LISTENING & LEARNING TO MEET THE FUTURE NEEDS OF NURSING
The School of Nursing at Duquesne University has been a leader in nursing education and remains at the vanguard. With this inaugural issue of our annual magazine, I am proud to share some of our accomplishments as well as my thoughts on our future direction.

We have nearly 50 percent more students than we did just three years ago. Part of that growth can be attributed to the increased demand for nurses nationwide, but it is also the result of strategic choices we have made to develop innovative academic programs to meet the future needs of nursing. Throughout these pages, you will learn about the new technologies we offer our students to enrich their classroom and clinical experiences, such as our new Learning and Simulation Center.

In recognition of the increasing need for registered nurses with bachelor’s degrees, we launched an RN-BSN program that is completely online and also secured federal funding for a program designed to provide support for veterans who wish to earn nursing degrees. At the graduate level, we pioneered online degree programs, including a master’s with a concentration in forensic nursing and several PhD options.

And we have introduced the nation’s first undergraduate dual-degree Biomedical Engineering and Bachelor of Science in Nursing Program which combines the science and art of patient care with principles of electrical, chemical and mechanical engineering. With a solid foundation in both the real-life application of health care and the potential for innovative solutions, nurse engineers will have a unique perspective on finding ways to improve the health and quality of life for patients.

We also share the achievements of our faculty, students and alumni who are making important contributions to the profession as well as to Duquesne’s own reputation for scholarship and service.

At Duquesne University, we are honored to play an important role in preparing nursing students for the profession’s many new opportunities and challenges. I am pleased to share this information with you, and welcome your feedback.

Sincerely,

Mary Ellen Smith Glasgow, PhD, RN, ANEF, FAAN
Dean and Professor
The leaders of Duquesne University’s School of Nursing have listened and responded. “We recognize the challenges facing the nursing profession,” says Dean Mary Ellen Glasgow. “We don’t just need more nurses. We need nurses who are better prepared to function and excel in complex health care situations. To meet these obligations, we are always seeking ways to improve how we are organized, how we engage with other institutions, how we implement technology and most of all, how we prepare our students.”

Recognition and a Rise in Rankings Built on nearly 80 years of excellence in nursing education, the cumulative results of decades of dedication and forward thinking are measured by rising national rankings and endorsements from top scholastic and professional organizations.

For the third consecutive time, the School of Nursing was designated as a “Center of Excellence in Nursing Education” by the National League for Nursing, and has been recognized numerous times by various U.S. News & World Report rankings, such as:

- No. 75 among all graduate nursing programs—we rose 37 places in one year
- No. 9 among the Top 10 Best Online Graduate Nursing Programs
- No. 9 among the Best Online Graduate Nursing Programs for Veterans in the nation

Additional achievements of note include:
- Advanced 14 places to be ranked in top 20 of the Top 50 Most Social Media Friendly Nursing Schools of 2014 by Nursing-School.com
- Named among the Top 20 Online MSN Degrees
- The online MSN program was also listed at No. 5 among the Top 50 online MSN degrees ranked by student-faculty ratio.

MEETING THE FUTURE NEEDS OF NURSING

FOR NURSES TO THRIVE, NURSING SCHOOLS MUST LISTEN TO THE NEEDS OF A RAPIDLY CHANGING HEALTH CARE ENVIRONMENT AND PROVIDE INNOVATIVE LEARNING, WORLD-CLASS FACULTY AND RESEARCH, OPPORTUNITIES FOR EXPERIENCE AND NATIONALLY RANKED PROGRAMS.
• First school in Pennsylvania to grant a BSN degree in 1937
• Offered the nation’s first online PhD in nursing in 1997
• Launched one of the first graduate nursing programs with a concentration in forensic nursing in 2002

BUILDING MOMENTUM WITH WORLD-CLASS FACULTY AND RESEARCH

Today, the School of Nursing faculty is composed of clinical nurse specialists, registered nurses and nurse practitioners who are guided by a framework that depicts how nurses practice, collaborate, communicate and develop professionally to provide the highest quality care.

• Faculty members participate in numerous opportunities to focus on community service projects such as the school’s Community-Based Health and Wellness Center for Older Adults, which provides wellness-oriented health care services to vulnerable populations in Pittsburgh. The goal is to deliver holistic and culturally competent care that promotes health, functioning and quality of life.

• Nursing faculty are developing areas of expertise essential to their scholarly achievements and are attracting more grant funding for research. Faculty research focuses on the intersection of culture and health, and specifically on the topics of improving the health of veterans, older adults, persons with obesity and chronic diseases, and forensics.

We understand that our rich history of nursing education serves as a guide and reminder of the great things that can be accomplished with strategic planning and an eye focused toward the future.

• Experienced dramatic enrollment growth with 48 percent more students than three years ago
• Accepted a higher number of academically accomplished students than ever before
• Saw an increase in the number and dollar value of grants and funding for research, scholarships and program development
Biomedical Engineering to Bachelor of Science in Nursing (BME/BSN) Program
The changing health care environment is creating opportunities for careers previously unseen in the world of nursing. This includes a profession for nurse engineers, which combines the science and art of patient care with principles of electrical, chemical and mechanical engineering.

