN

21 Kevin Gullede
Duke University Hospital
Mebane, NC

22 Wana Gullede
Duke University Hospital
Durham, NC

23 Jennifer Hinkle
Arkansas Children's
Hospital
Little Rock, AR

24 Chinyere Ibegwam

25 Taler Jefferson
Texas Digestive
Disease Consultants
Dallas, TX

26 Michelle Lewis
Hunter Holmes McGuire
VA Medical Center
Richmond, VA

27 Emily Marie Lopez
UNC Hospital
Chapel Hill, NC

28 Christine Madubeze
Acute Care Pediatric
NP Program-University
of Pennsylvania
Philadelphia, PA

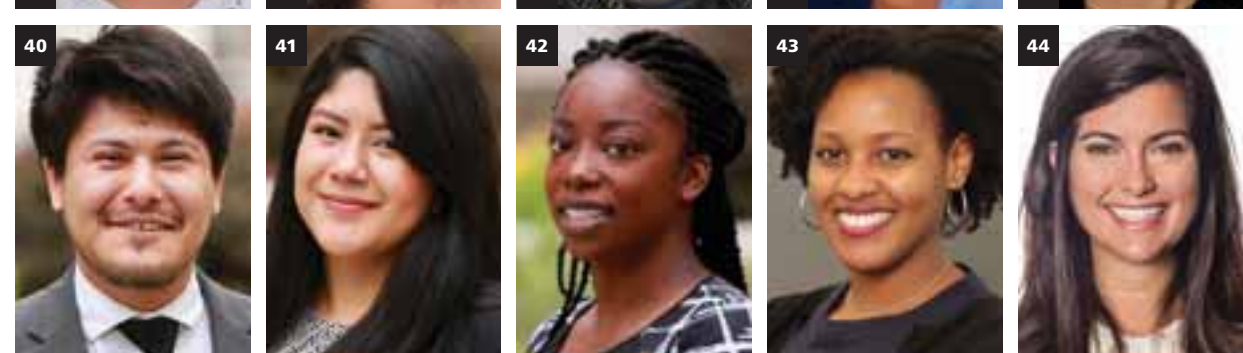
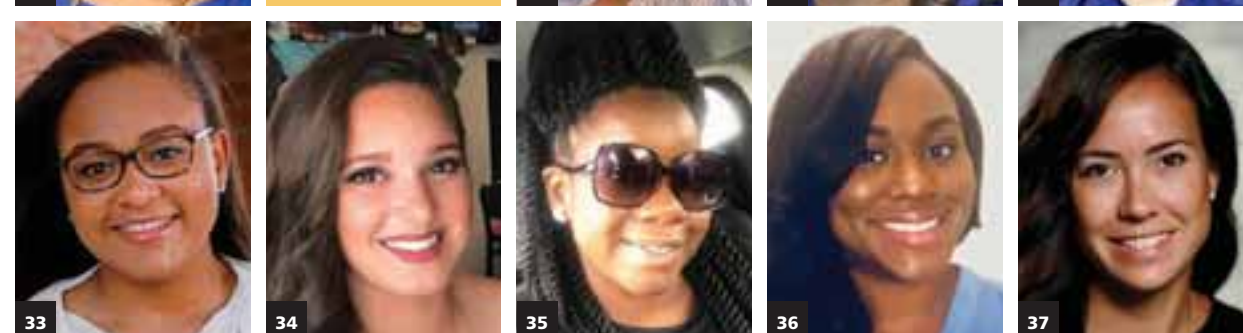
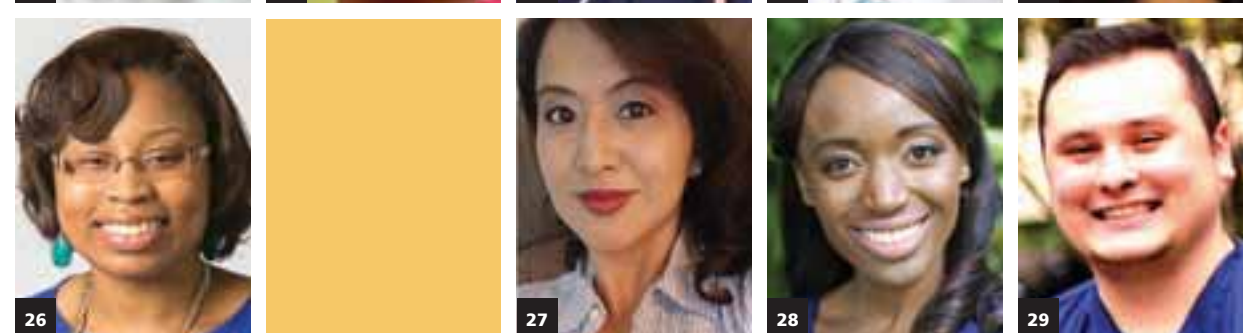
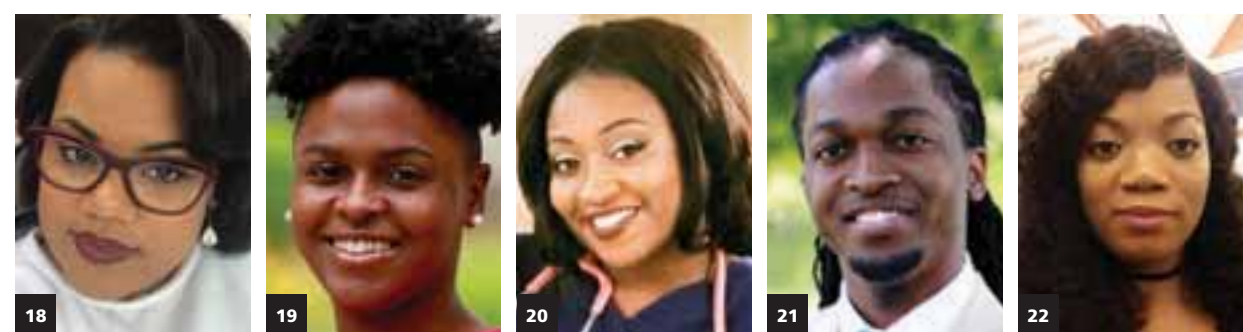
29 Ruben Maya-Luevano
ABSN Student-
Duke University School
of Nursing
Durham, NC

