# TABLE OF CONTENTS

Executive Summary ............................................................................................................. 2  
Major Foci and Accomplishments Highlights ................................................................... 4  
New Undergraduate Nursing Curriculum ......................................................................... 6  
Graduate Programs ........................................................................................................... 7  
Outcomes and Strategic Linkages ....................................................................................... 8  
Pearson Partnership ........................................................................................................ 9  
School of Nursing Rankings ............................................................................................. 10  
Technology ...................................................................................................................... 11  
Learning and Simulation Center ....................................................................................... 12  
Continuing Education ..................................................................................................... 14  
Faculty at a Glance .......................................................................................................... 15  
Faculty Publications ........................................................................................................ 18  
Grants: Accepted, Awarded, Submitted ........................................................................... 22  
Office of Recruitment and Enrollment Management ....................................................... 24  
DNP and PhD Graduates .................................................................................................. 25  
Student Accomplishments ............................................................................................... 26  
Community Service ......................................................................................................... 28  
School of Nursing Conferences ...................................................................................... 29  
Veteran Initiatives ............................................................................................................ 30  
School of Nursing Dean's Advisory Board ...................................................................... 32
EXECUTIVE SUMMARY

The 2019-20 academic year was an unprecedented year. The World Health Organization designated 2020 the “Year of the Nurse and Midwife,” not knowing we would face a pandemic exactly 200 years since the birth of Florence Nightingale. The Year of the Nurse and Midwife showcases the impact of nurses and the care they provide.

COVID-19 has been described as another 9/11, forever changing many of our daily practices while simultaneously creating fear, stress and a variety of emotions. Before 9/11, we had not seen a transformational event of this magnitude since World War II. During World War II, an amazing amount of innovation, including radar, reliable torpedoes and code breaking, helped end the war faster. I believe we will see the same surge in innovations because of the COVID-19 pandemic.

We also witnessed increased numbers of women entering the nursing profession as a result of the brave work of the Army Nurse Corps. Only 1,000 nurses were listed on the rolls of the Army Nurse Corps at the time of the attack on Pearl Harbor, but following the attack, the rolls grew to 12,000. In its entirety, World War II saw the service of 59,000 or more American nurses. Nurses were called to serve closer to the battlefield than they had before, including serving under fire. Thanks to the skill and dedication demonstrated by nurses, the U.S. military had an astonishingly low rate of death following injury.

During the COVID-19 pandemic, nurses are again being called to serve and are viewed as modern day heroes, tending to the critically ill, donned in personal protective equipment (PPE) and also serving as a significant communication conduit between acutely ill patients and their families. The important role of nurses is being recognized across the globe. We have witnessed the compassion demonstrated by nurses as they comforted the sick and dying, and connected patients with family members via technology to provide solace.

As you may know, Duquesne University was closed to the public and students in mid-March, and faculty and staff were directed to move off campus and to work remotely. We cancelled on-site clinical rotations for our undergraduates because our clinical partners were asking us to suspend our engagement with them to preserve the supply of PPE for their staff and to limit possible spread of the virus. Similar decisions were made for our graduate students on clinical practicum rotations. We continued to serve our 1,316 nursing students during this time exclusively online.

To give you a sense of the work accomplished, we offered classes, exams and initiatives for the remainder of the spring semester, which included:

- 124 classes were offered in an online format.
- 5,707 exams were proctored virtually with specialized software from March 23 to May 6.
- Remaining clinical hours were accomplished via simulation, case studies and Objective Standard Clinical Exams (OSCEs).
• Our Simulation and Learning Center administrators delivered nursing skills lab equipment to the front porches and steps of our local clinical faculty so they could offer virtual labs and skills demonstrations to our undergraduate students.

• We offered dissertation defenses for our PhD students via Zoom.

• Doctoral Week was offered virtually, as well as the Doctor of Nursing Practice Final Presentations.

• The School of Nursing business operations continued using Zoom and Basecamp for meetings, reports and daily operations.

• Academic advisors met with students via Zoom to advise them on academic progression issues, registration and other academic issues.

• Sr. Mary Meyers and Bernadette Clark offered remediation and tutoring sessions via Zoom.

• Faculty created a COVID-19 Blackboard site to share creative teaching strategies during this challenging time.

• The School of Nursing (SON) donated PPE (gowns, masks and gloves) to the Allegheny Health Department under the leadership of Rosanna Henry and Bernadette Clark.

• Faculty and staff were engaged via our Virtual Brown Bag lunch, led by Dr. Cindy Rost.

While online instruction and testing continued throughout the summer, the Pennsylvania Department of Education (PDE) permitted nursing students to resume clinical education activities effective June 15.

It goes without saying that our students have demonstrated flexibility and leadership during this unprecedented time. They were actively engaged in their coursework online. Some of our students have bravely continued to care for critically ill patients. We admire their courage and compassion and pray for their safety and wellness as they lead the world through this pandemic. The faculty and staff have been equally committed to offer the best education to our students during this unique time.

This year, we are especially grateful to Ann and Chris Glazener for the creation of the Ann Lantzy Glazener Endowed Scholarship due to the generosity of their $1 million dollar gift. This scholarship will benefit undergraduate students in rural areas in Western Pennsylvania with financial need.

We offered the Carol Carfang Nursing and Healthcare Ethics Conference in February 2020 due to the generosity of Carol and Tony Carfang. The conference assisted participants in navigating grey areas in nursing and health care. Our keynote speaker, Daniel Sulmasy, MD, PhD, MACP, Acting Director and Senior Research Scholar and Andre Hellegers Professor of Biomedical Ethics at the Kennedy Institute of Ethics at Georgetown University, presented The Dying Person: Ethical Challenges in End-of-Life Care.

We also offered the McGinley-Rice Symposium in October 2019 under the leadership of Sr. Rosemary Donley, with the focus on “The Face of the Person Who is Homeless.” Our keynote speaker, Jim Withers, MD, Founder and Medical Director of Pittsburgh Mercy Operation Safety Net, presented Go To The People.

This upcoming fall, we are excited to offer a Psychiatric-Mental Health Nurse Practitioner Program (MSN), Adult-Gerontology Acute Care Nurse Practitioner Program (MSN), and Executive Nursing Leadership and Health Care Management Program (both MSN and DNP).

We continue to offer a first-class education in the midst of a pandemic via a combination of technology and humanism, striving to develop strong clinicians, faculty, executives and scientists to care, to teach, to lead and to discover in an uncertain world.

Thank you to all of the Duquesne nursing community for all you do on behalf of the School of Nursing.

Sincerely,

Mary Ellen Smith Glasgow, PhD, RN, ANEF, FAAN
Dean, School of Nursing
The School of Nursing takes pride in the cooperative efforts of all faculty and staff to maintain the highest academic standards and to cultivate a culture that promotes inclusive leadership and welcomes individual contributions. Because of this shared vision, faculty and staff members are engaged and recognized for their diligent work in all major accomplishments.

EXPANSION OF GRADUATE PROGRAMS AND FACULTY

Duquesne University and the Pennsylvania State Board of Nursing have approved two new nurse practitioner tracks. These tracks have undergone rigorous development and evaluation. The School of Nursing has begun enrollment of students in these two new tracks: Adult-Gerontology Acute Care and Psychiatric-Mental Health. To maintain all regulatory and accreditation standards, the School of Nursing has hired two new directors to oversee each of these tracks.

In Fall 2020, the Doctor of Nurse Practice Program will also begin enrolling students in the Executive Nurse Leadership and Health Care Management track offering five different options:

- Post-Bachelor’s DNP track
- DNP track
- Post-Master’s Certificate
- Post-Master’s Certificate
- Post-Master’s Certificate

This program was created in collaboration with Duquesne University’s Palumbo-Donahue School of Business and provides knowledge of how finance, budgeting and human resources can improve patient outcomes. Graduates of this interdisciplinary degree program will be able to collaborate with senior executives and leaders across various health care disciplines to identify not only problems but also solutions to implement change.
TRANSITIONING TO A NEW BSN CURRICULUM

A revised curriculum, newly approved by the State Board of Nursing, is underway beginning with the freshman class of 2020. This new and exciting curriculum will include a 21-week Clinical Immersion experience in partnership with University of Pittsburgh Medical Center (UPMC). Nursing instructor Christine D’Antonio, MSN, RN, has been selected as the Clinical Immersion Director to engage with our community partners and ensure students gain a successful and meaningful experience.

While our intent is to continue to provide the required didactic and clinical learning experiences needed to prepare students as baccalaureate general nurses, the new curriculum places a greater emphasis on leadership development and role transition. To meet this end goal, many existing courses have been redesigned and several other unique courses have been added. Here are just a few examples:

*The Community Engaged Professional Nurse* will be added to the freshman year. The emphasis of this course is on health and wellness of diverse populations through active and responsible community engagement.

*Career Management and Professional Development* is a required online seminar which will prepare students for the clinical immersion experience and professional career. Students will complete a professional portfolio, develop interviewing skills and create a career plan. Additionally, *Spanish for Health Care Professionals* will be a required course for all four-year BSN students, and interdisciplinary electives have been expanded to enhance the undergraduate student experience.

FACULTY DEVELOPMENT AND TRAINING

The American Nurses Credentialing Center’s Commission on Accreditation has recognized the Duquesne University School of Nursing as an accredited provider of nursing continuing professional development. As the Lead Nurse Planner, the Associate Dean for Academic Affairs will oversee a team of faculty nurse planners to provide faculty trainings, conferences (e.g. Carfang) and various specialty course offerings (e.g. Sexual Assault Nurse Examiner).

ON THE HORIZON

Awaiting NLN Center of Excellence designation for a fourth consecutive time. The 2020 application reflects how the faculty has consistently engaged students in the educational endeavor by creating respectful environments that enhance student learning and professional development with an emphasis on evidence and outcomes.