To meet these emerging health care trends, the school has introduced a groundbreaking five-year BME/BSN program, the first of its kind in the nation. This interdisciplinary dual-degree produces a synergy of expertise that is unique, timely and essential to developing technological solutions to clinical problems.

PhD in Nursing Ethics
Even the simplest actions in health care have ethical dimensions. A new interdisciplinary PhD in Nursing Ethics, created in collaboration with Duquesne University’s Center for Healthcare Ethics, is taking nursing ethics to new heights.

The program is designed to help nurses develop equitable patient care perspectives and address moral distress and other health care problems related to conscience and moral choice.

New PhD Options
Since launching the nation’s first completely online PhD Nursing program more than 20 years ago, the School of Nursing continues to be a recognized leader in graduate nursing education. In concert with current trends in nursing as well as the Institute of Medicine report and the Robert Wood Johnson Future of Nursing Scholars Program, the School of Nursing has recently announced a new 3-year and revised 4-year PhD nursing program. Emphasis is placed on the health needs of vulnerable individuals and populations within the context of social justice. Both programs include a study abroad residency experience in Rome or Dublin, which deepens global health care perspectives.

And to accommodate the career and personal demands of nursing professionals, the PhD program continues to have full-time and part-time tracks.

Additionally, our new and innovative PhD admissions option, the DNP to PhD Program, is designed for DNP prepared nurses who want to pursue a PhD in Nursing degree that will enable them to function as independent researchers. The program is 38 credits and can be completed in under three years.

“Biomedical engineering program at Duquesne, especially when combined with a nursing degree, offers students an ideal balance of health care and technology.”
NerdScholar July, 2016
GROWTH TO MEET THE FUTURE NEEDS OF NURSING

With the passage of the Patient Protection and Affordable Care Act in 2010, more than 32 million Americans are gaining access to health care services, including those provided by registered nurses and advanced practice registered nurses.

More nurses are needed—and they need to have advanced degrees.

The School of Nursing is ready to embrace the future with continued careful, strategic planning to grow in ways that build on our reputation as a pioneer of nursing education and one of the nation’s foremost nursing schools.

“More than any other gauge of success, our biggest challenge and our greatest achievement remains our ability to educate students,” Glasgow says.

“Students are going to encounter the challenges brought about by rapid changes in health care and its related technologies. Our goal is to ensure our students exemplify—in the best Duquesne tradition—the highest levels of competency, compassion and ethical behavior.”

THE BUREAU OF LABOR STATISTICS PROJECTS THAT THE NUMBER OF EMPLOYED NURSES WILL GROW BY 712,000, OR 26 PERCENT, BY THE YEAR 2020. ADD REPLACEMENTS FOR CURRENT NURSES WHO RETIRE, AND THE TOTAL NUMBER OF JOB OPENINGS SWELLS TO 1.2 MILLION.

THANKS TO OUR DONORS

The generosity of two major donors was critical in equipping the School of Nursing’s new Learning and Simulation Center.

Pocket Nurse, a major distributor of medical supplies and equipment for health care education, has been a long-time partner with the School of Nursing, providing high-tech simulators and basic and advanced patient care equipment. Most recently, Pocket Nurse provided neonatal and NICU equipment for the Learning and Simulation Center.

The Weisbrod Foundation made it possible for the School of Nursing to create the Robert and Mary Weisbrod Fundamental Skills Lab within the Learning and Simulation Center. The Weisbrod Foundation’s gift provided funding to acquire the digital equipment and video recording and playback technology used in clinical skills evaluations and debriefing.
Changes in technology and in the way our students learn is at the heart of our new clinical skills simulation lab—a space dedicated to creating a deeper style of learning. It offers enhanced realism, advanced video technology and vital resources needed to help students grow into competent and confident professionals.

Open for the first day of fall 2015 classes, the School of Nursing’s new Learning and Simulation Center is the culmination of years of planning. Occupying approximately 7,000 square feet of space, the entire floor of the newly remodeled Libermann Hall is substantially larger than the previous clinical lab and offers an array of technology that increases realism, improves the quality of evaluation and enhances clinical learning.

“Because our new center is larger, more sophisticated and more realistic, we’re providing learning opportunities that are usually unavailable in a clinical unit,” says Rosanna Henry, MSN, RN, director of the Learning and Simulation Center. “That means we’re better equipped not only to help students acquire clinical skills but to inspire them to become fully engaged and committed to learning.”

In the new center, state-of-the-art patient simulators and the latest digital recording technology are integrated in unique and effective ways. Video recording and sophisticated playback capabilities in the Robert and Mary Weisbrod Fundamental Skills Lab help clinical instructors pinpoint problems and provide students with performance-based, individualized feedback.

Additionally, a conference room in the center is equipped with a Mondopad, a large video monitor, which features intuitive touch-screen controls, interfaces easily with hand-held computers and mobile phones, and supports remote viewing from any location that has Internet access.