30 Barbara Neto
Duke Regional Hospital
Durham, NC

31 Shoteria M. Pearson
Nashville General Hospital
Nashville, TN

32 Courtney Reed
Community of Hope
Washington, DC

33 Erica Richmond
ABSN Student-
Duke University School
of Nursing
Durham, NC



The people featured at left are just some of the dozens of successful nurses, physicians and other health professionals who today are caring for patients across the country who have graduated from DUSON's Nursing Workforce Diversity Initiatives since the inception of these programs.

34 Samantha Rodriguez
Johns Hopkins Bayview Medical Center
Baltimore, MD

35 Shacora Rorie

36 Monique Smith
Duke University Hospital
Durham, NC

37 Marlena F. Syvertsen
HCA-Fort Walton Beach Medical Center
Fort Walton Beach, FL

38 Natalia Rosa Terreros
VA Health Administration
Tallahassee, FL

39 Wengora E Thompson
March of Dimes of Mississippi
Flowood, MS

40 Edgardo Torres
ABSN Student-Duke University School of Nursing
Durham, NC

41 Daisy Valdovinos
ABSN Student-Duke University School of Nursing
Durham, NC

42 Brook Williams
ABSN Student-Duke University School of Nursing
Durham, NC

43 Javelle Wynter
University of Virginia Health System-Charlottesville, VA

44 Mia Yousefzadeh (Ross)
Entrée Health
New York, New York

DUSON Alumni

Duke University School of Nursing alumni are a diverse group of individuals whose reasons for going to nursing school are as varied as the alumni themselves. Their careers also reflect this diversity. No matter if they are caring for patients by the bedside, leading research initiatives at academic medical centers or developing innovations at start-up companies, DUSON alumni are changing lives and transforming medicine here at home and around the world.

Here are just a few alumni who have found success in a variety of careers thanks to the skills they gained while studying at DUSON.

LEADING CHANGE

by Aliza Inbari and Bernadette Gillis

Kevin Sowers, RN, MSN'89, initially didn't set out to work in health care leadership positions. As an undergraduate student, he planned to major in music. An epiphany while working during summers taking care of residents in a nursing home led him to realize his calling. So, he changed his major and set his sights on becoming a nurse. Little did he know at the time that he would go on to make a difference in the lives of generations of people through his work as a leader at two of the country's top academic medical centers.

In February 2018, Sowers became president of the Johns Hopkins Health System and executive vice president of Johns Hopkins Medicine, after having spent 32 years at Duke, the last eight as president and CEO of Duke University Hospital.

"I did not become a nurse to become the president of the Johns Hopkins Health System," Sowers said. "When I became a nurse, nurses could not become presidents of health systems or even hospitals—it was not even common for a man to become a nurse."

Sowers grew up below the poverty line on a farm in rural Ohio, and was the first in his family to attend college. To help cover the costs, he worked as a music therapist at a county nursing home in the mornings and as an orderly at nights, bathing nursing home residents and putting them to bed. "It was in those summer months I really found my passion for caring for human beings," he said.

In 1985 Sowers began his career at Duke as an oncology nurse. He credits Duke University School of Nursing with helping him hone his skills as a leader. "I was in one of the first classes that focused on developing clinical nurse specialists, especially clinical nurse specialists in oncology," said Sowers, who earned a master of science in nursing degree from Duke in 1989. "The School supported me in being innovative and thinking through my career."

He went on to become associate vice president of Duke University Health System, interim CEO for Duke Regional Hospital and chief

Sowers Makes
His Mark
as a Leader in
Health Care





A Nursing Scientist in Pharmaceuticals

operating officer at Duke University Hospital before being named president in 2009. He was the driving force behind organizational initiatives to improve clinical quality, patient satisfaction, work culture and finance.

A true believer that an organization is “only as successful as the people,” Sowers approached every conversation and encounter with Duke employees, physicians, nurses, patients and their families as a learning experience. He is taking a similar approach to his role at Johns Hopkins.

“The phrase that I was best known for at Duke was, ‘Teach me something,’” he said. “As a leader, that’s an invitation for members of your team to tell you what you need to know. We should encourage open, honest dialogue, and make an effort to connect with people. In fact, my first 100 days at Johns Hopkins were dedicated to listening.”

Sowers currently oversees a system of six hospitals in Maryland, Washington, D.C. and Florida. He also serves as chair of Johns Hopkins Community Physicians, which has more than 40 primary and specialty care outpatient sites throughout Maryland and the Washington, D.C., area. With oversight at the intersection of patient care, research and education, he is leading the planning process for a new strategic plan and operating model for Johns Hopkins Medicine for the next five to ten years. He also hopes to advance Johns Hopkins Medicine’s diversity and inclusion efforts.