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**NCLEX-RN First Time Pass Rate**

<table>
<thead>
<tr>
<th>Period</th>
<th>Pass Rate (%)</th>
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</thead>
<tbody>
<tr>
<td>10/2014-9/2015</td>
<td>92.23</td>
</tr>
<tr>
<td>10/2015-9/2016</td>
<td>93.90</td>
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<tr>
<td>10/2016-9/2017</td>
<td>92.99</td>
</tr>
<tr>
<td>10/2017-9/2018</td>
<td>94.60</td>
</tr>
<tr>
<td>10/2018-9/2019</td>
<td>94.38</td>
</tr>
<tr>
<td>10/2019-9/2020**</td>
<td>94.87</td>
</tr>
</tbody>
</table>

** NCLEX Pass Rate for 1 of 4 Quarters of the Reporting Period
NEW UNDERGRADUATE NURSING CURRICULUM

The School of Nursing’s undergraduate program will have a new curriculum plan in Fall 2020. As a part of the curriculum revision, new courses have been added to place a greater emphasis on leadership development and transition into the professional nursing role.

The new curriculum consists of the following new courses:

TRADITIONAL TRACK

• UPNS 121 The Community Engaged Professional Nurse
  o Introduces professional nursing with an emphasis on the health and wellness of diverse communities.

• UPNS 232 Adult Health & Illness I
  o Focuses on the introduction of selected acute and chronic conditions.

• UPNS 349 Adult Health & Illness II: Care of the Geriatric Adult
  o Focuses on comorbid and complex medical surgical conditions and the care of the older adult population.

• UPNS 431 Enhancing Quality & Safety through Evidence-Based Practice & Technologies
  o Focuses on evidence-based practices with the inclusion of technology learning outcomes.

• UPNS 445 Synthesis for Nursing Practice
  o Designed to help students synthesize content from previous nursing science courses and strengthen clinical judgment.

• UPNS 453 Transition to Professional Practice
  o Focuses on the transition into professional practice.

• UPNS 224 Career Management & Professional Practice
  o Provides the student with professional coaching and preparation for the internship requirement.

• UPNS 365 Clinical Leadership in Professional Nursing Internship
  o Students are immersed in a supported clinical learning environment to aid in the transition to the professional practice setting.

SECOND DEGREE TRACK

• Advanced Clinical Concepts becomes Advanced Clinical Concepts in Gerontology
  o Builds on the medical surgical focus in the Adult Health & Illness I course to include chronic conditions in the older adult.

• Leadership and Management Theory & Practice in Clinical Environments
  o Increases the number of clinical hours with a focus on leadership during the student’s last semester.

21-WEEK CLINICAL IMMERSION EXPERIENCE

The School of Nursing partnered with the University of Pittsburgh Medical Center (UPMC) to provide our traditional BSN students with a 21-week clinical placement at a UPMC facility. Students may begin the 21-week clinical experience during their junior year. The clinical immersion experience will provide students the opportunity to gain leadership experience and professional confidence, and enhance clinical judgment.

Professor Christine D’Antonio is the new clinical immersion education director. Professor D’Antonio will develop partnerships with UPMC hospital leadership and will prepare students for the immersion experience, both by teaching immersion related courses, and through individual career advising meetings.
GRADUATE PROGRAMS

The School of Nursing has created and approved three new online advanced role tracks: Psychiatric-Mental Health Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner and the Executive Nurse Leadership and Health Care Management, which is a collaborative venture between the School of Nursing and the Palumbo-Donahue School of Business. The two nurse practitioner options compliment the long-standing Family (Individual Across the Lifespan) Family nurse practitioner track. Both Psychiatric-Mental Health and Adult-Gerontology Acute Care nurse practitioner tracks received formal approval from the Pennsylvania Board of Nursing in December 2019. The SON began accepting traditional master’s students, who will begin their online studies in the new tracks starting in August of 2020. Post-master’s certificate students will begin in August 2021.

PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONERS

The MSN in Psychiatric-Mental Health Nurse Practitioner track may be completed in three years, and prepares the student for licensure and certification as a Psychiatric-Mental Health Nurse Practitioner who is able to evaluate, diagnose, manage and treat patients with mental health disorders, both acute and chronic. In addition, the School of Nursing will propose a substance abuse component to this program, where graduates may fully participate in caring for those with substance abuse problems. Lastly, the School has in place a Master of Science in Forensic Nursing track that remains a model other schools look to in terms of this role. The Forensic program and the newly proposed Psychiatric-Mental Health program position the School of Nursing to offer innovative, cutting-edge degree programs that meet the needs of students looking to further their education.

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONERS

The MSN in Adult-Gerontology Acute Care Nurse Practitioner track may be completed in three years, and prepares the student for national certification and licensure as an Adult-Gerontology Acute Care Nurse Practitioner. Upon graduation, nurse practitioners prepared in this role will care for adults beginning with young adults to those who are considered frail, older adults with acute, critical, and complex chronic physical and mental illnesses across the adult continuum. They will provide services ranging from disease prevention to critical care, focusing on patients who are physiologically unstable, technology dependent, and/or highly vulnerable to complications. In addition, graduates of this track will provide needed services to the aging baby-boomer population in the United States.

EXECUTIVE NURSE LEADERSHIP AND HEALTH CARE MANAGEMENT

In today’s increasingly complex health care systems, the development of future nurse leaders is increasingly important. A recognized leader in nursing education, the Duquesne University School of Nursing is now offering an Executive Nurse Leadership and Health Care Management (ENLHCM) track. Courses will be delivered in an online format with select clinical requirements beginning in August 2020. The ENLHCM track, which be offered as a MSN, both a Post-Bachelor’s and a Post-Master’s DNP, and a Post-Master’s Certificate, may be completed, depending on the option chosen, between 3-10 semesters. Graduates will be prepared to lead and manage interdisciplinary teams and organizations, as well as create and execute a strategic vision. They will provide ethical services and leadership skills to improve patient outcomes and safety in organizations and serve as leaders in policy arenas, members of board of directors, and a variety of health care areas to affect change. They will and can focus on leading innovative health care systems with an eye on technology and promote complex care services to people across the lifespan. This track, which includes business courses offered by the Palumbo-Donahue School of Business, will prepare nurses for management and administration roles in a variety of health care settings.

The ENLHCM student will couple their nursing experience with business classes to gain knowledge in areas such as finance, budgeting, and human resources that will increase their business acumen to transform health care as CEOs, CNOs, executive directors of quality, or nursing directors in hospitals, ambulatory and non-profit organizations. Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

PHD IN NURSING PROGRAM

The School of Nursing has enjoyed a robust 25-year history of offering a PhD in Nursing. In 1997, Duquesne became the first School in the U.S. to offer a totally online PhD in Nursing. This rich history has evolved, but continues to meet current and future trends in nursing in the development of nurse scientist to meet the ever changing and diverse health care needed locally, nationally and globally. At their core, the program objectives have a particular focus on social justice, vulnerability, ethics, health disparity and health equity. The goal is to continue to offer opportunities for those interested in nursing science and leadership across the profession.

Today, the School of Nursing offers a three-year accelerated program (56 credits), a traditional program in which student can complete their course work in two and a half years followed by dissertation research. Nursing also offers a DNP to PHD track (38 credits) in which students can complete their course work in 2 years followed by the dissertation research. In addition, School of Nursing and the Center for Health Care Ethics offer a unique PhD in Nursing Ethics (47 credits). Coursework can be completed in 2.5 years followed by normative research.

All students in the program are required to take Global Studies in the second summer of their program. The Global Studies experience usually occurs at a Duquesne University Global campus for 10-14 days in either Dublin, Ireland or Rome, Italy.
1. Duquesne will identify bold pathways to offer students the knowledge and skills they will need for productive and fulfilling lives and careers in the 21st century.
   a. During the spring semester the School of Nursing transitioned all of its courses to a virtual delivery method after mid-terms as a result of the COVID-19 pandemic.
      i. The school successfully administered 4,798 exams using remote proctoring options that would have otherwise been administered in a face-to-face format.
      ii. The school successfully transitioned clinical experiences to Alternative Clinical Assignments in all Undergraduate and Graduate clinical courses for the remainder of the semester.
   b. Maintained a 94.38% NCLEX Pass-Rate in the Undergraduate Program.
   c. Maintained a 100% Pass-Rate in the Family (Individual Across the Lifespan) Nurse Practitioner Tracks.
   e. Dr. Mary Ellen Glasgow, professor and dean, presented “How Leadership Development for Nurse Leaders has Changed and What is Essential for Nurse Leaders for the Future” at the 40th Anniversary Southwestern Pennsylvania Organization of Nurse Leaders Conference.

2. Duquesne will become the region’s flagship institution for community engagement through mutually beneficial partnerships that advance the city, the region and the world.
   a. In March 2020 the School of Nursing Center donated unused PPE equipment to local hospitals during the COVID-19 crisis.
   b. Leo Lizarondo (Co-Founder and CEO of 412 Food Rescue) and Lisa Scales (President and CEO of the Greater Pittsburgh Community Food Bank) were two of the Keynote Speakers at the 2019 McGinley-Rice Symposium. This year’s focus was on “The Face of the Person Who is Hungry.”
   c. Students had the opportunity to go to Singapore to attend the International Nurses Conference (ICN) as part of a new Study Abroad experience in the DNP program.
   d. In July 2019 the School of Nursing collaborated with Stages II (a summer theater camp developed for children with disabilities) on a series of role-play activities such as being a nurse, conducting exams and interacting with medical equipment.
   e. The School of Nursing was awarded the 2019 Excellence in Holistic Nursing Education Award at the American Holistic Nurses Association’s 39th Annual Conference.

3. Duquesne’s academic programs will transcend traditional boundaries, positioning it as a leader in interdisciplinary and interprofessional programs.
   a. Through a grant funding opportunity, Dr. L. Kathleen Sekula was able to expand the Sexual Assault Nurse Examiner (SANE) program to offer previously unavailable Clinical Preceptor Courses and Mentorship Programs through Duquesne School of Nursing.
   b. A joint degree with the School of Business – Nurse Executive Leadership and Health Care Management – was approved by the University with initial class enrollment to start Fall 2020.
   c. The American Nurses Credentialing Center’s Commission on Accreditation accredits the School of Nursing as a nursing professional development provider.
      i. This accreditation will allow the School of Nursing to improve Faculty Development opportunities for faculty of Duquesne School of Nursing and nationally.