There is also new equipment to help increase realism in nursing simulations and create meaningful and effective learning experiences. For example, neonatal and NICU simulations are now benefitting from the recent acquisition of a birthing bed, neonatal monitor, ventilator, incubator and infant warmer. These costly items are often out of reach for all but the largest nursing schools, but were provided to Duquesne University through the generosity of Pocket Nurse®, one of two important gifts that helped to create the center.

In all simulation areas, the oxygen flow meters and wall-mounted suction equipment work just like their counterparts in real clinical settings. And for maximum realism, audio recordings and special “short-throw” video projectors are used to re-create the visual and auditory qualities of a hospital.

TECHNOLOGY INFUSED LEARNING

"BECAUSE OUR NEW CENTER IS LARGER, MORE SOPHISTICATED AND MORE REALISTIC, WE’RE PROVIDING LEARNING OPPORTUNITIES THAT ARE USUALLY UNAVAILABLE IN A CLINICAL UNIT."
The vision of the Veterans to BSN Program is to increase employment opportunities for veterans and contribute to a diverse professional nursing workforce that improves health care services to communities worldwide.

A nearly $1 million federal grant has been awarded to the School of Nursing for an innovative program designed to provide support for veterans, active military and reservists who wish to earn nursing degrees.

The Duquesne University School of Nursing is among a select group of nursing schools in the nation to secure the funding. Known officially as the Veterans to Bachelor of Science Degree in Nursing (VBSN) Program, the grant is administered through the Department of Health and Human Services’ Health Resources and Services Administration (HRSA) over a three-year period.

Duquesne and the School of Nursing have a tradition of welcoming veteran students, a crucial factor for securing the grant, as was having three separate pathways for veterans to earn a BSN: a traditional four-year program, an accelerated 12-month second degree program, and a completely online RN-BSN program.

According to Mark Crider, PhD, MSN, RN, assistant dean for Administration and Special Projects, the author of the grant application and director of the VBSN Program, our veteran students’ biggest challenge is their reluctance to approach anyone except other veterans for help.

The School of Nursing is working to bring instructors on board who are veterans in order to enrich the collective experience of the nursing faculty and further enhance the military-friendly aspect of student life.

One such member is Patricia Kelley, PhD, RN, FNP-C, GNP-C, FAANP, who comes with a deep understanding of military culture. Kelley, in addition to a lengthy career as a Navy nurse and officer, served in the Office of Research and Development in the Department of Veterans Affairs. She also served on the nursing faculties of the Uniformed Services University of the Health Sciences and The Catholic University of America, among others.

VETERANS TO BSN PROGRAM: SUPPORTING MILITARY NURSING STUDENTS
According to Crider, the grant program has been the catalyst for nursing schools to collaborate on creating and evaluating support initiatives for veteran students. The nursing schools selected for funding, he explained, were chosen over a three-year period so that schools that established the programs earlier gain experience that can be passed to the second and third groups of schools selected.

In fact, faculty members from grantee nursing schools communicate regularly to share best practices, and are currently working together to develop testing and other criteria to formulate uniform standards for awarding college credit for military experience and training.

Beyond the terms of the grant that helped launch the VBSN Program, the School of Nursing also plans new clinical connections with hospitals, service organizations and community-based agencies that provide care and services to underserved veterans and their families.

“The core values of dedication and service that define the military experience are the same values that inspire people to enter the nursing profession,” says Dean Glasgow. “Service to others is also central to Duquesne’s mission, so in a fundamental way our nursing school is an ideal fit for the VBSN Program.”

New veteran-focused initiatives in the School of Nursing enabled by the VBSN grant include efforts for recruiting and enrolling veterans as well as ensuring that students graduate and enter the ranks of the nursing profession. Initiatives include two new positions that are pivotal in helping veterans make the transition to nursing students.

Alexis Weaver, who capped her Navy career as a recruiter, now serves the School of Nursing by focusing solely on recruiting veteran prospects. Having dedicated ex-military personnel assist veteran-student prospects in the recruitment and application processes as well as during their semesters as nursing students is a way of extending the camaraderie of the military to the students’ academic experience. Her own military career, Weaver explains, helps to provide insight into the motivations and concerns of ex-military students, and is the common ground that can nurture trust.

“Veterans just need someone to connect with who they feel comfortable talking to and want to work with,” Weaver says. “I will be their first contact and will remain a constant presence after they are in the program.”

Lee Wagner, a former Marine sergeant with leadership development experience in corporate banking, is the new academic coach dedicated to assisting veteran nursing students. His role, Wagner points out, is not to replace faculty or academic advisors but to provide an additional resource for military nursing students and ensure that they obtain any form of assistance—on or off campus—necessary for success.

Wagner does not want veterans to be treated differently by staff or faculty, yet he does anticipate high levels of academic and professional achievement from this group of students. He believes their military service makes them likely leaders. “The veteran students’ experience, as well as my own background and education in the area of leadership development, affords an opportunity for building the skills of a leader in these students,” Wagner says. “I aim to help them make the most of the transferrable skills that they acquired from their time in the service.”
Let’s call her Mary. She was healthy and active—not at all overweight. But around age 40, all of that changed. Mary became seriously ill, bedridden and unable to meet the long hours and physical demands of the business she owned. Forced to shutter her once-successful company, Mary grew despondent and began putting on weight. Despite diet and exercise—and after decades languishing in a state of worry and frustration brought on by steady weight gain and attendant medical complications—Mary, a person who had never before had an operation of any kind, opted for bariatric surgery at age 62. It was a last ditch attempt to overcome the threats to her life and health from obesity. The procedure led to a dramatic weight loss, a reduction she has been able to sustain for more than five years. Currently, Mary and other patients like her are critical pieces of a puzzle that researchers in the School of Nursing and elsewhere are hoping to solve in order to decrease the risks and maximize the benefits of bariatric surgery.