From a very young age, **Heather Smith, PhD’12, MSN’07**, wanted to be a nurse. Her cousin, Mark, was born with osteogenesis imperfecta, a genetic disorder that affects the bones and makes them break easily, and he passed away of sudden infant death syndrome when he was six months old. “I remember my mother saying to me, ‘You could be a nurse and take care of babies like Mark.’”

Smith fulfilled her dream of becoming a nurse and spent several years working in neonatal intensive care units in California, Ohio and Virginia. To increase her expertise and scope of responsibility, she completed a master of science in nursing (MSN) degree from Duke University School of Nursing to become a neonatal nurse practitioner and a clinical nurse specialist.

But that is when her passion for nursing and helping others took a different turn.

Upon completion of her MSN, she applied to the PhD in nursing program at Duke. She was admitted in 2007, just one year after the program first launched. “My cohort was four people, the maximum that Duke accepted at the time, and I considered them family,” she said. “I felt supported. My mentors Dr. Diane Holditch-Davis and Dr. Deb Brandon pushed me to be a better writer, researcher, critical thinker and a better nurse.”

While in the program, Smith realized that her true passion was in nursing research. She studied the development of cerebral oxygenation in premature infants and wanted to apply her nursing skills and PhD education in the medical care industry. She applied for jobs in the Research Triangle Park and after sending multiple applications, she received a rejection email from a company called QQL Medical,

LLC, where she had applied for a pediatric research position. She was told that her skills were not applicable for the position.

Smith was determined to educate employers that there is a place for PhD nurses in the pharmaceutical industry. "I wanted to let them know that we bring a lot to the table," she said. She emailed the COO back and explained that a PhD nurse has clinical experience that is necessary for drug development, including medical and health care systems knowledge that can result in effective research protocols. "Within minutes he replied back to me and said if I still wanted the position, I should resubmit my C.V."

Smith was hired as director of clinical operations and was solely in charge of completing a multi-site pediatric study in the U.S. to assess the prevalence of congenital sucrase-isomaltase deficiency, a rare disorder that affects the ability to digest certain sugars. She had the opportunity to finalize the protocol, assist with over 14 local Institutional Review Board approvals, initiate sites training and develop a brand-new genetic laboratory diagnostic test. She even wrote the script for an instructional video for the study.

Today, she is director of One Patient Services, the company's patient hub in Raleigh, North Carolina, which supports sales and marketing groups of QQL Medical, as well as patients, caregivers and health care providers. Smith is responsible for patient support services, diagnostic testing, clinical research and working with different vendors. "I continue to be an advocate for more PhD nurses in the industry because I believe we are trained with the perfect combination of clinical knowledge, experience and research," said Smith. "As a PhD, you are a lifelong learner. As a nurse, you are agile and flexible. I truly believe my nursing PhD training set me up to be successful in this position."



How 9/11 Changed Soler-Greene's Career

A week after the terrorist attack of September 11, 2001, **Luisa Soler-Greene, DNP'14, MSN'13**, rushed to the Verizon Building on 140 West Street, New York, across from the Twin Towers, and started restoring phone service to more than 200,000 of the company's customers. Soler-Greene, then a telecommunications engineer at Verizon, worked around the clock for six months at Ground Zero to rebuild damaged telephone communication infrastructures.

"It was traumatic. I could look out through the window and see the bodies being pulled out and the mountain of rubble," she said.

That trauma made her quit her job and reflect on a new career path—one that eventually led her to work with others who had experienced trauma.

Growing up in the Dominican Republic, Soler-Greene always wanted to go into medicine like her mother who was a nurse and many of her relatives who were physicians and nurses. "Surviving September 11 gave me a chance to do everything I always wanted to be. God had given me this chance," she said.

In 2007, she left New York and moved to Florida to pursue a bachelor of science in nursing degree at South University in Tampa. She started a new career as a nurse in the cardiology department at the Bay Pines Veteran Affairs Hospital, where she had a chance to work with soldiers who experienced trauma.

Soler-Greene loved her new career and wanted to expand her skills and knowledge. In 2012, she was admitted to Duke University School of Nursing and started a master of science in nursing degree with a specialization in adult-gerontology nurse practitioner–primary care and then continued to the doctor of nursing practice (DNP) degree program. "When I got the acceptance letter from Duke I started to cry because I thought, 'How am I

going to pay for this?’ The school gave me a scholarship, and I made it,” she said.

After graduating from Duke, Soler-Greene provided primary care for patients in assisted living facilities in underserved areas in Florida and a big part of her job included managing psychiatric medications for her patients. With no background in psychiatry, she decided to enroll in Eastern Kentucky University and earned a master’s degree in psychiatry. She became a psychiatric nurse practitioner and began working with patients with dementia in nursing homes.

Today, Soler-Greene is the owner of a successful mental health practice and serves about 2,000 patients with dementia and mental illnesses like Alzheimer’s and Schizophrenia in more than 15 nursing homes in the Tampa Bay area and Sarasota, Florida. She also works as a psychiatric nurse practitioner at the American Addiction Center in Tampa, where she provides care for people who struggle with alcohol addictions and polysubstance dependency.

The former telecommunications engineer now serves as a preceptor for nurse practitioner students from Walden University and DNP students from the University of South Florida.

“My parents had great expectations for me and wanted me to be the best. They gave me a great example for dedication,” said Soler-Greene. “I think that God gives you blessings if you work hard.” ■



School Showcases **NEW DONOR WALL**

by Marla Gregg

The School recently installed its Bessie Baker Society donor wall, which honors donors who every year make unrestricted, leadership gifts to the school’s Annual Fund. Members of the Bessie Baker Society provide financial support that offsets the cost of tuition, allows us to recruit world-class faculty and delivers the crucial resources necessary to accelerate the translation of nursing science to patient care.