4. Duquesne will create a vibrant campus community that fosters the achievements of its talented students, faculty and staff.
   a. Explored opportunities to give tuition discount opportunities to members of organizations focused on supporting nurses from diverse backgrounds.
      i. Began discounted tuition partnership with the Transcultural Nursing Society (TCNS).
      ii. In conversations with Chi Eta Phi and the National Association of Hispanic Nurses (NAHN) to offer tuition discounts to organization members.
   b. Faculty Recognitions
      i. Sister Rosemary Donley, S.C., was one of eight women honored by Pennsylvania Governor Tom Wolf and First Lady Frances Wolf as a 2019 Distinguished Daughter of Pennsylvania.
      ii. Dr. Angela Karakachian was named a Journal of Forensic Nursing Feature Author for co-authoring “Nurses’ Moral Distress, Burnout, and Intentions to Leave,” which was published in the Journal of Forensic Nursing.
      iii. Dr. Kate DeLuca received the 2019 Duke of Diversity award for her unwavering commitment to campus diversity and inclusion.
      iv. Dr. Becky Kronk was inducted as the International Society of Nurses in Genetics (ISONG) President-elect.
   c. Student Recognitions
      i. New BSN graduates Morgan Gruender and Megan Mann attended Sigma’s 30th International Research Congress in Calgary, Canada (July 25-28) as Rising Stars. They presented their poster “Conquering Caregiver Challenges of Daily Living—A Secondary Analysis.”
ii. Nursing PhD student Anne Brown, a member of Governor’s Innovation Council in Montana, was part of the team whose work resulted in the state receiving $19 million from the Centers for Medicare and Medicaid Services (CMS) to support a statewide health information exchange.


iv. Nursing PhD student Khaliah Fisher-Grace, MSN, RN, shared her research interest in Diabetes and Technology through a poster presentation, “Understanding the Lived Experience of Persons with Diabetes Using Technology to Support Self Management” at the 2019 Precision Health Boot Camp held July 15-18.

5. Duquesne will encourage an entrepreneurial spirit that will allow it to creatively steward University assets, adapt to changing environments and enhance its financial vitality to fulfill its mission for a new era.

a. The number of proposals submitted by the SON increased, and the school continues to receive federal and foundation funding.

b. Dr. Steers received $830,000 from the NIH for A Social Media Personalized Normative Feedback Intervention for Heavy Drinking Students.

c. Dr. Colbert received $60,000 from the FISA foundation for Equity Access: Educating and Empowering Healthcare Providers.

d. Received approval to begin new joint degree offering with the School of Business Executive Nurse Leadership in Health Care Management tracks with initial enrollment for Fall 2020.

   i. MSN
   ii. PMC
   iii. Bachelor's-DNP
   iv. MSN-DNP

e. Received State Board of Nursing approval for new Nurse Practitioner Tracks with initial enrollment for Fall 2020.

   i. Adult-Gerontology Acute Care Nurse Practitioner
   ii. Psychiatric-Mental Health Nurse Practitioner

f. Total enrollment increased to 1,316 students in Fall 2019 up from 1,188 in Fall 2018.

   i. Total Year over Year increase of 10.77%
   ii. Growth projections show the School of Nursing on-track to meet total enrollment goal of 1,500 students by Spring 2023.

PEARSON PARTNERSHIP

During the 2019-2020 academic year, Duquesne University School of Nursing entered into our third year of partnership with Pearson Online Learning Services (POLS) for recruitment of students into our Masters of Nursing Science (MSN), Post-Master’s Certificate (PMC) and Doctor of Nursing Practice (DNP) programs. Prior to marketing and recruitment services by POLS in Fall of 2017, total student enrollment in POLS supported tracks was 193 total students. At the end of the 2019-2020 academic year, total enrollment in POLS supported programs was 423 students. This represents a total enrollment increase of 118.17% over the three years that the programs have been supported by POLS. During the 2020-2021 academic year, this growth trend is expected to continue. Total enrollment numbers are projected to increase by an additional 23% from the 2019-2020 academic year to the 2020-2021 academic year.

Under the initial partnership agreement with POLS, eight (8) total program tracks were agreed upon for marketing, recruitment and student support services. During the 2019-2020 academic year, the School of Nursing and POLS ended support for the RN-BSN track while expanding support for tracks in Adult-Gerontology Acute Care Nurse Practitioner (MSN/PMC), Psychiatric-Mental Health Nurse Practitioner (MSN/PMC), and Executive Nurse Leadership in Health Care Management (MSN/PMC/Bachelor's-DNP/MSN-DNP), bringing the total number of tracks supported by POLS to fifteen (15) total tracks.

In addition to support provided for marketing, recruitment and student support under our partnership, POLS has added a Vice President of Business Development and Corporate Partnerships to Duquesne’s support team. This new team member is tasked with exploring opportunities for the Duquesne School of Nursing to enter into partnership with different organizations for recruitment and enrollment partnerships. During the 2019-2020 academic year, as a direct result of this new support service, Duquesne School of Nursing entered into a marketing and recruitment agreement with the Transcultural Nursing Society (TCNS) for the recruitment of members from that organization into Duquesne School of Nursing programs. Partnerships with additional nursing organizations are under development while larger partnerships with hospital systems are being explored.
SCHOOL OF NURSING RANKINGS

U.S. News & World Report

#62 Best Graduate Schools – MSN Program 2021
#45 Best Online Graduate Nursing Programs 2020
#3 Best Online Master’s in Nurse Education 2020
#5 Best Graduate Schools – Family Nurse Practitioner Program 2020
#17 Best Online Graduate Nursing Programs for Veterans 2020

GraduateNursingEDU.org

#9 of 100 Most Social Media Friendly Nursing Schools

College Factural
Best Colleges 2020

#15 out of 123 in the State of Pennsylvania
#162 out of a total 1,727 schools

School of Nursing is an NLN Center of Excellence
A designated Center of Excellence in Enhancing Student Learning and Professional Development by the National League for Nursing.

AffordableCollegesOnline.org

#10 Most Military Friendly Colleges

MilitaryFriendly.com
Top 10 Military Friendly School for Graduate School

Nursing Schools Almanac

#30 - nursing school in the United States
#16 - among private nursing schools
#10 - overall in the Mid-Atlantic region
#4 - overall in Pennsylvania

Intelligent.com

#5 of the Top 60 Online Nurse Practitioner Programs (rated as Best Catholic Institution)
#8 of the Top 55 Online MSN Programs (rated as Best Catholic Institution)

CollegeChoice.net

#25 Top 50 Best Online BSN Programs
#14 Best Online MSN Programs
TECHNOLOGY

The School of Nursing Office of Technology is responsible for supporting students, faculty and staff in all areas of educational technology. This includes instructional resources such as eBooks and point-of-care apps, online testing and remote proctoring, along with the latest clinical and lab simulation technology. The office maintains the latest technology to provide the department with the necessary tools for both in-person and online learning.

ATTENDANCE TOOLS

Tracking student attendance in a Blackboard course, on paper sign-in sheets and for check-in to exams, can take away valuable class time and require extra effort on the part of the faculty, staff and proctors. Working closely with the University’s Educational Technology department and Computing and Technology Services (CTS) department, the School of Nursing has implemented new options for attendance tracking with a system called Qwickly Attendance. After piloting the system in 2019, Qwickly Attendance was made available to all faculty at the beginning of the Fall 2019 semester. There are multiple options to collect attendance data and easy-to-use reporting capabilities. Qwickly has done exactly as the name implies and helped faculty quickly take attendance. One example is the use of a USB card reader to scan the University ID card of each student entering the classroom for an exam. The student’s name and photo appear on the screen and confirms their attendance. Card readers are available to each faculty member to use in the classroom.

REMOTE TESTING

In order for exams to be given remotely, new testing and proctoring systems were needed to be implemented quickly. The Office of Technology worked closely with exam vendors to provide faculty and students with a way to securely take exams while they were away from the classrooms. ExamID and ExamMonitor were introduced from the assessment provider ExamSoft. ExamID verifies the student’s identity by taking a photo of them with their webcam and performing facial recognition. ExamMonitor is the software that proctors the exam by recording the student’s computer screen, webcam and microphone throughout the exam. The recording is later reviewed by a proctor and a report is sent to the instructor to review any academic integrity violations. The Office of Technology also worked closely with Elsevier to enable remote HESI exams. This was the first time a HESI exam was given remotely at the School of Nursing. This required a good deal of preparation, coordination and technical support. The Spring semester HESI exams were proctored by the vendor ProctorU which enabled the HESI final exams to continue as scheduled online. During the Spring semester alone, over 5,000 exams were given remotely. With these new remote testing products, the School of Nursing will be able to continue delivering secure assessments to students remotely.

TRANSITION TO ONLINE LEARNING

Faculty, staff and students quickly adapted to teaching, working and learning remotely in the Spring semester with the assistance of the Office of Technology. The technology team was able to configure and provide laptop, Internet hot-spot, and other remote solutions for daily operations to continue while away from campus. They also provided assistance with VPN, communication tools like Zoom, and technology training for the newly implemented solutions for remote learning. Policies and procedures were adapted from the online graduate program where we have years of experience in the area of online learning. The technology team worked to resolve issues and prepare the School of Nursing for an extended period of remote instruction and testing.

TECHNOLOGY HELP DESK

Technology support needs to be available with minimal wait times to quickly resolve any issue, especially when it involves students taking exams. That is why the Office of Technology has created the SON Help Desk to provide extra support for faculty and students. The technology team has always been available for on-campus exam support, but it was incredibly important to continue that high level of support when we transitioned to online learning. Students having technical difficulties with exams, such as problems with the test software, accessing a remote proctor, or uploading their answers, were able to reach the Office of Technology team by email, phone or text for assistance. During final exams in May 2020, the technology team responded to over 400 email requests for help, 52 phone calls and 12 text conversations in just one week. These messages were forwarded to a central location in Basecamp, a cloud-based project management solution, where the technology team worked together via chat tools and provided help to students. These innovative solutions that were quickly implemented are a great enhancement to technical support for the School of Nursing.
The Learning and Simulation Center allows nursing students at all levels the opportunity to use multiple simulation modalities to practice procedures and clinical patient care situations in a safe learning environment. Using state-of-the-art equipment, students learn proper techniques and develop critical thinking skills. The Center's staff is continuously seeking improvement of simulation educational methods that will help students become better prepared to work safely with patients.