The research project, funded by the National Institutes of Health (NIH), is part of the Longitudinal Assessment of Bariatric Surgery (LABS) research consortium. Duquesne University is one of three centers collecting data for it nationwide. The project is hoping to bring to light the changes in mental health and eating that occur post-surgery and understand how they may be related to weight loss, explains Associate Professor Melissa Kalarchian, PhD.

Research that helps Mary and others like her adopt new attitudes and new ways of living before and after bariatric surgery has for years been a special focus of Kalarchian’s career.
As a researcher, Kalarchian has secured millions in grant funding, the majority from NIH. And in only two years at Duquesne, her ability to develop collaborative opportunities and secure grants is making a significant difference for the School of Nursing’s research program, with the number of proposals submitted at an all-time high. In addition, her nationally recognized expertise has helped secure her appointment as a standing grant review panelist for NIH and the Patient-Centered Outcomes Research Institute.

With the number of proposals submitted at an all-time high, she has helped to secure a grant review panelist for NIH and the Patient-Centered Outcomes Research Institute. In her relatively short time at Duquesne, Kalarchian’s vision and expertise have made it possible for the School of Nursing to create a top quality research program, one that increases faculty engagement and student participation in nursing research.

Kalarchian points out that her research history and chosen methods also dovetail nicely with the nursing profession. “The research I’m drawn to, recognized for my field, and parallel with the nursing profession,” she says. “Nurses are right there, too, engaged in evidence-based practice.”

An interdisciplinary approach distinguishes many of the latest research projects in the School of Nursing, including Kalarchian’s own work. Forming research alliances with colleagues in psychology, public health, statistics, pharmacy, medicine and other fields holds the promise that upcoming research projects in the School of Nursing can harness the potential of collaboration to better solve complex problems in health and health care, Kalarchian explained. “What drew me to Duquesne was not the possibility of continuing my own work,” she says, “but the prospect of working with faculty and students on achieving their goals and moving together into new areas of inquiry.”

SERVING THE UNDERSERVED

Most important, the School of Nursing’s expanded research agenda is one that is consistent with the mission of Duquesne’s founders—the Spiritans, a Catholic missionary order that has worked among marginalized people and societies for more than three centuries. Our current investigations address critical national priorities, including disparities in health care delivery, ethical practices and decision-making, interdisciplinary prevention and treatment methods, and the use of technology and informatics to improve nursing education and patient care.

“My own research is clinical and applied, which is a good fit for Duquesne,” observes Kalarchian. “It suits the University’s mission because for that type of research, an investigator has to work directly with individuals from the community—and throughout its history Duquesne has been committed to serve through community engagement.”

NURSING RESEARCH: FOCUSED AND COLLABORATIVE

Recently awarded grants are providing exciting opportunities for research focused on service to vulnerable and underserved populations as well as developing educational programs in the School of Nursing.

• The School of Nursing received a major National Institutes of Health grant to continue a long-term investigation of the psychosocial effects of bariatric surgery as part of a national research consortium.
• The School was awarded a three-year Health Resources and Services Administration (HRSA) grant for designing student support resources to help veterans, active duty military personnel and reservists obtain a bachelor of science in nursing degree.
• The Robert Wood Johnson Foundation and the American Association of Colleges of Nursing funded an innovative accelerated nursing education project undertaken with Ashland University in Kentucky.
• The Astra Foundation funded a faculty project designed to help older adults in six ethnically diverse Pittsburgh neighborhoods improve their diets and be more active.

In addition, new interdisciplinary alliances are generating research opportunities that engage the community and combine the talents and scholarly strengths of experts across disciplines and institutions.

• In her Well Women, Well Babies project, Assistant Professor Jessica Devidio, PhD, MSN, CPNP, is collaborating with a faculty member in the Sociology Department as well as various community groups in Pittsburgh’s Hill District neighborhood, the Historic African-American community adjacent to the Duquesne campus, and an effort for which she was awarded the University’s Rice Fellowship and a Community-Engaged Research Seed Grant.
• Clinical Professor Joan Such Lackert, PhD, RN, CORLN, AOCN, CNE, ANEF, FAAN, is partnering with investigators from Duquesne’s Center for Healthcare Ethics on a project funded through a faculty development grant, focused on patient autonomy and decision making in advanced palliative care for cancer patients.
• For a project funded by the National Institutes of Health, National Library of Medicine, Associate Professor Melissa Kalarchian, PhD, is collaborating with Duquesne’s Health Sciences Librarian David Nolfi, MLS, AHP, on a workshop featuring a lineup of prominent experts and faculty researchers in Duquesne’s Schools of Health Sciences, Nursing and Pharmacy in order to increase the number of systematic reviews and meta-analyses they undertake.

