Test of Skill, Test of Faith

Emory nurses set the standard in caring for the first Ebola patients in the U.S.
FROM THE DEAN

Stepping up: it’s what nurses do

I t doesn’t get any better than when the President of the United States pays you a compliment. Last September, President Obama came to Atlanta for a briefing on the Ebola crisis at the Centers for Disease Control and Prevention (CDC) where he also met with the Emory doctors and nurses who successfully treated the first Ebola patients in the nation. Here’s what he said afterward:

“I have got to commend everybody at Emory University Hospital. I just had the opportunity to meet with Drs. [Bryce] Gartland and [Bruce] Ribner and members of their team and the nurses who—sorry doctors, but having been in hospitals, I know they are the ones really doing the work—and I had a chance to thank them for their extraordinary efforts in helping to provide care for the first Americans who recently contracted the disease in Africa.”

President Obama was referring to the 21 critical care nurses who served on the Ebola team, some of whom are graduates of the School of Nursing. You’ll meet three of them in this issue—Crystal Johnson, Laura Mitchell, and Jason Slabach—who stepped up quickly when asked to work in Emory’s isolation unit.

“Someone obviously trusted me enough to feel I would be a good fit for the unit,” Jason later reflected. “When they asked, and I learned more about it, I was 100 percent all in. That’s a mindset that Emory promotes to its students. Do what you can to help. If you have an opportunity, go for it. Get more training, further your education. It felt very normal for me to do that.”

We pride ourselves on instilling that mindset in our nursing students, including Michelle Dynes, a graduate of our doctoral program who serves as an Epidemic Intelligence Service officer at the CDC. Michelle spent six weeks in Sierra Leone applying her skills in an Ebola treatment center there. When she later spoke at the School of Nursing, the room was filled to capacity with students and faculty eager to hear about her role in helping address an unprecedented health crisis.

Susan Grant, chief nurse executive for Emory HealthCare, said it best in describing Emory’s commitment to helping Ebola patients in our country and thousands of miles away in West Africa: “We can fear, or we can care.”

Linda A. McCauley 79MN P&D RN FAAN FAANH
Dean and Professor
The image is iconic. As news helicopters hover overhead, physician Kent Brantly, clad head to toe in white protective gear, steps out of an ambulance and slowly enters Emory University Hospital to become the first patient treated for Ebola hemorrhagic fever on American soil. He contracted the Ebola virus while serving as a medical missionary in Liberia.

Crystal Johnson O0N felt a sense of relief when she watched the news coverage on TV last August. The fact that Brantly could walk with assistance into the hospital was a good sign, she thought. That night, when she began her shift in the hospital's special isolation unit, she realized her patient's condition was grave. “I could see he was really sick,” says Johnson, who suited up in full personal protection equipment (PPE) to care for Brantly in four-hour stints. “Every hour, we were all on edge because he was decompensating quickly.”

Test of Skill, Test of Faith
Emory nurses set the standard in caring for the first Ebola patients in the U.S. By Pam Auchmutey
was intense, like in the military. They tested us to see if we could work with different levels of PPE as a paramedic in Virginia before following his future wife to nursing school at Emory. When Slabach joined Emory Hospital's cardiovascular ICU in 2013, he had no idea he would help care for the first Ebola patients in the U.S., let alone be among the Ebola fighters named by Time magazine as its 2014 Person of the Year. He was asked to join the SCDU to ramp up the staffing needed for the Ebola patients’ care.

"I was very glad they brought Dr. Brantly to Emory," says Slabach. "He’s an American citizen, and I’m a believer in taking care of our own. And he’s a health care worker and a missionary. I wanted to support that."

The nurses and physicians in the SCDU bonded quickly with their patients, who had no physical contact with the outside world. The unit comprises two ICU hospital rooms separated by an anteroom. Generally, three nurses staff the unit at a time. One nurse is dedicated per patient, while a third nurse observes them from the anteroom. With staffing at a minimum to prevent contamination, each nurse must assume the role of doing it all. "We had to be the physical therapist. We had to be the respiratory therapist. We were housekeeping. We had to be everything for that patient," says Johnson.

Most important, each nurse provided supportive care to maintain vital functions that enable the patient’s immune system to fight the virus and recover. As the SCDU team quickly learned, replacing fluids and electrolytes lost primarily through vomiting and diarrhea was key to their patients’ recovery. Other treatments such as blood transfusions and experimental drugs were given in hopes of ensuring their survival.

"Coming from the critical care environment, we’re used to working in a controlled setting. We became a family in one afternoon," says Mitchell. "That’s how our team became a family in one afternoon."
Late last summer, nurse-midwife Michelle Dynes 13PhD MPH RN sat her three kids down to tell them she was going on an extended business trip. That part wasn’t so unusual. All were used to her travels as an Epidemic Intelligence Service (EIS) officer with the Centers for Disease Control and Prevention (CDC). What was unusual was where their mother was headed: Sierra Leone, right to the heart of the Ebola epidemic. “I explained to them what type of work I would be doing,” Dynes recalls. “The main thing they really wanted to know about was the risk. It was as if they needed to know how much they needed to worry.”

After all, the Ebola virus was in the news on a daily basis with thousands of confirmed cases in West Africa. But Dynes knew she needed to go. “Anytime there’s an outbreak anywhere in the world, it’s common for EIS officers to be sent to investigate,” she says. “Essentially, they asked who was interested in responding to the Ebola epidemic. I definitely wanted to get involved. I had a certain set of skills that would allow me to contribute to the CDC’s response.”

Those skills include experience in global health and health promotion as well as research expertise honed by her doctoral studies at Emory’s School of Nursing. “My PhD was really important and connected my clinical background with my global health experience so I could see the situation from multiple angles,” Dynes says. “A PhD opens your eyes to the types of questions people should ask. Those questions guide the type of information you need to collect. Knowing how to collect data and make it meaningful so it can guide public health actions is critical.”

Dynes soon found ample opportunity to put her skills to work at an Ebola treatment center at a government hospital in Kenema, the third-largest city in Sierra Leone. The outbreak devastated the city. Businesses and schools were closed, the economy was stalled, and impoverished citizens who already lived day-to-day struggled to survive, regardless of whether they had Ebola. Hospital workers were among those hardest hit by the virus. “They had lost 20 nurses by the time I arrived,” says Dynes, “and many more died while I was there.”

Every day, Dynes looked out the hospital’s window to get a view of the triage tent where health care workers evaluated people for Ebola. “You could get a sense of how the epidemic was going based on how many people were waiting in that tent to be seen,” she says. She also could see the Ebola treatment center from her office window. “The kids in the doorway would wave to us if they were recovering.”

In the HEART of the EBOLA OUTBREAK

For EIS officer Michelle Dynes, the decision to serve in Sierra Leone came easily. The tough part was telling her children why. 