NEW TECHNOLOGIES IN THE LAB

**Augmented Reality**
Two learning modules for cardiac and respiratory auscultation have been developed for Duquesne University School of Nursing by Lumis Corp. Students use a smart stethoscope that is tracked by the InSight Platform to identify and listen to various auscultation regions. The learner can observe normal and abnormal auscultation findings. Proper technique for an auscultation exam is demonstrated by automated instruction. Students can explore normal and abnormal sounds before taking a quiz to measure their level of understanding. The questions help prepare students for the NCLEX.

Under the direction of Susan Williams and Rosanna Henry, this new technology was introduced Fall 2019 in a Health Assessment course with plans to extend this strategy to all students taking this course.

Lab staff worked with Dr. Melissa Kalarchian, associate dean for research, and the IRB office to approve a quality-improvement research project using the new learning modules within a section of a sophomore Health Assessment class. The study is on hold due to COVID-19; however, staff have continued to discuss the academic schedule, the fluidity of simulation plans for the fall, and the prospect of continuing and moving forward on the pilot and other developments.

Lab staff continues to explore ways to utilize a “light” version of the system through a web interface, support remote/hybrid learning, and dispel “Zoom-fatigue.”

**Virtual Reality - Oxford Medical Simulation**
In Fall 2019, Oxford Medical General introduced a virtual medical simulation to Pilot Program Faculty members. Faculty were able to wear an Oculus headset to be fully immersed in the simulation scenario as if they were actually in the patients’ room communicating, intervening, and practicing clinical decision making and clinical judgement while providing patient care.

**Pediatric Pilot Program**
In Spring 2020, Dr. Angela Karakachian conducted a small pilot using Oxford Medical simulation. She began by explaining the benefits of this tool to clinical instructors weeks before the virtual simulation was implemented. While students were learning from home during COVID-19, this tool alternated clinical assignments for the students. Oxford Medical provided two simulation scenarios to allow students and faculty hands-on practice (assess the virtual patient, use critical thinking to develop nursing diagnoses, plan their next actions, implement and evaluate their actions). Faculty and students were very happy to use this tool and have an interactive experience in the absence of clinical. This virtual reality project has not yet been adopted for official use due to financial implications.

**SimMan Essentials**
A new SimMan Essentials high-fidelity manikin for simulation training was purchased to replace an existing older simulator.

**Ventrilophone**
The Ventrilophone is a device that allows educators to put any sound on either a live patient or mannequin. It offers high-quality adult and pediatric sound libraries of live patient recordings—never simulated or computer generated. Benefits of the device are:

- Increases confidence in beginners
- Learners can instantly compare patient sounds with abnormal sounds
- Multiple listeners can hear sounds simultaneously
- Broadcast sounds for group and classroom learning
NEW SIMULATIONS

Pediatric Simulations
Dr. Angela Karakachian initiated and led a new pediatric simulation that challenges student nurses to utilize critical thinking while caring for children with disabilities. Since the care of children with disabilities is part of the pediatric curriculum, the focus was on the integration of student learning into practice and to provide them with the opportunity to care for and learn from children with disabilities. Two simulations were developed—one with an autistic child who had asthma symptoms and another with a child who had diabetes and a visual impairment. The scenarios were filmed in our new pediatric simulation room, which allowed for increased realism.

Stages II: Summer Theater Camp for Youth with Disabilities
Stages II, a summer theater camp developed for children with disabilities, was funded through an Edith L. Trees Charitable Trust grant. The camp used performance skills and training to teach 7th- to 12th-graders with a variety of disabilities to interact with health care providers and others. Along with rehearsing and performing in Duquesne University’s Genesius Theater, campers spent a day in the School of Nursing’s Learning and Simulation Center, where they role-played activities like being a nurse, conducting exams and interacting with medical equipment. The hands-on nature of the camp and its approach to learning through play helped engage participants. As the youth honed their singing and acting skills, they also developed the confidence they needed to better understand and speak out about their disabilities with health care providers.

Expansion of the Standardized Patients with Disabilities Program
The Family (Individual across the Lifespan) Nurse Practitioner Program has incorporated standardized patients with disabilities into the on-campus residency for the students in GNFN 510 Foundations of Family and Individual Care I. Utilizing standardized patient rooms, each student is assigned a standardized patient with a disability, as well as a chronic medical problem (asthma, hypertension, diabetes). Students then assess and determine an appropriate treatment plan for their patient. Following the encounter, students receive feedback from both the patient and the faculty. This program has been implemented during the residency to provide learning opportunities for the students in a safe environment while working to improve care for this vulnerable population.

Virtual Activities
This past Spring, our great accomplishment was our ability to transition the manner in which lab instruction and simulation activities were delivered due to changes brought on by the COVID-19 pandemic. On very short notice, lab faculty and staff needed to modify and adapt in-person instruction to all-remote learning. Faculty and staff sent supplies home with students and were able to deliver supplies and equipment to the homes of several faculty members. We delivered all instruction via Zoom, and all simulation experiences were modified to a virtual format utilizing previous simulation recordings, inserting critical thinking questions, and utilizing a play-and-pause approach under the direction of the faculty member.

FACULTY ACCOMPLISHMENTS
The following faculty became certified in simulation from the Society of Simulation in Healthcare. They earned status as Certified Simulation Healthcare Educators (CHSE).

CENTER FOR RESEARCH FOR UNDERSERVED AND VULNERABLE POPULATIONS
The Center for Research for Underserved and Vulnerable Populations offers support for research including design and statistical consultation; peer review of scholarship; pre- and post-award assistance with grants; poster production and travel awards; as well as an annual colloquium series for faculty and students. It is dedicated to networking, exchanging information and fostering innovation.

Consistent with the School of Nursing’s mission and national priorities, overarching themes include:

- Using technology and informatics in research, education and practice
- Promoting ethics and health equity
- Developing interdisciplinary approaches to health promotion and management of chronic illness

The Center is committed to promoting University, community, regional, national and global partnerships to achieve excellence in nursing science. This past year, we purchased specialized software for faculty, which included Covidence for systematic review management and NVivo for qualitative research. A highlight of the year was the grant writing seminar with Dr. Lauren Broyles from the Grant Writers’ Seminars and Workshops held for our faculty and colleagues in January 2020.
In academic year 2019-2020, Duquesne University School of Nursing provided fourteen continuing education programs including the 10th Annual McGinley-Rice Symposium: "The Face of the Person Who is Homeless;" Hunting the Hunters: An Interdisciplinary Investigation into Serial Killing; and the 2020 Carol Carfang Nursing & Healthcare Ethics Conference. In total, the School of Nursing offered 280.75 contact hours to 617 participants.

In conjunction with the other continuing education events that the School of Nursing provided this past year, the SANE program* has expanded to include a SANE Clinical Preceptor Course that includes a one-time course as well as monthly education sessions, quarterly review sessions, and a review course provided before the participant takes their SANE exam. Nurses will experience hands-on preceptorship with experienced SANEs to prepare them to return to their areas of clinical practice. The course includes an opportunity to practice a mock exam on a professional live standardized patient who is trained to portray a sexual assault scenario and undergo a full sexual assault exam.

The Clinical Preceptor Course serves as the "preceptorship" portion of the national certification offered through IAFN (International Association of Forensic Nurses). All training is consistent with the standards of practice as defined by the IAFN.

The American Nurses Credentialing Center’s Commission on Accreditation accredits Duquesne University School of Nursing as a provider of nursing continuing professional development. This accreditation was a change from accreditation through the Pennsylvania State Nursing Association (PSNA). This accreditation was received in May 2020.

*This program is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling $1469650 with no financing by nongovernmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government.

### Continuing Education Programs

<table>
<thead>
<tr>
<th>Continuing Education Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendees Seeking Contact Hours</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>Generations and Learning</td>
</tr>
<tr>
<td>Duquesne University School of Nursing: A Leader in Nursing Education</td>
</tr>
<tr>
<td>Hunting the Hunters: An Interdisciplinary Investigation into Serial Killing</td>
</tr>
<tr>
<td>The 10th Annual McGinley-Rice Symposium: &quot;The Face of the Person Who is Homeless&quot;</td>
</tr>
<tr>
<td>NCLEX Webinar</td>
</tr>
<tr>
<td>Professional Formation: an online platform to engage, assess and guide student’s professional development</td>
</tr>
<tr>
<td>Skin Integrity: What Every Student Needs to Learn</td>
</tr>
<tr>
<td>2020 Carol Carfang Nursing &amp; Healthcare Ethics Conference</td>
</tr>
<tr>
<td>Write Winning Grant Proposals Seminar</td>
</tr>
<tr>
<td>Wondering which way to go? Make your peer teaching evaluations more effective &amp; meaningful</td>
</tr>
<tr>
<td>SANE (total of 3 sessions, 55 contact hours per session)</td>
</tr>
<tr>
<td>SANE Clinical Preceptor Course (total of 3 sessions, 16 contact hours per session)</td>
</tr>
<tr>
<td>SANE Monthly Education Sessions (total of 12 sessions, 1 contact hour per session)</td>
</tr>
<tr>
<td>SANE Quarterly Review Sessions (total of 5 sessions, 1.5 contact hours per session)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
FACULTY AT A GLANCE


Inah Kim, PhD, RN, earned her doctorate in Nursing Science, at the University of Illinois at Chicago. Her research focuses on sleep disturbance and physical activity in COPD, and the relationship of fatigue and physical activity in other illnesses.

Mai-Ly Nguyen Steers, PhD, earned her doctorate in Social Psychology from the University of Houston. She completed a Postdoctoral Research Fellowship funded by the National Institute on Alcohol Abuse and Alcoholism. She will continue her research, “A Social Media Personalized Normative Feedback Intervention for Heavy Drinking Students,” at the School of Nursing.

Cara Morrill-Stoklosa, DNP, MSN, RN, a clinical assistant professor with extensive clinical experience at UPMC Magee Women's Hospital, was appointed as Instructor. She completed her Doctor of Nursing Practice (DNP) at Duquesne University School of Nursing in May 2020.