The School of Nursing is also engaging and inspiring the next generation of researchers.

• Through funding supplied by the Jonas Center and matching funds from the University, doctoral students are receiving financial assistance over a two-year period for their mentored research projects relating to nursing and veterans’ health care.

EXPLORING SOCIAL JUSTICE AND HEALTH CARE

Addressing social injustice is a key aspect of Duquesne University’s heritage and character. Our commitment to helping those most in need is being advanced through the efforts of Sr. Rosemary Donley, PhD, APRN, FAAN, holder of the Jacques Laval Endowed Chair in Justice for Vulnerable Populations. In addition to teaching and conducting research related to health care access and quality for underserved persons and communities, Sr. Donley is the principal organizer of the annual Rita M. McInley Symposium. The symposium provides a national forum where scholars, researchers, policy makers and health care professionals can share ideas for alleviating disparities in health, wellness and access to health care services.

The 2015 Symposium, The Face of the Person who has Experienced Violence, focused on the determinants of violence seeking to prevent and ameliorate the impact of violence on persons and communities.

SAVE THE DATE

2016 Rita M. McInley Symposium
The Face of the Person with a Disability
Oct. 27-28, 2016
DRIVEN FOR ACADEMIC SUCCESS

In the years ahead, nurses will need to know more and do more. As the newly appointed chair of undergraduate nursing programs, Assistant Professor Rebecca Kronk is helping to guarantee that the School of Nursing and its students are ready for that reality.

Kronk, a board certified pediatric nurse practitioner with more than three decades of experience in that field as well as a doctorate in applied developmental psychology, will be responsible for the School of Nursing’s four-year BSN, Second Degree BSN and RN-BSN programs. Her position is one of three new academic chairs instituted by the School of Nursing to ensure that students receive the highest quality educational experience.

“Like her graduate counterparts, Dr. Kronk is helping us integrate the School of Nursing’s goals and aspirations with the teaching we do on a daily basis,” says Dean Glasgow.

“We have a well-known and strong reputation in the health care community for graduating nurses who are well prepared to deliver quality care at the bedside and model professional leadership,” Kronk says, adding that because health care is evolving, nursing schools must never be complacent.

The courses offered, she explains, are changing to meet an array of nursing challenges. These include higher standards set by state boards of nursing, a health care delivery system that grows in complexity as patient populations increase in size, and a rapidly changing health care environment in which nurses must be highly skilled in both information management and patient care technologies.

Curricula for the School of Nursing’s three BSN programs now include coursework in the specialty areas of pediatrics, women’s health, veterans’ health and genetics. And the demand for additional fields of specialization will grow as needs emerge and the necessary curricular and organizational changes are addressed.

“As a school, we stay abreast of the increasing and varied demands of the profession and proactively prepare graduates to be part of the change,” Kronk says. “That one of the primary reasons our graduates are superbly prepared practitioners with an enthusiasm for continued learning.”

GLASGOW INDUCTED TO NLN ACADEMY

Dr. Mary Ellen Glasgow, dean and professor of the School of Nursing, was inducted into the National League for Nursing’s (NLN) Academy of Nursing Education, with the credential of Fellow. She joined the academy’s 202 fellows representing nursing schools and programs throughout the United States.

“It is an honor to be recognized by the National League for Nursing for my contributions to nursing education and be among other esteemed colleagues who have made important and demonstrable contributions to nursing education,” says Glasgow, who was among just 22 inductees this year.

The NLN established the Academy of Nursing Education in 2007 to foster excellence in nursing education by recognizing and capitalizing on the wisdom of nurse educators who have made sustained and significant contributions to nursing education. In addition to providing leadership in nursing education and in the Academy of Nursing Education, fellows support the NLN vision to promote standards of excellence in nursing education, and serve as role models and resources for new educators and for those who aspire to become nurse educators.

Glasgow has incorporated the cooperative education model, envisioned and implemented the use of online courses, standardized patients, mobile technology, e-books and simulation in the nursing and undergraduate health professions curricula during her career. She also was responsible for the development and growth of one of the largest online nursing course offerings in the nation, and recently developed the first of its kind, five-year Biomedical Engineering to Bachelor of Science in Nursing (BME/BSN) Program at Duquesne.

In addition, Glasgow was selected as a Robert Wood Johnson Foundation Executive Nurse Fellow and as a Fellow of the American Academy of Nursing, and received a 2013 Distinguished Alumni Award from Gwynedd- Mercy University. She also co-authored Role Development for Doctoral Advanced Nursing Practice, which earned the 2011 American Journal of Nursing (AJN) Book of the Year Award, and Legal Issues Confronting Today’s Nursing Faculty: A Case Study Approach, which was recognized with the 2012 AJN Book of the Year Award.

“The National League for Nursing relies on these accomplished individuals as allies in our efforts to address the ongoing shortage of nurses and nurse educators,” says Dr. Beverly A. Malone, chief executive officer of the NLN. “Nurse faculty and colleagues from other fields who contribute to excellence in nursing education and to the preparation of a nursing workforce that advances the health of the nation and the global community deserve this public recognition and the gratitude of all who are eager to elevate the status of the profession.”