“This wall allows us to publicly recognize the members of this important group and will be updated annually to reflect its current membership,” said Anita Stallings, associate dean for Development and Alumni Affairs. In addition, inaugural members who continue their leadership giving to the Annual Fund will be recognized with a special symbol by their name each year that they continue membership in the Bessie Baker Society.

“Gifts from alumni and friends are a vote of confidence and says that they believe in what we’re doing and the difference we are making,” said Marion E. Broome, PhD, RN, FAAN, dean of the School of Nursing. “Gifts to the Annual Fund ensure that we continue to be one of the top nursing schools in the country and allows our students to achieve their dreams.”

For more information about the Bessie Baker Society, please call 919-385-3152. ■

Transforming Healthcare



through Innovation and Discovery

by Marla Gregg



Alumni and donors explored transformative programs that are changing the future of health care at the *Innovation & Discovery Symposium*. The event, held at the Washington Duke, was hosted by Duke Health Development and Alumni Affairs.

For its session, DUSON faculty and staff created a unique series of hands-on simulation exercise that led guests through several memorable clinical training and research experiences. Guests rotated through three high-impact simulation stations, each led by a team of DUSON faculty and simulation experts.

“There is no better way to explain the importance of training by simulation than by doing,” said Margie Molloy, DNP, RN, CNE, CHSE, assistant professor and director of DUSON’s Center for Nursing Discovery. “We use this technology to create simulated clinical settings and virtual patients to design real-life settings that allow deliberate practice and repetition of the students’ classroom-based knowledge into mastery.”

The complexities of birthing a child was the focus of one simulation exercise where guests assumed several different roles within the delivery team to practice teamwork and communication to safely deliver a baby.

DUSON is part of a multi-center study to evaluate the effectiveness of immediate feedback and deliberate practice to improve health care provider knowledge and skills related to CPR. Testing their CPR skills, attendees received immediate feedback about their techniques and the rate and depth of compressions.

Taking a step into the future of simulation with virtual reality, Michael Zychowicz, DNP, ANP, ONP, FAANP, FAAN, professor & director of the MSN Program showcased an early prototype of a virtual reality simulation using an orthopedic clinical case.

“Research in both virtual and augmented reality in distance-based education is ongoing, but this technology is sure to transform how we deliver nursing and health care education within the next 5-10 years,” said Zychowicz.

A special thanks to Remi Heuckel, DNP, CPNP-AC, FNP, FAANP, assistant professor and associate director of the MSN program for leading the DUSON effort for this program.

To learn more about future Duke Health events, please contact DUSONAlumni@duke.edu ■



Inspiring Young Alumni

"As a nursing student, I received financial aid that helped me cover a big part of my tuition. I have recently joined the Duke University Annual Fund Advisory Board, and I hope to inspire other young alumni to give to the Duke University School of Nursing Annual Fund and allow future students to enjoy the same opportunities as I have been given."

Ravenne Aponte, BSN'17

Clinical I Registered Nurse in the Pediatric Cardiac Intensive Care Unit at Duke University Hospital

Your gift to the Duke University School of Nursing Annual Fund will make a substantial difference in the lives of future nurse leaders. Show your support today.

To make your gift online, please visit:
gifts.duke.edu/nursing
E-mail: DUSONalumni@duke.edu
Phone: 919-385-3152

 **Duke University School of Nursing**

Creating a Culture

Of Inclusivity, Understanding and Support

Though it's been nearly a decade, **Brigit Carter, PhD, RN, CCRN**, remembers well her first days as a faculty member at Duke University School of Nursing. "I was so new. I was an assistant professor and I had never taught in the academic setting before," she said. But instead of feeling lost and alone, Carter said she felt an immediate connection. "I had people who reached out to me, who said, 'you can do this,' they made me feel like I was part of the community, they gave me a great deal of mentorship and support."

Today, Carter wants that feeling to be one shared by all in DUSON. "To me, the experience I had should be the same for everyone. It shouldn't be a single experience by a single person. This should be a repeated occurrence for every individual who is a member of the DUSON family. They should always feel like they're being developed and strengthened and primed for whatever might come next in their professional, academic, research or clinical journey."

The former director of the Accelerated Bachelor of Science in Nursing (ABSN) program, Carter assumed the position of DUSON's first-ever associate dean for Diversity and Inclusion on July 1, 2018. Carter says the support she has

received at DUSON helped her to expand her role, eventually becoming the academic coordinator for the Health Equity Academy (HEA), one of DUSON's many programs that focuses on creating a culture of diversity and inclusion. Her work in that area will continue in her new position.

For Carter, the definition of diversity and inclusion is embracing every person that joins the DUSON team — regardless of whatever the seen or unseen differences may be and ensuring they feel supported, heard and respected. "We are building a place that radiates a sense of belonging and our colleagues are confident this is a place where they can explore all components of diversity and inclusivity."

The foundation for this vision is already set. For more than a decade, DUSON has promoted diversity and inclusion in the classroom and in the community. Creating the associate dean's position is a way to bring the efforts of the entire school under one office, Carter said, and to deepen the understanding of those efforts and their effects on the school and to the profession of nursing in general. As associate dean, she will build upon and expand the School's existing diversity efforts, while helping to create







A health care workforce that looks like the population being cared for can help create more trust between patients and caregivers.



new understanding and progress in this important mission area. “Our doors are open and are a safe place for any member of the DUSON community,” Carter said.