WHEN WILL IT END?

Nurses and other health care professionals still have an important role to play in halting the Ebola crisis in West Africa. According to the World Health Organization, more than 24,000 cases and 10,000 deaths have occurred in Sierra Leone, Guinea, and Liberia. The highest numbers are concentrated in Sierra Leone, where more than 11,800 people have contracted the virus and more than 3,700 have died. Experts predict the epidemic will end later this year.

Source: Centers for Disease Control and Prevention
The Ebola outbreak becomes a timely topic for a new course on Complex Humanitarian Emergencies

By Pam Auchmutey

More than a disease

The Ebola outbreak becomes a timely topic for a new course on Complex Humanitarian Emergencies

Children would stand in the doorway of the Ebola treatment center in Sierra Leone and wave, signalling their recovery. “I described that to my children (bottom photo) so they would understand why I had to be gone.”—Michelle Dynes

Dynes and her colleagues quickly got to work helping teach local health care professionals how to reduce the chances of contracting and spreading Ebola. They began by training the nurses working in the Ebola treatment center to pay methodical attention to safety, some of which seemed counterintuitive.

“In a regular hospital, if someone passed out in front of you, a nurse normally would rush up and help them,” Dynes explains. “In an Ebola treatment unit, you can’t do that. It’s just not safe to rush in and take care of someone the way it is in a normal hospital.” Instead, Dynes and her colleagues taught nurses to stop before every action and consider possible consequences.

They also spent considerable time figuring out strategies to support local health care workers grappling not only with the outbreak but also with the loss of many colleagues and friends to Ebola.

“These are nurses who recently finished school and are ready to step into an Ebola treatment center,” Dynes explains. “Their families often were not supportive, and yet many nurses were willing to help because they felt it was their professional obligation.”

Knowing that stress, fatigue, and trauma would make it harder for the surviving nurses to perform their jobs effectively, Dynes created a counseling space in the hospital to provide ongoing psychosocial support for health care workers and Ebola survivors.

She also recognized two ancillary victims of the Ebola outbreak: routine health care services usually provided by the hospital and patient trust in the health care system itself.

Neither was insignificant. Sierra Leone already has one of the highest maternal mortality rates in the world, and mothers and babies are at risk of dying without appropriate medical care.

Dynes quickly learned the reasons why many people avoided the hospital. “There are common misconceptions that health care workers will give people Ebola or inject them with the virus,” she says. “If a woman is in labor with complications, she may decide not to come to the hospital. Infants may not be immunized and may die of preventable illnesses such as measles.”

The Ebola outbreak further strained Sierra Leone’s already under-resourced health care infrastructure. “Health workers weren’t able to provide the types of services they usually provided because they had to focus on Ebola,” Dynes says. “So many services became out of reach.”

After conducting interviews and focus group sessions with new mothers and health workers, Dynes and her colleagues identified ways the hospital could continue to serve patients without Ebola—and figured out ways to spread the word that the hospital was safe for those without the virus.

“The traditional birth attendants were more than happy to spread messages about coming to the hospital and sharing that it was safe,” she says.

Throughout her six-week deployment in Sierra Leone, Dynes stayed in close touch with her children to tell them about her experiences. “I often called them while sitting on the steps of the office, facing the Ebola treatment center where the kids who were recovering would stand in the doorway and wave,” she says. “I described that to my children so they would understand why I had to be gone, even though it meant being away from them.”

Now back at home, Dynes is spreading the word that the Ebola virus is still a large threat to Sierra Leone. “The attention still needs to be in West Africa,” she says. “The world can’t afford to back down from our response.”

With that in mind, she’s considering going back to Sierra Leone this year. “I wouldn’t hesitate to do it,” Dynes says. “I just want to make sure I’m filling some gap that exists.”

EN

Zoom Dosso/AFP/GETTY IMAGES
A s their December 2014 graduation date neared, MSN students Mary Micikas and Becky Schicker were making plans for a dramatic career step. Both had been hired by the Boston-based agency Partners in Health to care for Ebola patients in West Africa. Both are now emergency nurse practitioners also trained to assist with complex humanitarian emergencies (CHEs) around the world.

The nurses came by their CHE training via different paths. Schicker 14MPH/14MPH earned a certificate in Global Complex Humanitarian Emergencies at the Rollins School of Public Health, while Micikas 13N/14MN, a Field Fellow in the School of Nursing, completed a new CHE course at the nursing school this past fall. Funded by the Helene Full Health Trust, Field Fellowships prepare second-career students like Micikas to serve vulnerable populations.

She signed up for the three-day course last June, weeks before the world knew the full extent of the Ebola outbreak in West Africa and before the first U.S. patients with the virus arrived from Liberia for treatment at Emory University Hospital. The timing of the course proved serendipitous for Micikas, who received a job offer from Partners in Health the day after the CHE course began.

“It’s a great model,” she says of the class. “It’s amazing how much we learned in three days.”

In that short period, 21 students interacted with CHE experts from Emory, the CDC, Doctors Without Borders, the Carter Center, and CARE. They examined the global standards that guide humanitarian practice such as Sphere Project guidelines, widely used by the humanitarian aid community, and the Minimum Initial Service Package for reproductive health in crisis situations. They also collaborated on case studies illustrating the scope and challenges of humanitarian aid work during and after a crisis.

Students quickly learned that CHEs require nurses to be strong leaders who can step into different roles as needed and understand cultural and other factors unique to each situation. The Ebola epidemic exemplified in real time the complicated nature of CHEs, which are defined as mammoth disasters that far surpass a country’s ability to abate a crisis. CHEs are rooted in conflict and poverty and may be triggered by a natural disaster or health epidemic.

“When you work in CHEs, you have to be aware of the social, political, economic, epidemiologic, and cultural aspects of everything that’s going on,” says course co-leader Elizabeth Downes 14MPH 13N 14MN RN CNE FAANP ANEF. “In West Africa, the impact of Ebola on direct patient care alone is huge. But it’s also taken a toll on health care workers who have lost colleagues and are exhausted.”

Downes, who is currently raising drive to support the mental health clinicians. Of the 144 mental health clinicians trained by the Carter Center thus far, one has died and one has survived Ebola. With Downes’ help, the Emory International Student Nurses Association conducted a fund-raising drive to support the mental health clinicians.

In the CHE course at the School of Nursing, Downes and co-leader Holly Williams PhD MN RN, a nurse anthropologist/epidemiologist with the CDC and a captain in the U.S. Public Health Service, provide insight on the myriad roles that nurses play in emergencies—managing a hospital or its staff, providing patient care, educating health care workers, caring for orphaned children, or running a pharmacy, nutrition center, or mental health facility. “Nurses have to be everywhere,” says Downes.