AAN FELLOWS

In 2014, the American Academy of Nursing inducted as fellows three new members from the School of Nursing faculty.

2014 INDUCTEES

Linda Goodfellow, PhD, RN, FAAN
Clinical Associate Professor
Chair, Duquesne University Institutional Review Board
Lenore K. Reissig, PhD, CRNP, FNP-BC, FAAN, FAANP
Professor Emerita
Rick Zoucha, PhD, APRN-BC, CTN-A, FAAN
Professor, Chair of Advanced Role and PhD Program
Joseph A. Lauritis, C.S.Sp. Chair for Teaching and Technology

PREVIOUS INDUCTEES

Sr. Rosemary Donley, DrPH, APRN, FAAN
Professor, Jacques Laval Endowed Chair in Justice for Vulnerable Populations
Mary Ellen Glasgow, PhD, RN, ANEF, FAAN
Dean and Professor
Joan Such Lockhart, PhD, RN, CORIN, AOCN, CNE, ANEF, FAAN
Clinical Professor
L. Kathleen Sekula, PhD, APRN, FAAN
Professor
Director, Forensic Nursing Graduate Programs

The AAN fellowship is awarded only to nurses who make significant contributions to their profession. Having six AAN Fellows among the faculty is a feat that few nursing schools the size of Duquesne’s can claim.

We are proud of the remarkably high number of our faculty who have earned the distinction of being an AAN fellow,” says Dean Glasgow. “It shows that we have a nursing faculty that is highly regarded by their peers for their extraordinary leadership and scholarly accomplishments.”
The Duquesne University School of Nursing Alumni Association strives to support programs that touch all areas of University life. The association works hand in hand with the School of Nursing’s faculty and staff to promote a mutually beneficial relationship shared between alumni and Duquesne. This has led to involvement in numerous activities and programs over the course of the year. Recent highlights include:

- Established a $25,000 School of Nursing Alumni Association Scholarship Student Resource Fund. Once endowed at $50,000, it will be used to award annual tuition scholarships to deserving nursing students.

- Expanded membership and fundraising efforts to support the scholarship included Uncork the Potential, a wine tasting event that raised more than $1,200, and a sale of jewelry by local artisans.

- Co-sponsored and participated in the first annual Image of Nursing campaign, a student event designed to promote a positive image of the nursing profession.

- Hosted alumni from the classes of 1965 and 1975 at a Homecoming Reception that included a tour of the Learning and Simulation Center.

- Co-sponsored the Nursing School’s annual Rita M. McGinley Symposium, which focuses on the exploration of social justice and health care.

- Provided each nursing graduate a one-year free alumni membership and a graduation gift.

- Presented the Alumni Association Award to a graduating senior who best exemplified the School of Nursing and University missions.

In an effort to provide a wide variety of benefits to our members, we will continue to seek new opportunities to expand the number of events and programs offered. We encourage all alumni nationwide to join us in our efforts.

Leah Vota Cunningham, N’70, alumni board member and former assistant professor and assistant dean of student affairs, was awarded the Holistic Image of Nursing Award for her many years of leading, mentoring and inspiring students, and for being a positive image of nursing.

Lois McGovern, N’68, joins University Century Club

A native of central Pennsylvania, Lois McGovern joined a community of Franciscan sisters after completing high school and earned her diploma in nursing at St. Agnes Hospital in Philadelphia. After taking courses at Villanova University, the order sent her to Duquesne, where she completed her BSN degree in 1968. She later earned master’s degrees in nursing and business from the University of Maryland.

After Duquesne, McGovern realized that the life of a religious sister was not for her and left the order taking courses at Villanova University, the order sent her to Duquesne, where she completed her BSN degree in 1968. She later earned master’s degrees in nursing and business from the University of Maryland. After Duquesne, McGovern realized that the life of a religious sister was not for her and left the order with only $75 and a modest suit of clothes.

She began a career in hospital management, serving as director of nursing at hospitals in California, New Jersey and Maryland, and as assistant executive director for nursing administration at the Deaton Medical Center of the University of Maryland. As a consultant for the Maryland Department of Health, she developed innovative patient assessment tools and analyses and action plans for underperforming hospitals.

McGovern transitioned into long-term care administration as a regional manager for Manor Health Care, and after 10 years with Manor had an opportunity to acquire three struggling assisted living and nursing home facilities. Overcoming financial and legal obstacles, she completed the purchase and rescued the business from bankruptcy and closure. When she sold Harmony Health Care in 1997, the firm had achieved full occupancy and a sterling reputation for efficiency, productivity and quality of care.

As an active volunteer with Partners in Care, a nonprofit providing transportation and advocacy for low-income Maryland residents, she has taken mission trips to Cuba and Costa Rica, delivering educational and medical supplies to the needy.

McGovern has served on the boards of the Franciscan Ministries Foundation and the Annapolis Symphony Orchestra, and as a member of the Anne Arundel County Commission for Women. She has established a scholarship fund to benefit Duquesne nursing students, and has arranged to endow a Fund for Nursing Innovation at the School. McGovern resides in Annapolis, Md.
Imagine the planning and coordination it takes to transfer a hospital’s patients—154 of them, ranging from newborns to young adults, some of them critically ill—from one facility to a new building across town in less than six hours.