Nicole Szalla, DNP, RN, CMSRN, CHSE, an Advanced Clinical Education Specialist at UPMC St. Margaret's Hospital with extensive clinical experience, joined our faculty as Clinical Assistant Professor. She served as a Naval Officer in the United States Navy Nurse Corps. We are proud to celebrate numerous accomplishments of our faculty this past year, especially Sr. Rosemary Donley, PhD, APRN, FAAN, who was named one of eight Distinguished Daughters of Pennsylvania in a ceremony at the Governor’s Residence. Distinguished Daughters of Pennsylvania began in 1948 to honor women who have shown distinguished service through a professional career and/or voluntary service. Governor Tom Wolf and First Lady Frances Wolf presented Sister Donley with a medal in recognition of her outstanding achievements and the important contributions she has made in her community and beyond.

Baumgartel, Kelley
- President, Board of Directors, Human Milk Science Institute and Biobank
- Vice President, Sigma Theta Tau International, Epsilon Theta Chapter

Colbert, Alison
- Editor, Ethics in Action, a column in Nursing2019
- Received two-year grant from the FISA Foundation for $60,000 for Equity Access: Educating and Empowering Healthcare Providers
- Secured $10,000 in scholarships from the Jonas Philanthropies for year two of the 2018-20 Jonas Scholars cohort

Crimm, Laura
- Podium presentations at National Association of Nurse Practitioner Faculties Annual Conference - accepted but not presented due to COVID-19

D’Antonio, Christine
- Named Clinical Immersion Director for the new 21-week BSN Clinical Immersion experience

Deem, Michael
- Co-Chair of the 2020 Carol Carfang Nursing & Healthcare Ethics Conference
- Received the Wimmer Family Foundation Award of $3,000 for completion of an edited volume in nursing ethics

Devido, Jessica
- Promoted to Associate Professor with Tenure
- Received the 2020 Duquesne University Creative Teaching Award as well as the Common Good Grant by Cetr for teaching
- Faculty advisor, Duquesne University Student Nurses’ Association (DUSNA)

Donley, Sr. Rosemary
- Named a 2020 Distinguished Daughter of Pennsylvania by Governor Tom Wolf
- Reappointed as the Jacques Laval Chair for Social Justice for Vulnerable Populations July 1, 2020 to June 30, 2023
- Chaired the 10th Annual McGinley-Rice Symposium for Social Justice: “The Face of the Person Who is Homeless” and was awarded The Face of the McGinley-Rice Symposia Award

Evatt, Manjulata
- Presented Thinking Beyond the Traditional Admission Assessment for Diverse Patients with Head and Neck Cancer: Attention to Ethical Challenges Due to Cultural Diversity at the 2020 SON Carol Carfang Nursing & Healthcare Ethics Conference in Clearwater, Florida

Gallups, Sarah
- Awarded a $6,700 Charles Henry Leach II Fund grant for her project, Identifying the Key Interpersonal Communication Components of Breast Cancer Care Patient Navigation

Garand, Linda
- Awarded the School of Nursing Faculty Excellence Award in Scholarship

Glasgow, Mary Ellen
- Named Distinguished Scholar in Residence for Virginia Commonwealth University School of Nursing
- Appointed to UPMC Shadyside/Presbyterian Hospitals Quality & Safety Board
- Appointed to the Healthcare Council of Western Pennsylvania Board
- Presented How Leadership Development for Nurse Leaders has Changed and What is Essential for Nurse Leaders for the Future at the 40th Anniversary Southwestern Pennsylvania Organization of Nurse Leaders Conference in August 2019
- Submitted editorials accepted and published by the Pittsburgh Post-Gazette (November 2019) and the Pittsburgh Business Times (July 2020)
- Was interviewed and featured in four news stories presented by WPXI Channel 11 News, the Pittsburgh Post-Gazette and the Observer-Reporter
- Presented Navigating Legal Issues in Nursing Education as a Distinguished Lecturer at the Virginia Commonwealth University
- Presented Authentic Leadership 101 to AllScripts, a global leader in health care IT
FACULTY AT A GLANCE

Henry, Rosanna
- Certified Healthcare Simulation Educator® (CHSE®) certification by the Society for Simulation in Healthcare Council for Certification

Irwin, Ruth
- Treasurer, Sigma Theta Tau International, Epsilon Phi Chapter

Jakub, Karen
- Poster presentation at the Preventative Cardiovascular Nurses Symposium - accepted but not presented due to COVID-19

Johnson, Catherine
- Promoted to Clinical Associate Professor
- School of Nursing 2020 Cameos of Caring Nursing Education recipient

Kalarchian, Melissa
- Received Phase 1 and 2 prizes totaling $22,000 from the Office of Women's Health, US Dept. of Health and Human Services, for Shape of Health: An Obesity Prevention Game Challenge with CMU faculty member, Dr. Hammer
- Ad hoc reviewer, National Institutes of Health SBIR Small Business: Risk, Prevention and Health Behavior ZRG1 RPHPB-Z(10) Panel

Karakachian, Angela
- Named Journal of Forensic Nursing Feature Author and co-authored Nurses’ Moral Distress, Burnout, and Intentions to Leave, published in the July/August 2019 issue
- Grants from International Association of Forensic Nurses (IAFN) and Sigma Theta Tau International, Epsilon Phi Chapter, for her dissertation study, Caring for Victims of Child Maltreatment: Pediatric Nurses’ Moral Distress and Burnout
- 2020 School of Nursing Distinguished Dissertation Award recipient

Kasper, Kimberly
- Presented on best practices and challenges for forensic examination and evidence collection for victims of sexual assault, and the role and dynamics of multi-stakeholder response, Preventing and Confronting Domestic Abuse and Violence Program, Pensacola, Florida
- Appointment with the Florida State Board of Nursing

Kelley, Patricia Watts
- Pittsburg Magazine’s 2019 Excellence in Nursing honoree for her work with veterans, military service members and their families
- President of Sigma Theta Tau International, Epsilon Phi Chapter
- Continued Tri-Service Nursing Research Program grant, Accounts of Care Partnerships with Service Members from Iraq and Afghanistan Wars (Year 2 = $227,345)

Kelly, Susan
- School of Nursing Faculty Excellence Award in Teaching recipient
- Certified Healthcare Simulation Educator® (CHSE®) certification by the Society for Simulation in Healthcare Council for Certification

Kim, Inah
- $10,000 Faculty Development Fund award for Polypharmacy and Sleep Disturbance in Older Adults

Kolesar, Amber
- Passed NLN CNE Certification Exam

Kosnosky, Frank
- Reducing the Hurt: A Clinical Practice Project to Improve Procedural Pain Management in the NICU poster presented at the Academy of Neonatal Nursing/Advanced Practice Nursing Annual Conference, Orlando, Florida

Kronk, Rebecca
- Inducted as president-elect of the International Society of Nurses in Genetics (ISONG) in November 2019 at the ISONG Congress
- Awarded $30,000 from the Edith L. Trees Charitable Trust of PNC Charitable Trusts for the STAGES II Theater Program for adolescents with disabilities

Lockhart, Joan Such
- Associate Editor, The Journal of Continuing Education in Nursing
- Associate Editor, Head-Neck Nursing

Loughran, Mary Kay
- Presented Transforming Your Student’s Passion into Policy Impact Which Improves Healthcare Outcomes at the 12th National Doctor of Nursing Practice Conference, Washington, DC in August 2019 with Dr. Johnson

Lucas, Denise
- Promoted to Clinical Associate Professor
- Awarded $4,000 for FNP Student Scholarships from CVS Foundation

Meyers, Mary
- Presented Street Medicine: Offering Primary Care to Our Most Vulnerable Neighbors at the 2019 McGinley-Rice Symposium, Pittsburgh, Pennsylvania

Morrill-Stoklosa, Cara
- Presented her project, Effects of a Structured, Unit-Based Care Team Education on Patient and Staff Venous Thromboembolism Prophylaxis Compliance on Adult Medical-Surgical Units, and was awarded her DNP from Duquesne University School of Nursing

Potvin, Noah
- Named a Gaultier Teaching Fellow by The Center for Community-Engaged Teaching and Research for AY 2020-2021

Rost, Cynthia
- Earned a certificate in Suicide Prevention for Nurses from the American Psychiatric Nurses Association for 2019-2021

Salman, Khlood
- Recognized as Top Nurse in Pittsburgh by the International Nurse Association (INA) in 2019
- Selected by the Dean of Babylon University in Iraq as the Prevention Ambassador to provide lectures and presentations about COVID-19 pandemic in Iraq and at the global level
- Presented Synergy Model: Guiding Ethical End of Life Care for Patients Practicing a Minority Faith at the 2020 SON Carol Carfang Nursing & Healthcare Ethics Conference, Clearwater, Florida

Schreiber, James
- Reviewer of the Year for Research in Social and Administrative Pharmacy Journal
Sekula, L. Kathleen  
- President-elect, Duquesne University Faculty Senate  
- Appointed the Noble J. Dick Endowed Chair in Academic Leadership from July 1, 2020 to June 30, 2025  
- Continued work on the HRSA-funded Advanced Nursing Education Sexual Assault Nurse Examiners (ANE-SANE) program, *Increasing the Number of SANEs via Digital Technologies* (Year 2 = $496,933)

Simmer, Cherith  
- Faculty Advisor for Duquesne Chapter of Nurses’ Christian Fellowship

Snyder, Torrie  
- Selected to participate in the 2020-2021 cohort of AACN’s Elevating Leaders in Academic Nursing Program (ELAN)  
- Faculty Advisor, Duquesne University Student Nurses’ Association (DUSNA)

Spigelmyer, Pamela  
- Governance Committee, Sigma Theta Tau International, Epsilon Phi Chapter  
- Presented *To Live Alone or Not* at the 2020 Carol Carfang Nursing & Healthcare Ethics Conference in Clearwater, Florida

Steers, Mai-Ly Nguyen  
- Awarded NIH R00 grant, *A Social Media Personalized Normative Feedback Intervention for Heavy Drinking Students*, for $747,000 (September 15, 2019 to August 31, 2022)

Szalla, Nicole  
- Presented *Responding to Incivility and Bullying in the Workplace, Coaching with Cognitive Rehearsal and Evaluation with Kirkpatrick’s Model Level’s 1-3* at the 2020 Carol Carfang Nursing & Healthcare Ethics Conference, Clearwater, Florida

Toney, Mayra  
- Secretary, Sigma Theta Tau International, Epsilon Phi Chapter

Turk, Melanie  
- Presented *Ethical Care of the Patient with Obesity Using a Values-Based Framework* at the 2020 Carol Carfang Nursing & Healthcare Ethics Conference, Clearwater, Florida