The instructors also stress that nurses plan ahead to stay healthy. That includes finding a safe place to live, arranging for safe food and water, paying attention to cultural norms and surroundings to ensure their safety, and knowing what to do in case of evacuation. Such details are spelled out the first day of class.

“It’s critical that you take care of yourself,” says Williams, who serves with the CDC’s Emergency Response and Recovery Branch (ERRB). “If you can’t take care of yourself, you can’t take care of others. Your judgment starts to fail and you make mistakes. That can be deadly with diseases like Ebola.”

Williams is among the ERRB experts who teach students in the Global Complex Humanitarian Emergencies certificate program at Rollins. She proposed creating last fall’s CHE course tailored just for nursing students. Williams also serves on the advisory board of the Lillian Carter Center for Global Health & Social Responsibility at the School of Nursing.

“CHE work isn’t for everyone,” she cautions. “It takes a personal toll when you work in these settings. Nurses must use skills way beyond what we traditionally teach them. The reward comes in seeing an immediate outcome by touching someone’s life in a situation of extreme distress.”

Schicker is more accustomed to facing death, having worked as an emergency room nurse in Michigan and New York, where she had ready access to modern health care tools like technology, medicines, equipment, and specialized expertise. “When a patient died, I felt I had done everything in my power to keep them alive or alleviate their suffering,” she says. “That’s more difficult in resource-poor settings like West Africa. Doing the best you can with what you have for a patient is a hard thing to come to terms with when you’re used to taking care of patients with all of the resources imaginable available to you.”

Tailored specifically for nursing students, the Complex Humanitarian Emergencies course prepares them to step up as leaders and fill any number of roles to help abate a crisis such as the current Ebola outbreak in West Africa.

“Integrating what we know from our advanced nursing training at Emory into another country’s context goes beyond our traditional training in emergencies and necessitates incorporating the skills we learned from the CHE classes,” says Schicker. “Regardless of how damaged their current health care system is, we are there at their invitation, and it behooves us and everyone else to coordinate with the systems already in place.”

The new graduates also expect to experience heartbreak. “The thing I’ve thought about most is dealing with death—both patients and staff members,” says Micikas, who founded a rural health clinic in Guatemala before studying at Emory. “I think that will be the hardest thing to cope with.”

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Taking Stock
Nursing leaders reflect on Emory’s role in the Ebola response

By Pam Auchmutey

The epidemiologist in her drives Emory nursing Dean Linda McCauley to read the news coming out of the Centers for Disease Control and Prevention (CDC) almost every day. So she naturally took notice when the number of cases of Ebola hemorrhagic fever in West Africa spiked dramatically last summer.

“A friend of mine does research in the Democratic Republic of Congo (DRC), and I asked her if she was worried about it spreading there,” says McCauley. “She reminded me that Ebola was first detected there in 1976 and the DCR was able to contain it. But Guinea, Sierra Leone, and Liberia were unable to control it because of the economic and social conditions there.”

Susan Grant MS RN NEA-BC FAAN, chief nurse executive for Emory Healthcare, followed the Ebola outbreak on the news. It never crossed her mind, at least not directly, that Emory University Hospital would soon treat patients with the deadly disease in its Serious Communicable Disease Unit.

“I don’t think Emory is immune or off the list for anything,” Grant says. “We’re here for that reason, and we’re going to see patients that other hospitals don’t see. That’s our whole purpose.”

But some in the general public didn’t see it that way and used social media to voice concern that Emory risked spreading Ebola in the United States. Grant countered by writing a Washington Post op-ed on why treating Ebola patients benefits the nation.

At the School of Nursing, faculty responded in kind by incorporating Ebola into classroom discussions, holding forums for students, helping train members of the military for safe deployment to West Africa, writing journal articles, and proposing research projects. Three students volunteered to work in West Africa.

In many respects, the Ebola epidemic exemplifies how Emory nurses see the world and respond to those in need during a crisis. McCauley and Grant reflect on this and more in the following Q&A.

What were your thoughts when you learned that Emory would admit the first Ebola patients in the U.S.?

LM: All positive. I knew that Emory had the capability to handle this type of contagion. It was not a surprise to me that patients would be transported here.

SG: It’s what we do. We thought, “Let’s get ready, let’s make sure we have what we need and that staff have what they need.” We made sure things got done and that we were prepared. We didn’t know how sick our patients were going to be, but we knew we were equipped to care for them.

Why did the first Ebola patients come to Emory? Why not the isolation unit at NIH?

SG: The CDC is right down the street. We have a biocontainment unit that has been up and running for several years and physicians and nurses specially trained in infectious disease. So I would say, “Why wouldn’t patients come here?”

In your op-ed for The Washington Post, you addressed public concerns about treating Ebola patients at Emory. Did the backlash from the public surprise you?

SG: What surprised me most was not that there was a backlash but what was fueling it—a lack of knowledge about what health care professionals do and what organizations like Emory are here for. That was lost in the fear, and I was not alone in realizing this. We had an obligation to educate people about what nurses and doctors are trained for and what they are called to do. We’re here to meet people’s needs. That’s why Emory is here; that’s our mission. It was important to remind people of that.

Several School of Nursing alumni were on the team that cared for the Ebola patients. How did the school prepare them for such an important role?

LM: That’s a really good question because I’m constantly asked, “What’s the Emory difference?” Nursing students come to Emory to study because of where we are and our strong, rich history of educating nursing leaders. We talk about leadership from the first day students arrive and encourage them to be bold and explore and do new things. Many students come here with that expectation already. They know that we are located next to the CDC and have a close relationship with Emory’s School of Public Health. Our students also get a good flavor of taking care of some of the sickest patients in the United States because of our close ties to Emory Healthcare.

And how are alumni and students prepared to care for Ebola patients in other countries?

LM: Three of our students have gone to West Africa to care for Ebola patients. They are very brave individuals who want to be out front as leaders. One thing that distinguishes us from other nursing schools is this multi-layered global exposure. Many schools focus on training nurses to care for patients in the hospital.

Ninety percent of the nursing dialogue around Ebola in the United States has been on preparing nurses to care for patients in the hospital. That’s not the case at Emory. We’re preparing nurses to care for Ebola patients here and in West Africa.

Last fall, we introduced a course for students on Complex Humanitarian Emergencies (CHE), led by Elizabeth Downes here at the school and Holly Williams at the CDC. Very few schools of nursing in the United States offer this type of course. Two of our faculty members, Dian Evans and Kate Moore, worked with the CDC to train military troops deployed to West Africa to help contain the epidemic.

From day one, the nurses and physicians who cared for the Ebola patients at Emory Hospital regarded themselves as a family. Is that unusual?

SG: No. That’s how this team saw themselves, and it was such a great metaphor because families tell you what you need to know whether you want to hear it or not. A lot of it revolved around safety for everyone on the team. To hold each other accountable and keep each other safe, the hierarchy had to be left at the door.