Alumna Diane Hupp, N’87, M’95, vice president and chief nursing officer at Children’s Hospital of Pittsburgh of UPMC, was a key member of a team that planned and executed just such a remarkable move.

For two years Hupp and the other members of the planning team devoted themselves to working out details of the move. Then, in May 2009 the hospital staff, with additional support from ambulance crews as well as city police and other personnel, transferred the patients from the old Children’s Hospital building to a larger, state-of-the-art facility across town. It was a quick and problem-free move, and the new hospital’s personnel, systems and equipment were ready for the patients when they arrived.

On the day of the move, from a command center in the new hospital, Hupp functioned as the new facility operations officer. Then, around the clock for the next three weeks, she and members of the senior nursing staff worked to ensure that the quality of patient care for which Children’s Hospital is known worldwide was never compromised—new equipment and new surroundings notwithstanding.

Only months after the move, in late 2009, Hupp began leading the charge to gain Magnet Status, a distinction that, like the move, would require years of preparation and attention to detail.

Conferred by the American Nurses Credentialing Center, a subsidiary of the American Nurses Association, Magnet Status is recognized the world over as the leading indicator of quality in patient care and nursing practice. Magnet Status hospitals are able to attract and retain the best nursing talent and are among the safest hospitals for patients, nurses and other staff members. But only seven percent of hospitals worldwide are able to earn Magnet Status, as it demands several years of commitment to excellence that leaves no area of hospital operations unaffected.

Achieving Magnet Status requires documenting improvements in patient care, safety and satisfaction. It demands that hospitals make the cultural changes that nurture interdisciplinary teamwork and open communication channels. It means having a nursing staff that is better educated, empowered to make decisions and integrally involved in data collection for the sake of improved professional standards and practices.

Hupp’s leadership and persuasion were vital in the early stages and throughout the quest for Magnet Status. To begin, she had to convince Children’s Hospital administrators, board of directors, medical and nursing staffs and the employees in every area of operations that undertaking the difficult process would be worth the effort.

“I explained what it is and why it was the right thing to do for our patients and families, as well as for our entire organization. It is the biggest accomplishment that a hospital can achieve for nursing excellence,” Hupp recalls.

Children’s Hospital earned Magnet Status in late 2012, but maintaining the credential requires continuous improvement, and Hupp in her role as CNO is leading efforts to obtain recertification in 2016. She explains that having a higher percentage of nurses with BSN degrees, a strategy consonant with a recent Institute of Medicine Report, is essential for continuous improvement and recertification as a Magnet hospital.

Currently 75 percent of the nurses possess a BSN, a significantly higher proportion than the 40 percent state average. The Magnet Status goal is for 80 percent to have BSNs by 2020. Hupp’s goal is to surpass the 80 percent target and have Children’s Hospital reach 90 percent by 2020. She is confident it can be done.

Her own career began at Children’s Hospital in 1986, first working as a childcare assistant. After earning her BSN from Duquesne University, she worked as a staff nurse, then held a variety of nursing management positions where she oversaw medical and surgical patient units and outpatient medical departments.

In 2001, Hupp became the director of Peri-Operative Services, and under her leadership, the surgical cases increased by 30 percent. Working closely with physician leaders from anesthesiology and other surgical subspecialties, Hupp was the catalyst for significant advancements in surgical technology, supply chain management, operating room efficiency and patient safety.

She was appointed vice president and chief nursing officer in 2006. Today she leads a staff of approximately 1,400 nurses as well as nearly 500 other employees in surgical support, security, environmental services and other areas. Despite the enormity of her responsibilities, she maintains a high level of visibility, holding bi-monthly meetings with teams of nurses to listen and to discuss concerns.

“I’m always be thankful for that.”

Hupp is repaying Duquesne by donating her time and expertise as well as her talent to inspire others. In addition to serving on the Nursing Advisory Board and having served as a moderator for a McGinley Symposium panel discussion, she seldom misses the opportunity to speak to nursing students, alumni or members of the faculty.

“It makes me happy to help others receive some of the same rewards I did.” Hupp says of these volunteer activities. “I’m thankful for the impact that Duquesne had on me, and I think donating my time is one of the best ways to show my gratitude.”
STUDENT LEADERSHIP DEFINED

Missy Mazzullo, second from left, proudly displays the DUSON sign with her fellow nursing students.

Through she only participated in the campaign during her senior year, the experience had a profound effect on Missy Mazzullo, RN, N’15. She is now a member of the MCU nursing staff at West Penn Hospital.

“Negative portrayals and misconceptions are a challenge because they dictate how people treat you,” says Mazzullo, a member of the group that launched the campaign. “I later realized it wasn’t only about the way others see us, but also the way we see ourselves.

“The campaign expanded my definition of leadership and showed me the importance of being involved in improving the nursing profession and the future of health care,” she says. “It also taught me to always ask why and to never undervalue myself.”