Vogelstein, Eric  
- Co-Chair of the 2020 Carol Carfang Nursing & Healthcare Ethics Conference, Clearwater, Florida

Walters, Cynthia  
- Awarded the 2019 Excellence in Holistic Nursing Education Award from the American Holistic Nurses Association

Weideman, Yvonne  
- Promoted to Clinical Associate Professor  
- Received a grant of $6,500 from the Loogman Faculty Research Program for the proposal *Water and Daily Life in Olkakola with Photovoice*

White, Donna  
- Accepted into the NONPF 2020-2021 Faculty Leadership Mentoring Program

Williams, Susan  
- School of Nursing Faculty Excellence Award in Service  
- Certified Healthcare Simulation Educator® (CHSE®) certification by the Society for Simulation in Healthcare Council for Certification

Zoucha, Richard  
- Reappointed as Chair of Advanced Role, and as the Joseph A. Lauritis, C.S.Sp. Chair for Teaching and Technology  
- Editor, *Journal of Transcultural Nursing*  
- Invited speaker at the 2020 AACN Doctoral Conference on the topic of the PhD/DNP intersection

NEW FACULTY AND STAFF

NEW FACULTY  
Deborah Dillon, DNP, RN, ACNP-BC, CCRN, CHFN  
Clinical Associate Professor and Director of the Adult-Gerontology Acute Care Nurse Practitioner Program  
Ergie Inocian, EdD, MSN, RN  
Clinical Assistant Professor  
Ralph Klotzbaugh, FNP, PhD  
Assistant Professor  
Marie Smith-East, DNP, APRN-BC, EMT-B  
Clinical Assistant Professor and Director of Psychiatric-Mental Health Nurse Practitioner Program  
Elizabeth Skrovanek, BSN, RN  
Instructor  
Tasha Wheeler, MSN, RN, CCRN  
Instructor

NEW STAFF  
Tara Boyers, MS  
Online Academic Advisor  
Lisa Cunningham, MPW  
Website Design and Social Media Manager  
Kelly Fox, BA  
Technology Specialist  
Gail Hric, CNA  
Lab Assistant

2019-2020 ANNUAL REPORT | 17
Faculty and students continue to publish original articles, reviews, commentaries and editorials in an impressive range of nursing and related field journals. The dissertation "manuscript" format provides PhD students a head start on establishing their publication record. The School of Nursing is proud of its faculty and students for co-authoring numerous high-quality papers this past year, which allowed the school to reach an all-time high of 69 publications.

**Baumgartel, Kelley**


**Colbert, Alison**


_Vogelstein, E., & Colbert, A._ Normative nursing ethics: A literature review and tentative recommendations. _Epub ahead of print 11 Apr 2019, Nursing Ethics._

**Deem, Michael**


_Navin, M. C., Kozak, A. T., & Deem, M. J._ Perspectives of public health nurses on the ethics of mandated vaccine education. _Epub ahead of print 27 June 2019, Nursing Outlook._

**Devido, Jessica**


**Donley, Sr. Rosemary**


_Donley, R., & Kiraly, C._ (2019). Protecting the young from human trafficking. _Health Progress, July-August, 48-54._


**Evatt, Manjulata**


**Gallups, Sarah**


Garand, Linda


Glasgow, Mary Ellen


Henry, Rosanna

Jakub, Karen

Kalarchian, Melissa


Karakachian, Angela

Kelley, Patricia Watts


Kelly, Susan

Koharchik, Linda


Kronk, Rebecca


Lockhart, Joan Such


Loughran, Mary Kay


Lucas, Denise


Potvin, Noah


Resick, Lenore


Steers, Mai-Ly Nguyen


Salman, Khlood


Schreiber, James


Szalla, Nicole


Turk, Melanie


Vogelstein, Eric


Walters, Cindy


Williams, Susan


Zoucha, Richard


* Denotes multiple SON faculty authors and publication appears more than once.

References

Schreiber, J. New paradigms for considering statistical significance: A way forward for health services research journals, their authors, and their readership. Epub ahead of print 31 May 2019, Research in Social and Administrative Pharmacy.


Spigelmyer, Pamela


Faculty in the School of Nursing successfully secured internal and external grants for research studies, projects and student scholarships. Faculty are encouraged to pursue a “stepping stones” model in which publications and smaller grants are used to provide support for larger, interdisciplinary grant applications. The breadth of faculty expertise and scholarship provides numerous opportunities for students to be exposed to the research process.

## EXTERNAL RESEARCH GRANTS AWARDED

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FUNDING AGENCY</th>
<th>FACULTY</th>
<th>FY 19/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frolic, An Obesity Prevention Game for Girls</td>
<td>National Institute of Health (NIH) Shape of Health Challenge</td>
<td>Kalarchian, Melissa</td>
<td>$22,000 (Phase I &amp; Phase II)</td>
</tr>
<tr>
<td>Accounts of Care Partnerships with Service Members from Iraq and Afghanistan Wars</td>
<td>TriService Nursing Research Program (TSNRP)</td>
<td>Kelley, Patricia Watts</td>
<td>$484,982 (Y2 = $227,345)</td>
</tr>
<tr>
<td>Increasing the Number of SANEs via Digital Technologies</td>
<td>Health Resources and Services Administration (HRSA)</td>
<td>Sekula, Kathleen</td>
<td>$1,469,050 (Y2 = $496,933)</td>
</tr>
<tr>
<td>A Social Media Personalized Normative Feedback Intervention for Heavy Drinking Students</td>
<td>National Institute of Health (NIH)</td>
<td>Steers, Mai-Ly</td>
<td>$830,589 (Y1 = $249,000 + $62,451 K99 Carryover)</td>
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</table>

**Total**: $1,057,729

## SCHOLARSHIP AWARDED

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<th>FUNDING AGENCY</th>
<th>FACULTY</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>Jonas Scholars</td>
<td>Jonas Foundation (18-20 Cohort)</td>
<td>Colbert, Alison</td>
<td>$10,000 (Year 2)</td>
</tr>
<tr>
<td>The Nursing Faculty Loan Program</td>
<td>HRSA</td>
<td>DeLuca, Catherine</td>
<td>$175,000</td>
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<tr>
<td>Graduate Nurse Practitioner Student Scholarships</td>
<td>CVS Foundation</td>
<td>Lucas, Denise</td>
<td>$4,000</td>
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**Total**: $189,000

## FOUNDATION FUNDING AWARDED

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<th>AMOUNT</th>
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<tbody>
<tr>
<td>Equity Access: Educating and Empowering Healthcare Providers</td>
<td>FISA Foundation</td>
<td>Colbert, Alison</td>
<td>$60,000</td>
</tr>
<tr>
<td>Nursing Ethics: Normative Foundations, Advanced Concepts, and Emerging Issues</td>
<td>Wimmer Family Foundation</td>
<td>Deem, Michael</td>
<td>$3,000</td>
</tr>
<tr>
<td>STAGES II – A Theater Program for Youth with Disabilities</td>
<td>Edith L. Trees Foundation</td>
<td>Kronk, Rebecca</td>
<td>$30,000</td>
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</tbody>
</table>

**Total**: $93,000

## INTERNAL GRANTS AWARDED

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<thead>
<tr>
<th>TITLE</th>
<th>FUNDING AGENCY</th>
<th>FACULTY</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching for the Common Good</td>
<td>Center for Community Engaged Teaching and Research</td>
<td>Devido, Jessica and colleagues</td>
<td>$6,000</td>
</tr>
<tr>
<td>Identifying the Key Interpersonal Communication Components of Breast Cancer Care Patient Navigation</td>
<td>Charles Henry Leach II Fund for Duquesne University</td>
<td>Gallups, Sarah</td>
<td>$6,700</td>
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<tr>
<td>Polypharmacy and Sleep Disturbance in Community-Dwelling Older Adults</td>
<td>Faculty Development Fund</td>
<td>Kim, Inah</td>
<td>$10,000</td>
</tr>
<tr>
<td>Water and Daily Life in Olkakola with Photovoice</td>
<td>Loogman Grant, Center for African Studies</td>
<td>Weideman, Yvonne and Kahler, David</td>
<td>$6,500</td>
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**Total**: $29,200
# Grants Submitted

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<tr>
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<th>Faculty</th>
<th>FY 19/20</th>
<th>Status</th>
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<tbody>
<tr>
<td><strong>External Grants Submitted</strong></td>
<td></td>
<td></td>
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<tr>
<td>Expanding SANE Services to Victims of Sexual Assault on Campus</td>
<td>Department of Justice</td>
<td>Colbert, Alison and Sekula, Kathy</td>
<td>$499,348</td>
<td>Pending</td>
</tr>
<tr>
<td>Frolic, An Obesity Prevention Game for Girls</td>
<td>National Institute of Health (NIH) Shape of Health Challenge</td>
<td>Kalarchian, Melissa</td>
<td>$ 55,000 (Phase III)</td>
<td>Pending</td>
</tr>
<tr>
<td>Sleep and Obesity among Children with Special Healthcare Needs: A Secondary Data Analysis</td>
<td>Healthy Weight Research Network</td>
<td>Kalarchian, Melissa, Kronk, Rebecca and Khanijahani, Ahmad</td>
<td>$25,000</td>
<td>Pending</td>
</tr>
<tr>
<td>Genomic Competencies for Nurses from Theory to Application: An Online Long Course</td>
<td>NIH R25 (resubmission)</td>
<td>Kronk, Rebecca</td>
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<td>Genomic Competencies for Nurses from Theory to Application: An Online Long Course</td>
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<td>Aging Well Know-How: A Virtual Center for Successful Aging</td>
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<td>Rita and Alex Hillman Foundation</td>
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<td>Maternal Diurnal Influence and Sleep Quality on Human Milk Microbiota and Oligosaccharides</td>
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</table>
Each recruitment cycle presents the School of Nursing with new opportunities and unique challenges. With fewer prospective students nationwide, and an increasingly competitive marketplace, the Office of Recruitment and Enrollment Management remains nimble and responsive to shifting enrollment trends. By collecting and evaluating application data, the department has learned a great deal about applicant behavior, leading to a well-developed, multifaceted communications plan, which includes emails, text messages, special events, group sessions, campus visits and more. Leveraging the talent of new team members to create extensive marketing strategies, as well as enhanced website and social media tactics, has not only augmented recruitment efforts, but has promoted the accomplishments of the our nursing students, faculty and staff.