If I miss a step in donning my protective gear, and I don’t know it, then you as a family member who cares about me and wants to keep me safe will say, “Hey, you’ve missed a step, back up” and not be afraid to speak up.
When it came to the direct care of our patients, all voices had to be heard. The team discussed the family rules every morning and every time they did a hand-off to the second shift, they went over the family rules and recited them every time. Calling themselves a family was very powerful.

Was the media attention surrounding the Ebola patients distracting? SG: There was a lot of media attention, but the team stayed very focused on their patients and their needs. The untold story is the rest of the Emory Healthcare staff who kept doing what they needed to do to meet the needs of thousands of people in our clinics and hospitals every day. They maintained the same high quality of care, the same focus on safety and service. That’s part of the culture we’ve developed over many years.

How would you characterize the relationship between nurses and physicians on the Ebola health care team? LM: It was collaboration at its best. They had to consider the science behind what they were doing and the precautions they were taking. And there were physical and emotional comfort aspects in conjunction with the personal protection equipment they had to use. There were other qualitative factors—things you can’t necessarily measure that are powerful. The nurses listened to their own instincts, listened to each other, and created an extra level of care. The physicians listened to that as well. The art of nursing, the art of medicine, the art of caring and science all came together.

The fourth Ebola patient at Emory was a hospital nurse from Dallas, Texas. Was it different having a nurse as a patient? LM: She wasn’t treated any differently. As a Dallas hospital nurse from Dallas, Texas. Was it different having a nurse as a patient? LM: She wasn’t treated any differently. As a Dallas hospital nurse from Dallas, Texas.

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New Studies Target Farmworkers and African American Premies

Farmworkers who are prone to heat-related illnesses (HRIs) and African American women at high risk of preterm births will ultimately benefit from two major grants awarded to Emory nursing researchers. In the case of the former, emergency rooms are seeing more and more extreme cases of HRIs among agricultural workers. Unfortunately, many seek help too late: the average annual heat-related death rate among farmworkers is nearly 20 times higher than for other occupations.

The School of Nursing has stepped up efforts to document the physiological changes that lead to heat stress among farmworkers in Central Florida. Led by Dean Linda McCauley, Emory researchers and community partners from the Farmworkers Association of Florida are conducting the largest, most in-depth study ever undertaken to look at heat stress in farmworkers. This four-year study is supported by a $2.1 million grant from the National Institute of Occupational Safety and Health. Researchers are using advanced biometric monitoring equipment in the field—portable devices that capture body temperature, heart rate, energy expenditure, and signs of dehydration in some 400 workers laboring in nurseries, ferneries, and fields in Central Florida.

The study will determine how to offer better guidance to farmworkers so they can protect themselves from heat hazards. During peak seasons, many toil 12 hours a day, seven days a week, often in high humidity and temperatures in the 90s and 100s. The goal behind the research is to provide underserved populations by increasing nursing education opportunities for students from disadvantaged backgrounds. Emory is one of 12 nursing schools in the country to receive this competitive nurse-training grant and will eventually recruit a total of 45 students into its BUNDLE program over the next three years.

A major focus of BUNDLE is reducing barriers to enrolling and retaining students. It provides stipends, scholarships, and mentorship and networking opportunities for racial, ethnic, and economically disadvantaged minorities who are under-represented among registered nurses. “With the changing demographics of the U.S., it’s important that the health care provider population mirror the general population and that all providers are trained to provide culturally sensitive care,” says Angela Amar PhD RN FAAN, program director and associate professor. “Our program aims to address the increasing diversity and health disparities in the populations we serve,” she adds. “This diversity increases the richness of the patient experience, not only for these students but also for every student who will have to interact in our diverse world.”—MG

Scholarships fill growing need for nurse practitioners and midwives

As the health care landscape continues to change, the roles of nurse practitioners and midwives are becoming increasingly significant. To help meet demand for these specialists, the School of Nursing will award 70 students with $10,000 scholarships over the next two years. Funded by a $700,000 award from the Health Resources and Services Administration’s Advanced Education Nursing Traineeship program, the scholarships will help increase the number of advanced practice nurses who can deliver primary care in high-need areas. Scholarship recipients will focus on adult care, pediatrics, geriatrics, family care, midwifery, and women’s health.

“Nurse practitioners and midwives play vital roles in expanding access to care and improving health outcomes across specialty and primary care services,” says grant program director Carolyn Clevenger DVMN ONP RN GNP-BC FAANP. “Training future nurses in these specialized areas is critical to the future of health care.”

Students interested in applying for scholarships through this program should complete the online form at bit.ly/AEANT-form.—MG
Talk With Me Baby Campaign goes to the White House

Talk with your baby about everything, says Assistant Professor Ashley Darcy-Mahoney PhD RN NNP-BC. The payoff will be huge. Darcy-Mahoney and colleagues took that message to the White House last fall when the School of Nursing and Emory’s School of Medicine shared Georgia’s “Talk With Me Baby” (TWMB) initiative at a daylong workshop. It was part of President Obama’s call to bridge the “word gap” among America’s youngest children and those who see about 60 percent of all Georgia babies learn,” Darcy-Mahoney says, noting that the Georgia Department of Health has developed TWMB videos for parents in English and Spanish.

“including your baby in conversations and talking with them about everything can drastically improve their chances of academic success,” she adds. “Our goal is for nurses to coach parents how to be baby’s first teacher. Nurses are in an incredibly powerful position of trust to do that.”

Learn more at talkwithmebaby.org.

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Sarah Freeman retires after 21 years

Sarah Freeman retires after 21 years

Letting go is tough for students and faculty when someone like Sarah Freeman PhD ARNP FAANP retires from the School of Nursing, where she taught for 21 years. They will miss her homemade cookies and muffins. And her sense of humor.

“Sarah is a no-nonsense, tell-it-like-it-is truth-teller,” longtime colleague Maureen Kelley PhD FACNM, Independence Chair and clinical professor, told guests at Freeman’s retirement celebration. To illustrate, Kelley quoted one of Freeman’s trademark lines: “You are about to exceed the limits of my medication.”