STRENGTHENING THE IMAGE OF NURSING: ONE NURSE AT A TIME

In popular media, a nurse’s role is often portrayed as carrying out physician orders and performing routine or unpleasant tasks. This pervasive stereotype casts nurses as basic helpers rather than professionals providing analysis and rendering independent judgment on their patients’ behalf. Untrue opinions and negative stereotypes can damage perceptions of the nursing profession as a whole and even dampen career aspirations.

A timely School of Nursing campaign, the Image of Nursing, however, is countering some of these misperceptions about nursing by educating undergraduate students about the increasingly critical roles nurses play in the nation’s health care environment. Through campaign activities both on campus and in the community, students discover that the best way to learn the truth about nursing is to teach those truths to others.

“We prepare students for patient care and advocacy. Our nursing students learn to be responsible for their own career choices,” Walters says. “We stress that they must adapt to changes by exploring specializations in emerging fields and by acquiring the leadership skills and the passion for lifelong learning.”

Those qualities are the ideal as well as the reality of nursing, Walters explains, and they are what the public should associate with the nursing profession. Moreover, she says, “those positive traits enable nurses to excel and advance, so in every way they should be internalized and modeled by our students.”

Now is the time, Walters reasons, for future nurses to confront the myths that might hamper their professional aspirations. The campaign kicked off in April 2015 with guest speaker Sandy Summers, MSN, MPH, RN. Summers is the executive director of The Truth About Nursing, a national organization that since 2001 has been confronting negative portrayals of nurses in popular media and spreading positive and accurate information about the profession.

Prior to the event, nursing students, dressed for a variety of professional possibilities—nurse executive, attorney, surgical nurse, pediatric nurse, nurse practitioner and flight nurse—intercepted members of the Duquesne community and quizzed them on their knowledge of nursing’s varied roles and career choices.

“This really opened the students’ eyes when they realized the public, in general, has very little concept of what nurses actually do,” Walters points out.

The event itself, which provided continuing education credit for RNs, drew a large crowd as well as the notice of the city of Pittsburgh’s Office of the Allegheny County Chief Executive. By official proclamation that office made the campaign kickoff date “A Day to Honor the Nurses of Pittsburgh.”

Students instituted an award for members of the nursing faculty and staff, whom the students felt epitomize the positive nursing image they should emulate.

In its first year, students managed the campaign with faculty assistance and financial and other types of support from the Duquesne University Student Nurses Association, the School of Nursing Alumni Association and the local chapter of Sigma Theta Tau International. In its second year, Walters expects the campaign to be entirely student driven.

DUQUESNE NURSING STUDENTS ARE LEARNING THAT THE PATH TO EXCELLENCE IN THEIR CAREERS STARTS WITH AN ACCURATE IMAGE OF NURSING’S POWER AND POTENTIAL.

In its second year, Walters expects the campaign to be entirely student driven.

To gain traction for the campaign among their fellow nursing students, the group designed a banner-sized pledge card. The banner was displayed prominently within the school, and students were encouraged to affix their signatures to the banner, committing themselves to the campaign’s goals.

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Student Leadership Defined

At Duquesne, we believe one of the best ways to enrich students’ learning experience and prepare them for career advancement is through service and leadership opportunities. Nursing student Caroline Miller is an example of that belief in action. As early as freshman year, she welcomed new challenges and added responsibilities of service.

Miller joined Duquesne University Student Nurses Association (DUSNA) in an effort to be more involved with fellow students. DUSNA is a local chapter of the National Student Nurses Association (NSNA), an organization with more than 60,000 members nationwide devoted to professional development.

Now a senior, she has emerged as a national leader among nursing students as the recently elected NSNA vice president. Dr. Mark Crider, a DUSNA faculty advisor—who as a student was involved in NSNA as well as the Pennsylvania Student Nurses Association—saw that Miller was academically strong, organized, motivated and had a knack for motivating others. “From the start, she exhibited the skills of a leader, and she accepted added work and responsibility,” says Crider.

Attracted to opportunities at the state and national level, Miller became one of only two freshmen selected to appear at the state convention. By the end of her sophomore year she attended a mid-year national conference and gained the vice president’s position in the local chapter as well as a position on the national board of directors. Attendance at the state convention, election to the vice presidency of both her local chapter and the national board of directors are junior-year achievements for Miller.

Her achievements, Miller stresses, were only possible because her professors did all they could to reschedule tests and assignments when necessary and to ensure that she never fell behind academically. “We believe that one of the best ways to nurture professional growth in the next generation of nurses is to make sure that they succeed in student organizations as well as in their studies,” says Assistant Dean Cherith Simmer.

Along with faculty support and scheduling flexibility, Miller cited the open schedule of the nursing skills lab and new interactive software that can quickly pinpoint obstacles to learning as reasons for her achievements. In particular, she appreciates assistance from Sr. Mary Meyers, C.S.J., BA, MS,MSN, RN, who holds the newly created faculty position of remediation coordinator and success coach in the School of Nursing. “Sr. Mary holds test reviews as well as study sessions to explain content or to just answer questions. And she’s really funny,” Miller says. “Duquesne is doing a lot of things to make us more successful.”

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