The Bridge to Doctorate program, a grant-funded collaborative effort with Winston-Salem State University started in 2012, is another effort by DUSON to promote diversity by providing minority nursing students a way to transition to the PhD program at DUSON. Increasing the numbers of minority nurse scientists and researchers helps create diversity of thought at higher levels of research and instruction.

Historically, programs such as HEA and the Bridge to Doctorate have worked toward increasing numbers of underrepresented minorities at DUSON. The HEA started in 2009, supported by a Health Resources and Services Administration (HRSA) Nursing Workforce Diversity grant. The program offers support for

incoming ABSN students not only in the form of scholarships, but also social and academic support. A six-week long immersion program the summer before the first year of the ABSN program helps students get to know faculty and become comfortable at Duke.

“The literature shows that students who are minorities have issues with a sense of belonging,” Carter said, noting that it’s not just as simple as bringing underrepresented minorities to campus. Once they are here, they must be nurtured. The summer immersion program tackles that obstacle, striving to make sure minority students are embraced and made to feel seen and valued like Carter herself was.

To successfully create a culture of inclusion, the community at large needs to understand what that means. Offerings like the Racial Equity Institute (REI) training, which more than half the DUSON community has participated in to date, strives to bring implicit bias and other

issues to the forefront. The two-day training workshop, offered at DUSON multiple times since 2015, focuses on the impact of race and how it affects institutions. Carter said education like this is critical, but she wants to take it to the next step. Evaluation of the programs and training offered at DUSON is something she says is important to expanding efforts of diversity and inclusion. “Was it helpful and why? What type of knowledge did it give you?” she imagines asking.

Programs like these focus mostly on minorities of color, which is an important part of having a diverse culture. But at DUSON, diversity is defined as going beyond just race and ethnicity. Encouraging and supporting diversity of gender and gender-identity, and differing belief systems, religious and otherwise, are just as important as creating an inclusive environment for faculty, staff and students of color, Carter said.



DUSON works to support men and LGBTQ students who are pursuing careers in a predominantly white, female profession by providing workshops, seminars, global initiatives and access to student organizations such as SPECTRUM, the gay-straight alliance; Fusion, a multi-cultural student group focused on supporting diversity; and the Duke Chapter of the American Assembly of Men in Nursing (AAMN). DUSON has been recognized by the AAMN as a Best Nursing School for Men in 2016, 2017 and most recently for 2018.

Carter points out that it is important to expand our thoughts around diversity and inclusion and to move beyond obvious characteristics. “While some minority groups might be more difficult to identify at first glance, it’s important that their voices are equally heard and respected, she added: “It’s not just about black and white, it’s about every part of the world we live in.”

DUSON’s culture of diversity extends to faculty and staff as well as students. Teaching students how to interact with colleagues and patients can only be accomplished if the faculty is inclusive and representative as well. When hiring faculty, DUSON works with Duke’s Office for Institutional Equity, training the search committee to recognize implicit biases.

“While some minority groups might be more difficult to identify at first glance, it’s important that their voices are equally heard and respected. It’s not just about black and white, it’s about every part of the world we live in.”

“I don’t think people realize, when you look at a resume, what components you pull out immediately that can bias you against, or for, someone,” Carter said. “Every faculty member should be supporting diversity and inclusion. We all have to learn to have conversations that may be more challenging than we’re used to. And we need to know how to have those discussions in a way that is constructive and does not demean anyone.”

While proven to be beneficial, embracing diversity also comes with challenges. A health care workforce that looks like the population it’s treating can help create more trust between patients and caregivers. But interacting with people who look, act and believe differently can also be uncomfortable for those who aren’t used to it. For example, a patient might refuse care from a diverse provider, so it is critical to teach students how to deal with those situations, should they arise.



At DUSON, diversity is defined as going beyond just race and ethnicity.

“Some of our students have had some very real issues that we have to deal with and provide them with some strategies for handling those situations,” Carter said. Offering dedicated instruction for how students and clinical instructors deal with these types of conflicts is one idea Carter wants to pursue. Deciding how to use the resources provided for her mission most efficiently is another challenge of her new role. “We need to be very focused moving forward so the work

we do is meaningful to everyone in our community,” she said.

Carter has planned “listening tours” for students, faculty and staff to talk about what works in diversity and inclusion, what doesn’t work, and how to improve interactions within the DUSON community. Listening tours coupled with surveys focusing on the climate at the School are two ways Carter hopes to get input and feedback from the nursing community.

She will also continue to collaborate with the School of Medicine and the Physical Therapy and Physician Assistant programs at Duke, creating an advisory board at DUSON with members from each area to expand the goal of diversity beyond the nursing school.

Continuing and growing DUSON’s commitment to diversity of thought, experience and culture remains central to its overall pursuit of excellence. “In order to grow, we have to be exposed to so many different things,” Carter said. “We can’t get that without diversity. Exposure to diverse ideas and experiences are what makes us expand beyond things we never imagined for ourselves.” ■

DUSON and Winston-Salem State University Partner to Advance Nurse Scholars

Bridge to the Doctorate is a collaborative partnership between Winston-Salem State University’s (WSSU) Division of Nursing and DUSON. The Bridge Program provides minority nurse scholars enrolled in WSSU’s Master of Science in

Nursing program with an array of educational and socialization experiences to foster seamless transition into a PhD program at DUSON.