All kidding aside, Freeman has made an indelible mark during her 47-year nursing career. A nurse practitioner since 1981, Freeman led the way in women’s health and chronic disease management. She helped establish national accreditation for advanced practice nursing programs and served on the board of the National Association of Nurse Practitioners in Women’s Health for 18 years. Freeman also coordinated the nursing school’s advanced practice programs in women’s health and women’s health/adult health and was a founding member of the Emory Center for Ethics, an extension of her passion for bioethics. She holds several Emory honors for teaching, the University Scholar/Teacher Award and the Emory Williams Teaching Award among them. In 2005, Freeman was appointed as the first Betty Tigges Turner Clinical Professor, an endowed professorship named for a 1953 alumna. Jamie Chausmer O’Mearn would not have become a family nurse practitioner had it not been for Freeman. Chausmer did not perform well on standardized tests and sought out Freeman to plead her case for entry into the FNP program. “I asked her to please take a chance on me and that I would not disappoint her,” Chausmer recalled during her mentor’s retirement celebration. She thrived in the program. “I graduated with highest honors,” added Chausmer, now a mid-level provider at Northside Hospital Cardiovascular Care. “I am a nurse practitioner, and I owe it all to Sarah Freeman.” —Pam Auchmutey

Tribute gifts honoring Sarah Freeman (seated above) may be made to the Emeritus Faculty Scholarship Fund. To learn more, contact Margot Early, associate director of development, at 404-727-5291 or margot.early@emory.edu.

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Coursera class is a first

Professor Lynn Sibbey PhD RN CNM FAAN FACNM had more than 8,500 students in a recent class. It helped that the class was in the Cloud.

Sibbey’s class, “Childbirth, A Global Perspective,” was the School of Nursing’s first offering on Coursera, the online education platform that partners with top universities worldwide. Coursera classes are free and available to anyone with a computer and Internet access. In fact, people from 162 different countries signed on to Sibbey’s course last year. Students spanned all ages and educational backgrounds, with a fourth of them in low-resource emerging economies.

Sibbey shared the instructional duties of her six-week course with five Emory faculty members, including three from the School of Nursing—Research Professor Martha Rogers MD FAAP, Clinical Associate Professor Jenny Foster PhD MPH CNM FACNM, and Assistant Professor Sydney Spangler PhD CNM—and one adjunct—CDC senior nurse-midwife Patricia Riley CNM. The course reviewed challenges for maternal and newborn health in the developing world, where a great many women and babies suffer from complications during pregnancy, childbirth, and the days following birth. Themes covered included the epidemiology of maternal and newborn morbidity and mortality, relevant issues for the global health workforce, community-based interventions to improve maternal and newborn health and survival, and sociocultural dynamics surrounding birth.

“It was a great experience for us,” says Sibbey. “I think we all learned a lot from it.” —Martha McKinzie

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Ashley Darcy-Mahoney (far left) is helping train nurses to coach parents on how to develop their baby’s vocabulary skills.

children read on grade level by the end of third grade by increasing their vocabulary and conversation skills. Through a pilot program that targets the largest birthing centers in 13 metro-Atlanta hospitals, Darcy-Mahoney’s team is training nurses how to model TWMB concepts of language nutrition as they demonstrate other skills (such as diapering and bathing) that new parents need to know before taking baby home from the hospital.

Talking with a baby (not yet or around a child in third person) is far more effective than radio, TV, or video games. “Babies can hear all that, but it’s the active engagement with a person that helps babies learn,” Darcy-Mahoney says, noting that the Georgia Department of Health has developed TWMB videos for parents in English and Spanish.

“including your baby in conversations and talking with them about everything can drastically improve their chances of academic success,” she adds. “Our goal is for nurses to coach parents how to be baby’s first teacher. Nurses are in an incredibly powerful position of trust to do that.”

Learn more at talkwithmebaby.org.

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LEARN MORE:

Watch Ashley Darcy-Mahoney discuss the benefits of Talk With Me Baby in the video below at bit.ly/talk-baby.

Virtual Connections

Connect with the Emory nursing community and learn the latest news through our social networking sites at bit.ly/interactson. 
Clinical associates at Emory University School of Medicine, and a pediatric oncology clinician at the Medical University of South Carolina. For the past three years, she taught part-time at the School of Nursing and practiced at Emory’s Winship Cancer Institute and Grady Memorial Hospital.

**FACULTY**

### New Appointments

**Nursing and Advances in Neonatal Care, among other publications.**

**Sharron Close PhD MS CPNP-PC** is a research assistant professor and pediatric nurse practitioner whose studies focus on pediatric primary care, developmental pediatrics, and management of chronic genetic conditions. Formerly an audiologist, Close provides expertise in ear, nose, and throat pathophysiology and communication disorders throughout the lifespan. Prior to joining Emory, she completed a postdoctoral research program at Yale School of Nursing where she focused on family management challenges associated with Klinefelter Syndrome and completed an intensive genetics study program offered by the National Institute of Nursing Research. Close now teaches genetics and pediatric primary care at the School of Nursing.

**Erin Poe Ferranti 96OX 85N 01MEN 01MPH 01MPH 13PhD** is a research assistant professor focusing on the condition of duch quality to pregnancy outcomes in the postpartum time frame. Her research has been supported by the NIH and the American Heart Association. Prior to joining the Emory faculty, Ferranti served as assistant chief nurse for the Georgia Division of Public Health. There, she managed a nursing quality improvement initiative throughout the state of Georgia and participated in emergency preparedness strategic planning following 9/11.

**Ann Horigan PhD RN, clinical assistant professor, comes to Emory from James Madison University in Virginia. She received her PhD in 2012 from Duke University, where her dissertation explored the self-management of fatigue in end-stage renal patients on hemodialysis. Currently, she is completing a pilot study to determine the feasibility and reliability of using the Fatigue Scale in the hemodialysis population. Horigan has received writing awards for her articles in the Nephrology Nursing Journal and MEDSURG Nursing. She is also a member of Sigma Theta Tau International, the National Kidney Foundation, the American Nephrology Nurses’ Association, and the Southern Nursing Research Society.

**Dorothy Jordan 82MN DNP APRN PMHNP-BC, PMHCGNS-BC, clinical assistant professor, has taught part-time at the School of Nursing since 2008. She is a research assistant professor focusing on mental health screening, infant mental health promotion, early intervention, the universal prevention of psychiatric mental health disorders, and the integration of mental health into primary care. She also has a special interest in access to psychotropic mental health care for underserved and displaced youth and families. In 1983, Jordan co-founded Camp Sunshine, which offers year-round recreation, education, and support programming for children with cancer and their families throughout Georgia.

**Suzanne Staebler DNP APRN NNP-BC** is a clinical associate professor and coordinator of Emory’s neonatal nurse practitioner (NNP) program. Staebler has held faculty appointments in nursing at the Medical University of South Carolina and Baylor University. She is dedicated to guiding policy development and implementation at the RN and advanced practice nursing levels and provided a platform for NNPs to be designated as an APRN specialty population. Staebler has developed quality improvement and productivity measurement tools to enhance NNP practice and improve patient outcomes. She currently serves as the director of advanced practice for the Georgia Nurses Association and as a member of its board of directors.