BY THE NUMBERS
Prospective student communication for BSN and PHD: June 1, 2019 to June 1, 2020

- # of emails: 52,930
- # of text messages: 1,566
- # of 1-1 meetings: 173
- # of group sessions: 48
- Virtual Preview Day for second degree BSN
- In-person Preview Day for traditional BSN
- Digital marketing campaigns
  - Second Degree
    - December 16, 2019 – March 22, 2020
    - 869,759 impressions
  - PhD
    - December 16, 2019 – January 21, 2020
    - 642,200 impressions

We continue to work with Pearson Online Learning Services on marketing strategies and admissions processes, launching six new tracks in the past year (three Master of Science in Nursing, one Post-Master’s Certificate, and two Doctor of Nursing Practice). In the coming year, two more Post-Master’s Certificate tracks are set to launch. Over the past three admissions cycles, we have processed and evaluated hundreds of applications for our various graduate programs. Because our graduate programs applicant pool is directly linked to the current pandemic, our team has exercised flexibility and compassion while working with applicants around the world.

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<th>Fall 2014</th>
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DNP AND PHD GRADUATES

DOCTOR OF NURSING PRACTICE

Tracey D. Amlin, BSN, MSN
“Effectiveness of an Awareness Campaign to Decrease Catheter Associated Urinary Tract Infections in an Adult Intensive Care Unit”
Faculty Mentor: Donna R. White, DNP, CRNP, FNP-B

Rose M. Campbell, BSN, MBA
“Effectiveness of a Self-Management Program: Reducing 30 day readmissions in Patients Diagnosed with Chronic Obstructive Pulmonary Disease (COPD)”
Faculty Mentor: Mary Kay Loughran, DNP, MHA, RN

Quinn Seese Collins, BSN, MSN
Faculty Mentor: Catherine Johnson, PhD, CRNP, FNP, PNP, CPHQ

Angela Hoffman, BSN, MSN
“Benefits of Empowerment Education to Registered Nurses on an Adult Medical/Surgical Unit on improving patient falls, nursing satisfaction, and patient experience. A Quality Improvement Project.”
Faculty Mentor: Mary Kay Loughran, DNP, MHA, RN

Carolyn A. King, BSN, MSN
“Improving Post-Operative Tonsillectomy Pain Management in School-Aged Children by Incorporating Non-Pharmacological Measures into the Discharge Teaching”
Faculty Mentor: Manjulata Evatt, DNP, RN, CMSRN

Amy L. LeSuer, BSN, MSN
“Palliative Support Care: Aiming for Targeted Quality of Life Improvement in Hemodialysis Patients”
Faculty Mentor: Manjulata Evatt, DNP, RN, CMSRN

Cara Lynn Morrill-Stoklosa, BSN, MSN
“Effects of a Formal Care Team Education on Inpatient and Staff Venous Thromboembolism (VTE) Prophylaxis Compliance on Two Adult Medical-Surgical Units”
Faculty Mentor: Frank Kosnosky, DNP, RNC, CRNP, NNP-B, FNP-B, NP-C, CCRN

Shantel Marie Platt, BSN, MSN
“Effects of a Structured, Unit-Based Training Module on Medication Errors and Barcode Medication Administration (BCMA) Competency”
Faculty Mentor: Manjulata Evatt, DNP, RN, CMSRN

Angela Denise Saxon, BSN, MSN
“Improving Appropriate Antibiotic Use in Otitis Media: Practice Driven by Clinical Protocol”
Faculty Mentor: Frank Kosnosky, DNP, RNC, CRNP, NNP-B, FNP-B, NP-C, CCRN

Leighann Sidone, BSN, MSN
Faculty Mentor: Catherine Johnson, PhD, CRNP, FNP, PNP, CPHQ

Pamela J. Stokes, BSN, MSN, MHA
“Increasing Sexual Self-Efficacy Among College Students Through Telehealth Consultation: A Case Management Approach”
Faculty Mentor: Mary Kay Loughran, DNP, MHA, RN

DOCTOR OF NURSING PRACTICE
(AUGUST 2020)

Linda J.H. Baker, MSN, RN
“Using the COPES Acronym to Improve Nurses’ Response Times in the First Three Minutes of a Code Blue: A Quality Improvement Project”
Faculty Mentor: Mary C. Loughran, DNP, RN, MHA

Lisa M. Garcia, NP-C, MSN
“Improving Self-Efficacy and Pain Management Through Patient-Centered Educational Support Classes for Adults with Rheumatoid Arthritis”
Faculty Mentor: Donna R. White, DNP, CRNP, FNP-BC

Susan J. Hicks, MSN, RN, CDCES
“Diabetes Survival Skills Education: A Quality Improvement Pilot Project Teaching a Critical Skill Set to Inpatients with Diabetes.”
Faculty Mentor: Denise Lucas, PhD, FNP-BC, CRNP, FAANP

Marquette Leach, MSN, RN
“Implementing a Loneliness Assessment and Intervention”
Faculty Mentor: Catherine Johnson, PhD, CRNP, FNP-BC, PNP-BC, CCRN

Lester Rey Lledo, MSN, CRNP
“A Measure to Determine Acceptable Workload for Increasing Operational Efficiencies for the Conduct of Clinical Trials”
Faculty Mentor: Catherine Johnson, PhD, CRNP, FNP-BC, PNP-BC, CPHQ

Joan Susan Modelewski Brammer, MN, RN, NPD-BC
“The Financial Return on Investment of a Nursing Professional Ladder Program’s Evidence-Based or Quality Improvement Projects Related to Patient Outcomes for a Hospital Network: A Program Evaluation”
Faculty Mentor: Mary C. Loughran, DNP, RN, MHA

Kenneth A. Molczan, MHA, MSN, RN, CPN, CPEN
“Implementing Baby Friendly Hospital Initiative Guidelines for Skin to Skin Contact Following Delivery in the Labor and Delivery Unit”
Faculty Mentor: Jessica Devido, PhD, CPNP

Jewel Louise Tartt, MSN, APRN, FNP-C, SANE, COHC
“Plant Employee (EE) Training in Hands-Only Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillators (AEDs) to Determine an Increase in the Survivability of Plant EEs in Sudden Cardiac Arrest (SCA): A Quality Improvement Project”
Faculty Mentor: Kimberly A. Kasper, DHSc, MS, ARNP-BC, SANE-A, CEN

continued on next page
DNP AND PHD GRADUATES, continued

**Jacqueline Ann Thomas, MSN, RN, CFRN**
“Reducing Medical Assistants Clinical Errors through a Focused Training Program: A Quality Improvement Project”
Faculty Mentor: Yvonne L. Weideman, DNP, MBA, RN

**Eunice Felicia Villegas D’Augustine, MSN, RN**
“Implementation of a Structured Interdisciplinary Tool to be Used During Rounds”
Faculty Mentor: Manjulata Evatt, DNP, MSN, RN, CMSRN

**Angela Lee Yanez, MSN, RN, CHSE**
“A Quality Improvement Project: Using Simulation to Educate Clinical Staff on Early Recognition of Signs and Symptoms of Decline and Implementation of Care Interventions including use of Situation Background Assessment Recommendation (SBAR) to Reduce Re-hospitalization Related to Pneumonia and Urinary Tract Infection (UTI) in the Long-Term Care Resident”
Faculty Mentor: Ruth Irwin, PhD, RN

**Tracey Elizabeth Chan, BSN, MSN, PhD**
“Determining Nurse Practitioner Core Competencies Utilizing a Delphi Approach”
Chair: Joan Such Lockhart, PhD, RN, CNE, ANEF, FAAN

**Angela Chawaras Karakachian, BSN, MSN**
“Caring for Victims of Child Maltreatment: Pediatric Nurses’ Moral Distress and Burnout”
Chair: Alison Colbert, PhD, PHCNS-BC, FAAN

**Katelyn Barley, DNP student**
• Inducted into Phi Kappa Phi

**Nathalie Confiac, PhD student**
• Sigma Theta Tau Scholarship recipient
• Integrative Literature review “Mexican American Parental Knowledge and Perceptions of Childhood Obesity: An Integrative Review” was published in the Hispanic Health Care International (Sage) in September 2019 and in the May 2020 paper copy

**Griselle Estrada, PhD student**
• Susan B. Robinson Doctoral Research Scholarship recipient
• Substance Abuse and Mental Health Services Administration Minority Fellowship Program at the American Nurses Association
• 2019 American Psychiatric Nurses Association Board of Directors Student Scholarship recipient

**Kelly Filchner, PhD student**
• Friends of Fox Chase Cancer Center Scholarship recipient

**Lauren Harris, Second Degree**
• Kyle B. Wilson Scholarship Fund recipient

**Margaret Hohn, Sophomore**
• Butler Scholastic Foundation Scholarship recipient
• Butler Elk’s Scholarship recipient
• Ethan Linnon Memorial Scholarship recipient
• Glen L. Logan Scholarship recipient

**Tracey Johnson-Glover, DNP**
• FA Davis Spring 2020 Scholarship recipient

STUDENT ACCOMPLISHMENTS

In mid-spring Duquesne University successfully moved all classes and operations online due to the COVID-19 pandemic. We are so proud of what our students accomplished during these unprecedented times including some of the highlights listed below:

**Suzanne Ackers, PhD student**
• Abstract was accepted for a poster presentation at the University of Texas at San Antonio’s 7th Annual Cultural Inclusion Institute: Advancing Knowledge, Cultural Inclusivity, and Social Justice Related to the Impact of Human Trafficking in Primary Care Settings. Poster Title: “Exploring the Post-Trafficking Care Experiences of Women Who Have Been Trafficked for Sex: A Descriptive Mini-Phenomenology”

**Linda Baker, DNP student**
• Inducted into Phi Kappa Phi

**Katelyn Barley, DNP student**
• Received the Nurse Educator Doctoral Grant - Maryland Higher Education Commission, Nurse Support Program II