The purpose of the WSSU-Duke Nursing Bridge to the Doctorate

is to increase the number of underrepresented minority PhD students and nurse scientists. Increasing diversity among PhD students and nurse scientists is critical to the future of biomedical and behavioral research in the United States, particularly as the percentage of the population comprised of underrepresented minority groups increases. The WSSU-Duke partnership will create a pipeline that primes underrepresented minorities for transition into PhD programs in nursing and other related scientific disciplines.

The following students have graduated from the program. Those students with an asterisk indicate expected graduation in Spring 2019.

- Nicole Caviness-Ashe*
- Nicole Calhoun
- Morne Ceibert
- Vanessa Curlee
- Gabrielle Harris
- La’Kita Knight
- Lisa Mansfield
- Amnazo Muhirwa
- Uzoli Nwanaji-Enwerem*
- Janeé Stephenson*
- Joseph Sowunmi





Connie Bishop, BSN'75, DNP'12, presented at North Carolina A&T State University's Academic Advising Conference on "Growth Mindset in Academic Coaching." She also presented a talk on "Health Information Technology across the BSN Curriculum" at both the North Carolina Nursing Association's Council on Nursing Informatics and the American Medical Informatics Association.

Elizabeth "Betsy" Whitmore, BSN'79, CERT-GNC'97, is an administrator for three medical practices in Raleigh, North Carolina, in the fields of cardiac surgery, structural heart and heart failure. She works closely with ten physicians and supervises office staff and a perfusion team. Whitmore likes traveling and took a river cruise through Provence, France, in September. She enjoys collecting wine and was president of a 250-member wine club for two years and now she plans the monthly wine tastings for the group. Her son, Whit Kelley, 30, lives in Raleigh, North Carolina, and her daughter, Charlotte Kelley, 25, lives in Salt Lake City, Utah.

1950s

Joan "Jo" Rhodes, BSN'57, MSN'60, current resident of Highlands Ranch, Colorado, had a fulfilling forty-year nursing career before retiring in 2010. She was employed at the University of Colorado Hospital and the University of Colorado School of Nursing and held positions as head nurse, director of student services for the School of Nursing, clinical coordinator and clinical instructor coordinator. Rhodes "was blessed with 49 years of a loving marriage," before her husband Windy passed away in 2015. She is currently staying busy by helping to take care of her four young grandchildren, playing the saxophone in a community band and volunteering at a local "Meals on Wheels."

long visit with fellow alumna Sarah Kesler before their reunion in 2018 and took trips to see former roommate Peggy Wilbor as well as former classmate Ann West.

Marilyn Bouldin, BSN'68, helped start two nonprofit organizations related to senior support services in her town of Salida, Colorado. She also hosts a radio show called "Senior Moments," in which she interviews people to talk about how to make senior living more enriching and rewarding. Outside of her work and radio show, she is currently being cheered on by her husband, John, and her two sons as she aims to hike the entire Colorado Trail. She has 140 miles accomplished and "345 to go!"

1960s

Betty Shackleford, BSN'61, retired from her career as a school nurse and currently teaches as an adjunct instructor at Forsyth Technical Community College in Winston-Salem, North Carolina. Her son Richard, who graduated from Elon University, is a manager at Sharp Business Systems in Winston-Salem, and her daughter Amy runs a café in Virginia Beach, Virginia. Shackleford recently enjoyed a

1970s

Barbara Peacock, BSN'73, MSN'90, and her husband Tom are happily retired and living in Cape May, New Jersey. They enjoy fishing, crabbing and "eating the catch!" They also recently visited Niagara Falls, where they enjoyed catching up with her sister and brother-in-law.

1980s

Rebecca Ward, BSN'84, works at the Centers for Medicare & Medicaid Services, where she is a design lead for the Patients over Paperwork initiative, an agency-wide effort to reduce administrative burden, increase efficiencies and improve beneficiary experience.



Susan Whitehurst, MSN'87, is director of consulting at TeleTracking Technologies. She provides advisory support and lean six sigma redesign for patient flow and all management areas. She has seven grandchildren.

1990s

Margaret Muir, MSN'92, will be celebrating 34 years of work at Duke University Health System. She has two children: Grant, 25 and Marie, 20. She decided to return to school and has completed a doctor of nursing practice in nursing leadership degree at the University of North Carolina at Greensboro. Her research focuses on cultural competency training of health care providers with transgender patients. For the past four years, Muir has worked as a patient experience officer at Duke Regional Hospital. She enjoys volunteering with the Eno River Association and the American Red Cross.

Lisa Ring, MSN'97, started a new position as an advanced practice provider education practice lead in January alongside her work as a cardiovascular surgery nurse practitioner. Last summer she works for precepted a Blue Devil acute care primary care nurse practitioner. Ring received an appointment with the George Washington University School of Medicine and Health Sciences as an assistant professor of pediatrics and at Children's National as a Conway Nursing Research Scholar.

Meg Carman, MSN'98, DNP'10, is program director for the Adult Gerontology Acute Care Nurse Practitioner program at Georgetown University School of Nursing & Health Studies. She is director of the Institute for Emergency Nursing Advanced Practice at the Emergency Nurses Association. Carman traveled to Cinque Terre and Rhodt, Germany, for her son's wedding last summer.

2000s

Diana Craven, MSN'00, retired to Greer, South Carolina, in 2010 with her husband, Stephen.



Kathleen Rivers, MSN'00, lives in Fayetteville, North Carolina. She works as a perinatal high-risk coordinator in the Department of Maternal Fetal Medicine at Fort Bragg. She loves working with high-risk moms, focusing on diabetes and performing research. Rivers enjoys gardening, cooking and spending time with her family and her six grandchildren. She learns about and lives a plant-based life.