**Roy Simpson DNP RN DPNAP FAAN** is a clinical professor with the new Doctorate of Nursing Practice program. He is also vice president, nursing, with Cerner Corporation, with responsibility for strategic sales and relationships for the global patient care enterprise and representation at the industry level for Cerner’s nurse practice. Simpson has more than 35 years of experience in nursing informatics and senior executive administration. He pioneered the development and funding of the Wesley and Lang Nursing Minimum Data Set, has lectured extensively around the world, and has more than 35 years of experience in nursing informatics. Additionally, he is an honorary member of the International Medical Informatics Association, a fellow of the New York Academy of Medicine and the American Academy of Nursing, a distinguished practitioner in the National Academy of Practice, and an honorary member of Sigma Theta Tau International.

**Canhua Xiao PhD RN, clinical assistant professor, is an expert in maternal, newborn, and perinatal health. Her research focuses on maternal competence and responsiveness and the role of social support and social media in the postpartum period. Baker is a clinical nurse specialist experienced in labor and delivery, postpartum, and neonatal intensive care. In 2013, she was named a March of Dimes Nurse of the Year in the advanced practice category. Her articles have appeared in the Journal of Obstetric, Gynecologic and Neonatal Nursing and and published more than 500 articles on nursing informatics. Additionally, she is a distinguished practitioner in the National Academy of Practice, and an honorary member of Sigma Theta Tau International.**

**Jessica Wells 12PhD RN, research assistant professor, is a graduate of the School of Nursing’s doctoral program and completed a postdoctoral fellowship at Emory.** She is a distinguished practitioner in the National Academy of Practice, and completed a postdoctoral fellowship at Emory. Her research focuses on cancer-related issues, specifically to improve cancer outcomes in vulnerable populations with or at risk for cancer. She is particularly interested in cancer prevention and control among those at risk for HIV. Her research has been funded by an NIH National Research Service Award, the American Cancer Society, and Sigma Theta Tau International. Wells is the first graduate of Emory’s BSN to PhD program. Her BSN is from Howard University.

**Cynthia Wells 82MN DNP APRN PMHNP-BC, PMHCGNS-BC, clinical assistant professor, is an expert in maternal, newborn, and perinatal health. Her research focuses on maternal competence and responsiveness and the role of social support and social media in the postpartum period. Baker is a clinical nurse specialist experienced in labor and delivery, postpartum, and neonatal intensive care. In 2013, she was named a March of Dimes Nurse of the Year in the advanced practice category. Her articles have appeared in the Journal of Obstetric, Gynecologic and Neonatal Nursing and and published more than 500 articles on nursing informatics. Additionally, she is a distinguished practitioner in the National Academy of Practice, and an honorary member of Sigma Theta Tau International.**

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Awards & Honors

Jennifer Foster PhD MPH CNM FACNM, clinical associate professor, received a Fulbright Award to further her training and research efforts with the Midwifery School at the University of Chile. The school is home to the Midwifery Collaboration Center for the Americas, sponsored by the World Health Organization and the Pan American Health Organization. For the past several years, Foster has partnered with community health workers and nurses in the Dominican Republic to improve maternal and newborn survival rates.

Carolyne Cleverger 02MN DNP RN GNP-BC and Suzanne Staebler DNP APBN NNP-BC, both clinical associate professors, were inducted as fellows of the American Association of Nurse Practitioners. Cleverger is a geriatric nurse practitioner who leads education and practice programs at the School of Nursing and its clinical affiliate, the Atlanta Veterans Affairs Medical Center. Staebler is a neonatal nurse practitioner committed to advancing her field through education and national leadership. She recently was tapped to participate in the 2015 Faculty Policy Intensive Program sponsored by the American Association of Colleges of Nursing.

Global health expert Elizabeth Downes 64MPH DNP RN CNE FAANP is a fellow of the National League for Nursing’s Academy of Nursing Education. Downes is a clinical associate professor and part-time family nurse practitioner for MinuteClinic. She works with nursing students to serve the local refugee community and is an academic consultant to the Carter Center’s Mental Health Program in Liberia.

Nursing professors Elizabeth Corwin PhD RN FAAN and Bonnie Jennings PhD RN FAAN were honored recently by the Southern Nursing Research Society (SNRS). Corwin, also associate dean for research, received the 2015 Distinguished Researcher Award for her studies of postpartum depression and symptom science. Jennings received the inaugural Research in Nursing & Health Authorship Award for her article, “Turning Over Patient Turnover: An Ethnographic Study of Admissions, Discharges, and Transfers,” published in the SNRS journal Research in Nursing & Health.

1960s

Dr. Patricia L. Starck 60N 63MN is transitioning to a new career phase after serving for 30 years as dean of the University of Texas Health Science Center at Houston (UTHealth) School of Nursing. After completing a sabbatical, Starck will return to UTHealth as senior vice president for interprofessional education, a role she took on in 2013. Among her many accomplishments as dean are a faculty practice that annually generates $3 million in revenue and the first doctor of nursing practice program in Texas. She also launched the Accelerated PhD Program, designed to grow the number of nursing faculty, and oversaw hard-coring and construction of the School of Nursing and Student Community Center, open since 2004.

June Mills Campbell 67MN writes that she is grateful for her time at Emory and the learning opportunities she enjoyed. She is now in assisted living, but her daughter lives nearby. Campbell has two grandsons, two granddaughters, and three great-grandchildren.

1970s

Dr. Sandra Jones Campbell 70MN received the John & Suanne Rouache Excellence Award from the League of Innovation in the Community College. She was honored for co-creating a civility code of conduct with a class of RN students at St. Petersburg College in Florida. Campbell is now a professor emeritus there and president of Winning Within Inc., a seminar consulting firm.

Dr. Cornelia Beck Dewees 72MN is a fellow of the American College of Nurse-Midwives. She teaches nurse-midwifery at East Carolina University College of Nursing and has taught at Emory.

Dr. Anne Bavier 73MN joined the College of Nursing at the University of Texas at Arlington as dean. She formerly was dean of nursing at the University of Connecticut and Saint Xavier University in Chicago and assistant dean of development at Emory’s School of Nursing. She also directed programs for the National Institutes of Health’s Office of Research on Women’s Health and the National Cancer Institute. Bavier is president-elect of the National League for Nursing.

Dr. Christine Vourakis 76MN was named to the 2014 Class of Fellows of the American Academy of Nursing. Vourakis is a Sacramento State professor of nursing specializing in mental health and addictions. She co-edited a landmark textbook on addictions, Substance Abuse: Pharmacologic, Developmental and Clinical Perspectives, and is now editor of the Journal of Addictions Nursing.

Suzie Blackwood Foote 78N established Healing Touch, a private energy medicine practice in Jackson, Miss. Learn more about her practice at healingbeyond-borders.org.