**Nathalie Confiac, PhD student**
• Sigma Theta Tau Scholarship recipient
• Integrative Literature review “Mexican American Parental Knowledge and Perceptions of Childhood Obesity: An Integrative Review” was published in the Hispanic Health Care International (Sage) in September 2019 and in the May 2020 paper copy

**Griselle Estrada, PhD student**
• Susan B. Robinson Doctoral Research Scholarship recipient
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• Butler Elk’s Scholarship recipient
• Ethan Linnon Memorial Scholarship recipient
• Glen L. Logan Scholarship recipient

**Tracey Johnson-Glover, DNP**
• FA Davis Spring 2020 Scholarship recipient

Dr. Denise Lucas (right) with recent DNP graduate Janet Olabode DNP, FNP-C MSN/APN.
Ashley Jordan, Sophomore
- Jack E Barger Memorial Scholarship recipient

Katherine Kane, Freshmen
- The Community’s Foundation Wilbur C. and Betty Lea Henderson Scholar

Lane Keating, Junior
- Inducted into the National Society of Leadership and Success

Natasha Kormanik, PMC Family Nurse Practitioner student
- CVS scholarship recipient

Bethany Kubias, MSN Family Nurse Practitioner student
- The Pittsburgh Foundation Southwest Nursing Scholarship recipient

Jacob Limbert, Sophomore
- Lola G. Duff & William H. Duff Scholarship recipient

Lydia Lloyd, MSN Family Nurse Practitioner student
- Marjorie Farabaugh Scholarship recipient

Jennifer Mai, MSN Family Nurse Practitioner student
- CVS Scholarship recipient

Dorothy Neufeld, DNP student
- Suncoast Nursing Action Coalition Scholarship recipient

Isha Patel, Sophomore
- Spring Forge PTO Scholarship recipient
- Northeastern School District Scholarship recipient
- United Way Scholarship recipient
- Youth Court Alliance Scholarship recipient

Corinne Powell, Freshmen
- Elizabeth Ratner Memorial Scholarship recipient

Karen Robson, PhD student
- Sigma Theta Tau Scholarship recipient

Suzanne Sheaffer, DNP student
- Pennsylvania Director of Nursing Association (PaDONA) scholarship recipient
- Selected as Pennsylvania Nexstar Remarkable Women of the Year 2019

Jaimee Snippert, MSN Family Nurse Practitioner student
- Special Contribution Award - Erie Veteran's Administration Medical Center
- Customer Service Star Award - Erie Veteran's Administration Medical Center
- Three Daisy Award nominations

Jennifer Stephen, PhD student
- 2020 Southern Nurses Research Society Student Travel Scholarship recipient
- 2020 Society of Pediatric Nurses Research Grant
- Choctaw Nation Higher Education Award

Rachel Wentz, Second Degree
- Grand Chapter Order of the Eastern Star Educational Scholarship recipient

Madina Yoldosheva, Sophomore
- Comcast Leaders and Achievers Scholarship recipient
- TJX Companies Scholarship recipient

GENERAL SCHOOL OF NURSING STUDENT ACCOMPLISHMENTS

In Fall 2019
- 299 undergraduate nursing students earned a 3.50 or better semester GPA and achieved Dean’s List.
- 24 undergraduate nursing students earned a 4.0 semester GPA and achieved Special Dean’s List.

In Spring 2020
- 348 undergraduate nursing students earned a 3.50 or better semester GPA and achieved Dean’s List.
- 55 undergraduate nursing students earned a 4.0 semester GPA and achieved Special Dean’s List.
- The Duquesne University Student Nursing Association (DUSNA) earned the Silver Achievement Award for Membership, Recruitment, and Retainment in Group 2 from Student Nurses’ Association of Pennsylvania (SNAP).
- The Duquesne University Student Nursing Association (DUSNA) earned Most Outstanding School Newsletter for “The Scope” from National Student Nurses’ Association (NSNA).
Each year, hundreds of nursing students complete community service hours through one of the four nursing organizations: Alpha Tau Delta (ATD), Chi Eta Phi, the Duquesne University Student Nurses Association (DUSNA) and Nurses Christian Fellowship (NCF).

These community service projects not only give the students an opportunity to engage at the school and campus level, but also within the larger community—the Greater Pittsburgh region.

### SOME OF THIS YEAR’S COMMUNITY SERVICE PROJECTS

- Made “Finals Survival Package” for all nursing freshmen
- Made blankets for The Children’s Home
- Collected personal care items for Women’s Homeless Shelter
- Attended Duquesne Fest to represent the School of Nursing
- Attended the Duquesne Fall Open House to represent the School of Nursing
- Assisted with the School of Nursing Photo Booth during Heritage Week
- Served meals at the Ronald McDonald House
- Participated in the St. Jude Walk
- Participated in the Alzheimer’s Walk
- Participated in the Junior Diabetes Research Foundation Walk
- Participated in the American Heart Association Walk
- Made blankets for families in the NICU at Magee Women’s Hospital
- Participated in the School of Nursing Movie Night
- Taught First Aid to a local Girl Scout troop
- Participated in the Duquesne Vendor Show
- Helped at the Duquesne University Blood Drive
- Wrote Holiday Cards for Cancer Patients
- Held a Midterm Coffee Break for fellow students
- Held a Finals Bagel Celebration for fellow students
- Raised money for the Children’s Miracle Network Hockey Game
- Sent Nurses Week Virtual Thank You Cards to nursing faculty and staff
- Made pierogis with the women from the Prince of Peace Parish Center
- Collected toiletries for local Pittsburgh shelters
- Held a bracelet sale to raise money for a member’s aunt fighting cancer
- Participated in a Valentine’s Dinner for cancer patients and their families
SCHOOL OF NURSING CONFERENCES

The Duquesne University School of Nursing is pleased to have hosted two successful conferences this past year.

MCGINLEY-RICE SYMPOSIUM ON JUSTICE FOR VULNERABLE POPULATIONS

In October 2019, the 10th annual McGinley-Rice Symposium was held on campus. This year’s focus was on “The Face of the Person Who is Homeless” and sought ways to prevent homelessness, to rebuild trust and to restore dignity to persons who have been on the streets.

192 persons registered for the two-day symposium, which featured four keynote presentations, three panel presentations, 18 breakout sessions and 14 posters displayed. Our registrants came from 13 states and represented the traditional health disciplines, which included medicine, nursing, teaching, advocates and social work.

John G. Lovelace, president of UPMC for You, Inc, and Abigail Horn, Allegheny County Department of Human Services deputy director, co-presented It Takes a Village: Building a Community-Wide Response to Homelessness as the opening keynote address.

The Eileen Zungolo Spirit of Service Award was given to Dr. Jim Withers, the founder and medical director of Pittsburgh Mercy’s Operation Safety Net, an award-winning, innovative medical and social service outreach program to people who are experiencing chronic homelessness. Dr. Withers founded Operation Safety Net in 1992 with help from a Pittsburgh Mercy Care for the Poor Fund grant. It was the first full-time, comprehensive medical outreach service of its kind to people who are unsheltered and experiencing homeless.

CAROL CARFANG NURSING & HEALTHCARE ETHICS CONFERENCE

The second biennial Carol Carfang Nursing & Healthcare Ethics Conference, sponsored by the Duquesne University School of Nursing, was held in Clearwater, Florida on February 26 – 28, 2020. The two-day conference included numerous speakers including four keynote, two panel presentations, and 39 breakout sessions, which is eight more than the inaugural conference, as well as receptions and other opportunities to meet, greet, and discuss healthcare ethics with a wide array of interested professionals. Daniel Sulmasy, MD, PhD, MAACP, Acting Director and Senior Research Scholar at Georgetown University’s Kennedy Institute of Ethics, kicked off the conference with the opening keynote address, The Dying Person: Ethical Challenges in End-of-Life Care. We were pleased to see poster presentations quadrupled from seven in 2018 to 28 in 2020. We also saw a nearly 10% increase in the number of registrants. Occupations of participants included staff nurses, graduate students, clinical educators, nursing faculty, philosophers and ethicists.
HOLIDAY CARD DRIVE
The School of Nursing partnered with the Gumberg Library to send holiday cards to U.S. troops stationed overseas. Staff members volunteered their time to collect handcrafted holiday cards, each with personalized messages from Duquesne faculty, staff and students. The event allowed the campus community to connect and support our nation’s service members. The event produced over 200 handmade cards.

VETERANS BOOK CLUB
The Veterans to Bachelors in Nursing (VBSN) program has continued its collaboration with the Gumberg Library to support the efforts of enlightening the community to the role and experiences pets and service animals play in the lives of veterans in the community. Representatives from The Armed Forces Equestrian Center brought “Fredo” and “Snickers,” registered service ponies, to the Gumberg Library patio, allowing all members of the campus community to stop by and see these unique working animals. This veteran’s book club event also invited members from Guardian Angel Service Dogs, Pets and Vets, and Life Changing Service Dogs for Veterans to facilitate, in a more personal manner, the conversation about service animals for veterans.

The idea for this event was generated through a discussion of the book, Vets and Pets by Dava Guerin and Kevin Ferris. Army Veteran Dustin Schneider and his service dog, Spangle, discussed their relationship and the role that Spangle plays in Schneider’s continued good health. Their partnership in health is much like the stories conveyed in the book.

Schneider discussed the issues that arise with service dogs in the community setting and ways the broader community can be more understanding to their need and presence. This title will be added to the preexisting materials at the Gumberg Library for those wishing to research veterans’ issues as well as for anyone that may have not been able to attend the group sessions.

VBSN JOURNAL SPECIAL SUPPLEMENT
Fifteen of the colleges and universities that were previously granted the Veterans to Bachelors in Nursing grant through the Health Resources and Services Administration (HRSA) collaborated on a special journal supplement in the Journal of Health and Human Experience. The supplement entitled “From Veterans to Nurses” paints the picture of transitioning from military personnel to student. These articles relay the challenges and the benefits of veterans in higher education and the health care workforce. The full supplement can be accessed at http://jhhe.sempervifoundation.org

VETERAN ALUMNI SPOTLIGHT
Veteran and Duquesne University School of Nursing alumna Jazzlyn Horton was featured on the cover of G.I. Jobs magazine in May 2020. The article features Horton’s determination to not let a pandemic stop her from earning her advanced nursing degree.
More than a nursing degree. A future that transforms lives.
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