April Gant, MSN'04, is a doctor of nursing practitioner, and she is excited about advancing the nursing practice.

Lisa Dahlquist, BSN'03, was promoted to chief anesthetist at the health care system she has worked for since she became a certified registered nurse anesthetist in 2007. She manages a group of more than 80 nurses and staff, two off-site surgery centers and an endoscopy center. Dahlquist says that attending Duke's accelerated bachelor of science in nursing program was one of her best decisions and that her education prepared her for this leadership role.

Lelan Jorgensen, MSN'03, works part time as a certified registered nurse anesthetist in the Bay Area, while homeschooling her five kids.

Amie Koch, BSN'04, MSN'08, completed a doctor of nursing practice degree in July 2017 from East Carolina University. She continues her nurse practitioner work in adult and pediatric palliative care and hospice at Transitions LifeCare. Koch joined the faculty of the Department of Nursing at North Carolina Central University, and she teaches pediatrics and community health. In May 2017, she and her husband, Patrick, welcomed their son, Mark William Koch, into the world.

Burton Shelton, MSN'04, works as a hospitalist nurse practitioner and notes that the work is both challenging and rewarding.

Andora Nicholson, MSN'05, was married to John C. **Nicholson, MD'89**, in 2016. She enjoyed the weddings of her daughter, Katelyn, and her step-daughter, Sara, this past spring. Nicholson will soon join Iredell County Employees Clinic, which is managed by Iredell Memorial Hospital in Statesville, North Carolina.

2010s

Toki Smith, MSN'06, and her husband, Tim, became parents this past May. Their son, Zaal William Smith, was born one day before Mother's Day.

Aviva Emmons, BSN'08, recently passed her ambulatory care nursing certification exam. She continues to work as a clinical nurse III in the Thoracic Oncology Clinic at Duke Cancer Center and has had a very busy past few months precepting new staff and orienting to the charge nurse role.

Allen Cadavero, MSN'09, has graduated from Villanova University with a PhD in nursing degree in May 2018. He defended his dissertation, "Nurse Graduates Perceived Educational Needs After Experiencing the Death of a Patient," in March.



Jean Davison, DNP'12, has received several honors and awards during 2018. She has been named North Carolina Nurse Association's doctor of nursing practitioner council chair and Sigma Theta Tau International Alpha-alpha chapter president. She has received the American Association of Nurse Practitioners Advocate State Award for Excellence from North Carolina and the UNC Office of the Provost Engaged Scholarship Award for Engaged Teaching.

Michelle Joyner, MSN'12, DNP'16, gave birth to twins, Ames Sterling and Joules Violet, in October 2017. She works as an advanced practice provider and mentor in a hospital pediatric pulmonary unit.



Audrey Gittens, DNP'13, emigrated to Jamaica to take a lecturer position in the Caribbean School of Nursing at the University of Technology, Jamaica. She published her memoir, *Crossing the Chasms of Life: A Little Bit of Heaven and a Lot of Hell*, in 2017. She published two articles in a local newspaper on "The Role of Nurses in Climate Change Mitigation" and "Bullying in the Workplace: How Much is Being Done to Protect the Vulnerable."

Angelia Trammell, MSN'12, is a senior data analyst at Arkansas Children's Care Network. She works to establish a clinically integrated network for pediatric providers throughout the state. In this role Trammell is responsible for improving the health of all children in Arkansas through data sharing with pediatricians in the nation's first statewide pediatric clinically integrated network.

Lisa Anne Bove, DNP'13, has accepted a teaching position at the University of North Carolina at Wilmington.

Kristin Carver, MSN'13, and her husband welcomed their second daughter, Sterling Grace Carver, on February 2, 2018.

Jessica Creel, BSN'13, works in the pediatric cardiac catheterization lab at Medical University of South Carolina in Charleston, South Carolina. During this past year, she was awarded Nurse of the Year and moved up the clinical ladder to registered nurse III.



K. Melissa Smith, DNP'13, got married to Bill Hayes on April 14, 2018.



Karl Cristie Figuracion, MSN'14, passed her advanced oncology certified nurse practitioner exam. She and her husband recently bought a house.



Roxanne Singer-Gheorghiu, MSN'14, has completed a post-master's psychiatric mental health nurse practitioner certificate and will open a private practice in December alongside her work as a research director for Neuroscience Research Associates, a division

of BG Neurology. Singer-Gheorghiu is excited that the company has joined the Alzheimer's Initiative and is conducting Alzheimer's prevention trials along with genetic counseling and risk assessment. Her daughter is entering her second year at Duke and her son graduated from Cornell and works as a financial analyst in Tampa, Florida.

Samantha Austin, MSN'15, is recently married, and continues to practice in the Orlando, Florida, area. After spending two years in orthopedic surgery, she has been working in rheumatology for the last 15 months. Austin enjoys being part of a challenging and rewarding practice and caring for people with autoimmune disorders.

Matt Crabtree, BSN'15, and his wife now have four children. They adopted their youngest daughter from China in 2017. Crabtree currently works in a hospital's rapid response team and the intensive care unit transport team.



Cesar Aviles, DNP'16, is the 2018-2019 Duke-Johnson & Johnson Leadership Academy Fellow. The program provides advanced practice nurses, especially those working in community practice settings, with leadership and management skills to deliver primary care services to diverse populations.