San Harney Short 79N received the Georgia Hospital Association’s Lifetime Heroic Achievement Award in 2014. Short is a nurse, diabetes educator, and patient satisfaction champion at Upson

Emory’s historic role in caring for Ebola patients in this country has been well documented, with our clinicians sharing detailed treatment protocols as well as one-on-one expertise with colleagues around the globe. Our nurses and physicians continue on this work, publishing findings and conducting research with the CDC to develop better treatments and vaccines. We are now under contract with the CDC to provide training, educational resources, and consultation for the 48 U.S. medical centers that have been designated as Ebola treatment centers. Thus far, we have hosted three Ebola preparedness conferences focused on the management of hospital units created to care for patients diagnosed with Ebola virus disease. At these conferences, physicians, nurses, and other experts discuss clinical care and patient management, staff and infrastructure development, donning and doffing of personal protection equipment, laboratory protocols, consideration of pediatric and OB/GYN patient populations, occupational health management of clinical staff, spiritual support to families and staff, and waste management.

Our nurses and physicians continue to make site visits to U.S. hospitals to advise them on setting up waste management.

S. Wright Caughman MD Executive VP for Health Affairs, Emory University CEO, Woodruff Health Sciences Center

Class News

Suzie Blackwood Foote 78N

Class News
Regional Medical Center in Thomaston, Ga.  

1980s  

*Dr. Mary Gullatte 81MN* was named corporate director of nursing innovation and research for Emory Healthcare. Gullatte formerly was vice president of patient services and chief nursing officer at Emory University Hospital Midtown.  

Anna Hollingsworth Smith 82SN received a master of science degree in traditional Oriental medicine in 2013.  

Wanda G. Freeman 83N was certified as a nurse executive by the American Nurses Credentialing Center. She lives in Athens, Ga.  

Mary Jo Scribner-Howard 83N  

1990s  

*Dr. Mary Foster Cox 91SN* joined Francis Marion University in Florence, S.C., as associate professor of nursing.  

Elizabeth Morell Edel 87SM was appointed vice president of perioperative services at St. John’s Hospital in Springfield, Ill. She comes to St. John’s from Houston, Texas, where she directed surgical services for Texas Orthopedic Hospital.  

Marilyn Margolis 89MN  

2000s  

*Renee Bishop Giardina 02SN* works at the Scripps Clinic in San Diego, Calif.  

Tammy Renee Jones 05N  

Dr. Rose Murphy 11MN received her DNP from Georgia Regents University. Murphy directs the Wound, Ostomy, and Continence Nursing Education Center, a continuing education program based at Emory’s School of Nursing.  

Natalia Townsend 05N  

Molly Stoddart 11N works as a staff nurse with Delta Air Lines in Atlanta and lives in Fayetteville, Ga.  

Regional Medical Center in Thomaston, Ga.  

NAA salutes nursing leaders  

The Nurses’ Alumni Association (NAA) honored four outstanding nurses during Homecoming 2014. NAA awards recognize alumni and friends who embody the School of Nursing’s key values of scholarship, leadership, and social responsibility.  

**DISTINGUISHED NURSING ACHIEVEMENT AWARD**  

Dr. Catherine Shultz PhD 76MN served as founding dean of Case College of Nursing at Harding University in Little Rock, Ark., for 34 years. Under her leadership, the college was the first nursing program in Arkansas to use computers as part of learning, introduce primary care into the curriculum, initiate health screenings in public schools, provide health information and services for the elderly, and incorporate health missions into the curriculum. She will return as a full-time professor after completing her sabbatical.  

**RECENT GRADUATE AWARD**  

Carole Jakeway MPH BSN RN NEA-BC oversees nursing and pharmacy programs for the Georgia Department of Public Health (GDPH) as director of district and county operations. Jakeway also leads the Good-to-Great initiative, designed to strengthen public health leadership throughout GDPH, and serves on the executive committee of the Georgia Nursing Leadership Coalition. Jakeway was chief nurse for the Georgia Division of Public Health under the Department of Community Health for 20 years. She is a former president of the Association of Public Health Nurses (APHN) and currently represents the Southeastern region on the APHN board of directors.
Lucy M. Pierce 45N of Nelsonville, Ohio, at age 90, on Aug. 6, 2014. She met her husband, Roland M. Pierce, while completing her nursing training in Memphis, Tenn. They married in Nelsonville, where Lucy delivered babies at home and assisted local physicians in the community. In 1950, she helped establish Mount Saint Mary Hospital and worked as an RN throughout her career. She was the first school nurse in the Nelsonville-York School District and started many programs that benefited the health of children in the community. Pierce served on the Athens County Board of Health for 50 years. Survivors include three children, eight grandchildren, and 14 great-grandchildren.

Mary Ann Shaw Mathews 46N of Palm Coast, Fla., on Feb. 21, 2014. She married William Hugh “Doc” Mathews of Jacksonville, Fla., in 1945. She stayed home to raise three sons and worked in her husband’s office when his scrubs were on vacation. Mathews was active in the community and her church and played golf with her husband. Survivors include three sons, four grandchildren, and seven great-grandchildren.

Mary Anne Schwalbert 51N of Touchet, Wash., on Feb. 5, 2014, at age 88. She was a registered nurse at Cookeville Regional Medical Center and a member of Cookeville First United Methodist Church for many years. She volunteered in several locations, both statewide and overseas, as she continued her military career. The couple eventually settled at Fort Stewart, Ga., with their two sons in 1967. Peggy worked as a school nurse for 18 years. After her husband, Less died in 1978, she opened the Sew Express in Hinesville. She later sold the business and in 1985 married Olin Fraser Sr., who passed away in 2011. Her survivors include two sons, three granddaughters, two great-grandchildren, two stepdaughters, and two grandchildren.

Charlotte Metvich Sublett 44N of Cookeville, Tenn., on Oct. 13, 2012, at age 88. She was a registered nurse at Cookeville Regional Medical Center and a member of Cookeville First United Methodist Church for many years. She volunteered in several locations, both statewide and overseas, as she continued her military career. The couple eventually settled at Fort Stewart, Ga., with their two sons in 1967. Peggy worked as a school nurse for 18 years. After her husband, Less died in 1978, she opened the Sew Express in Hinesville. She later sold the business and in 1985 married Olin Fraser Sr., who passed away in 2011. Her survivors include two sons, three granddaughters, two great-grandchildren, two stepdaughters, and two grandchildren.

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In Memory

A loyal group of former students and friends made sure that retired nursing professor Rose Dilday 79N (honorary) had a party to mark her 100th birthday, even though she was just 99. The group celebrated around her Atlanta Hospice bedside the week before she died on Dec. 13, 2014, three months shy of her centennial birthday.