DNP-MSN Alumna Fuchs Elected President-Elect of AONE Board

Congratulations to **Mary Ann Fuchs, DNP'10, MSN'90**, vice president of patient care and system chief nurse executive at Duke University Health System and associate dean of Clinical Affairs, Duke University School of Nursing, who was recently elected 2019 president-elect of

the American Organization of Nurse Executives (AONE) board of directors. Fuchs will assume the presidency on January 1, 2020, leading the national membership organization whose strategic focus is excellence in nursing leadership.

Fuchs oversees nursing practice and centralized support services in clinical settings across the continuum for the Duke University Health System. Fuchs led Duke University Health System and several Duke Hospitals to achieve Magnet® designations through the American Nurses Credentialing Center. Fuchs is also the associate dean of

clinical affairs for the Duke University School of Nursing, where she co-leads the Duke Center for Medicare and Medicaid Innovation-funded Graduate Nurse Education Demonstration project as well as a highly successful academic/practice partnership model.

Fuchs previously served on the AONE Board of Directors. Fuchs is a fellow in the American Academy of Nursing as well as a Robert Wood Johnson Executive Nurse Fellow. She is also an alumna of the Wharton Fellows Program in Management for Nurse Executives.



Natalie Klein, BSN'16, has been working at Duke University Hospital for two years now. She says that she has gained critical care experience from the neurology intensive care unit and the emergency department. Klein was elected Magnet Champion for Duke's Magnet Designation this past August and represented the emergency department. Through this appointment, she was able to talk about Duke's excellence in nursing and how nurses impact change in health care. Outside of work, she competes in the equestrian sport of Eventing, and this fall she will run her first full marathon in Washington, D.C. with her mom and sister.

Lisa Mangum, MSN'16, published her first article, "Tuberculosis and Leprosy Coinfection: A Perspective on Diagnosis and Treatment, Open Forum Infectious Diseases," with colleagues Lisa Mangum, Dustin Kilpatrick, Barbara Stryjewska and Rahul Sampath. The article can be found on doi.org.



Julie Philip, MSN'16, works in clinical care on the coast of Delaware and is beginning her doctoral education studying the implementation of telehealth in rural settings. She says that her Duke education has helped her to grow as a professional.

Marisol Santamarina, MSN'16, was offered a job with Gainesville Spine and Injury. She helps geriatric patients manage their arthritis and increase mobility.



Jon Sorenson, BSN'16, has left nursing to create children's adventure-game books, YouTube videos and comics.

Kristin Ferguson, DNP'18, was promoted recently to clinical operations manager in the Lombardi Comprehensive Cancer Center. She presented on breast cancer in the American Society of Clinical Oncology/Oncology Nurse Society conference in Manila, Philippines, in November.

1940s

Elizabeth Reinhardt Mabry, RN'43, BSN'43
 Anne Bennett Powell, BSN'44
 Gene Harlow Lewis, RN'45
 Cicely Laws Anderson, BSN'46

1950s

Bobbie Croom Fisher, RN'50
 Hilda Olive Nelson, RN'50, BSN'80
 Margaret Kohl Smith, BSNEd'52
 Doris Blalock Hamlin, RN'53
 Anne Kelly Leake, RN'54
 Nancy Pennington Davis, RN'58
 Julie Gardner Parks, BSN'58
 Elizabeth Cannon Rollins, BSN'58
 Dorothy Anne Suesens Richman, BSN'59

1960s

Patricia O'Brien Agre, BSN'62
 Rebecca Hill Elliott, MSN'60

1990s

Margaret I. Clark, MSN'98

2000s

Stacey Yale Williams, BSN'05



In Memoriam

Cheryl Rodgers, PhD, RN, CPNP, CPON, FAAN, associate professor at DUSON passed away unexpectedly in July 2018 surrounded by family.

At a very young age, Cheryl knew her life-long passion was to help others. She earned her BSN from the University of Nebraska Medical Center in 1989, her MSN from the University of Texas Houston Health Science Center in 2000, and her PhD from Texas Woman's University in 2009.

She moved to Houston after graduating in 1989 to work at MD Anderson Cancer Center. It was there that she met her husband, Eric. After leaving MD Anderson, she went to work for Baylor College of Medicine.

Cheryl excelled at everything she did. She devoted her life to help children fight cancer. It was often said that her smile alone could cure anyone.

Cheryl joined Duke University in 2013. Her research focus was pediatric bone marrow transplant patients. She served as a manuscript reviewer for pediatric and oncology journals and was a member of the Journal of Pediatric Oncology Nursing Editorial Board. She served as the Evidence-Based Practice Chair and member of the Nursing Discipline Steering Council within the Children's Oncology Group.

She received numerous honors and awards throughout her career including being selected as the Top 20 Texas Nurses and the 2018 American Academy of Nursing Fellows. She had numerous publications and was author and co-editor of several pediatric nursing textbooks.

Cheryl was a wonderful person and an important member of the DUSON community. She will be missed by everyone who was fortunate enough to know her.

Advancing Innovation + Discovery

Rosa Gonzalez-Guarda, PhD, MPH, RN, CPH, FAAN, associate professor and Dorothy L. Powell Term Chair of Nursing, explains that Latinos who immigrate to the U.S. are healthier than average Americans initially, but then are impacted by acculturation stressors the longer they live in the country at *“Investing in Visionary Research: Celebrating Named Professorships at Duke Health.”*

Gonzalez-Guarda and her team study acculturation stressors within the Latino immigrant community and their effects on health along with resiliency factors that mitigate those effects. The event was sponsored by Duke Health Development and Alumni Affairs.



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