There was much to celebrate about Dilday, who pioneered community-based mental health nursing in Georgia. During the early 1960s, the Kennedy Administration awarded a mental health planning grant to the state, which needed a nurse on its planning team. A colleague recommended Dilday, who left her native New York State to join the team in 1964. A year later, Emory launched Georgia’s first graduate program in psychiatric mental health nursing, which Dilday joined on an adjunct basis. At the time, she was part of an initiative to decentralize the state mental health hospital in Milledgeville and believed that master’s-prepared psychiatric nurses could provide vital services in the community.

In 1968, Dilday joined Emory full-time to direct the graduate program in mental health nursing. She subsequently chaired the psychiatric/mental health program for all level students and was the first non-psychiatrist to teach a family therapy course. She continued to advocate for mental health services at the local, state, and national levels and secured more than $2 million in training grants from the National Institute of Mental Health for the School of Nursing. Among other firsts, she placed graduate nursing students in community health centers for clinical experience and established a state program for nurses recovering from substance abuse, which became a national model.

Dilday welcomed students and colleagues into her life by cooking Italian meals, singing along (or trying to), and writing poems for them. She was named an honorary alumna in 1979 and appointed professor emeritus in 1984. Upon her retirement, grateful students established the Rose Dilday Scholarship for graduate students with an interest in mental health or gerontology. Dilday received many honors in her lifetime, including the Award of Honor from the Nurses’ Alumni Association in 1988 and the Distinguished Emeritus Faculty Award in 2004.

She continued to write poetry and pursue other interests while living near Emory at Clairmont Place, where several retired nursing faculty and alumni reside. She maintained close ties with her former students, including Betty Daniels 51N 67MN, Sally Lehr 65N 76MN, Claudia Crenshaw 72C 77N 79N, Carol Rush 67MN 73MA 74PhD, and Nell Rodgers 65N 67MN 74PhD. “She offered understanding and encouraged us to follow our dreams,” said Rodgers in her eulogy for Dilday this past January. “Dear Rose, we are grateful and the better for having known you. We shall miss having you in our lives.” — Pam Auchmutey

Memorial gifts may be made to the Rose Dilday Scholarship Fund, which supports graduate students specializing in mental health or gerontology. Gifts may be made online at bit.ly/give-SON or sent to the Office of Development and Alumni Relations, Nell Hodgson Woodruff School of Nursing, 1520 Clifton Road N.E., Atlanta, Georgia 30322. To learn more, contact Margot Early, associate director of development, at 404-727-5291 or margot.early@emory.edu.

Mary Thornton Boyton 64MN of Knoxville, Tenn., on May 14, 2014. She was a community health nurse in Wytheville, Va., for hometown 1B patients and taught nursing students at Grady Memorial Hospital in Atlanta. She served as associate dean of nursing at Abilene Christian College at the University of Tennesse-Knoxville College of Nursing until she retired in 1991. Survivors include daughter Amy Boyton BSC, son-in-law Randy, and granddaughter Willow.

Linda D. Dunaway 64N of Evans, Ga., on Oct. 26, 2014, at age 74. Dunaway spent most of her career as a nursing educator, having taught at University Hospital School of Nursing in Augusta, Ga., Grady Memorial Hospital School of Nursing in Atlanta, and Augusta College. She later served as associate director of nursing at Saint Joseph Hospital (now Trinity Hospital) in Augusta. Also a licensed minister, she served in various positions at New Life Church for 19 years. Survivors include two daughters and two grandchildren.

Viola Kay (Schlagenhauf) Wilson 64N of Clinton, Tenn., on June 14, 2000, at age 58.


Catherine D. Stevens 72MN of Bradenton, Fla., on Feb. 21, 2014, at age 90. A native of Pauphletts, N.Y., she moved to Bradenton in 1952. She was a nurse with Dr. Willis Harris and an ER nurse at Manatee Memorial Hospital. She also worked for the Coca-Cola Company and taught nursing at Manatee Community College and Abilene Christian College. Stevens was a member of the Save the Manatees and the Coastau Society. Survivors include three sons, a stepson and stepdaughter, seven grandchildren, and two great-grandchildren.

Marbury Hall Stegall 78MN of Atlanta on July 6, 2014, of ovarian cancer. Stegall was a clinical nurse specialist in psychiatric nursing. She began her career as an operating room technician at Grady Memorial Hospital while earning her associate nursing degree at Dekalb Community College. She then earned her BSN at Georgia State University and her MSN at Emory. She practiced mental health nursing in the public and private sectors and in the inpatient, outpatient, and nursing education settings. She was a psychotherapist in private practice and advocated for the nursing profession and the role of advanced practice psychiatric nurses in Georgia. Stegall served on the Georgia Board of Nursing from 1997 to 2004 and was commended for her extraordinary care. Survivors include her husband, R. Hance Stegall; her son, Eldon; her mother; two brothers; and a sister.

Nancy H. Arden B2MN of College Station, Texas, on June 10, 2014, at the Hospice Brazos Valley Inpatient Facility in nearby Bryan. She was 63.

Linda Mader Williams 86MN of Augusta, Ga., on Aug. 1, 2014, at age 61. Formerly of Atlanta, her nursing career spanned more than 25 years. She served as director of rehabilitation at Northlake Medical Center from 1996 to 2006. In 2007, Williams joined Children’s Healthcare of Atlanta as a clinical informatics nurse on the Epic embatmeal team. She implemented and supported the Epic electronic medical record system in rehabilitation services and the Marcus Autism Center. In 2012, she was promoted to senior clinical informatics nurse and received the Dr. Luke Geng Commitment to Children’s Award for her dedication and service. Survivors include her husband, R. Hance Stegall; her son, Eldon; her mother; two daughters; and two nieces and nephews.}

Sara Howard Moseley 81N of Atlanta on Jan. 26, 2014, of cancer at age 54. She held a master’s degree in trauma and critical care nursing from the University of Maryland. Moseley worked in the performance improvement department of the Chest Pain Center at Gwinnett Medical Center. She also practiced at Saint Joseph’s Hospital in Atlanta and at hospitals in Denver, Colo., and Annapolis, Md. A self-professed soccer mom and longtime Girl Scout leader, she led camping trips and encouraged her scouts to serve the community. Survivors include her husband, Rob; daughter Lily; her mother; two brothers; and a sister.

Ella Louise Hill 95N of Marietta, Ga., on Jan. 28, 2014. She was 63.

Susan L. (Napiewocki) Baran 99MN of Pooler, Ga., on Sept. 13, 2013, at age 66. A native of Michigan, she was a retired nurse practitioner. She enjoyed crocheting and spending time with family and friends, along with her grand-dogs. Survivors include her son, a sister and sister-in-law, and several nieces and nephews.

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28

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29
Consider a Doctor of Nursing Practice degree at Emory

Georgia’s #1-ranked School of Nursing now offers a Doctor of Nursing Practice degree to prepare MSN-trained nurses for high-impact careers in population health or health systems leadership. The flexible program allows students to advance their education without disrupting their careers. Courses are taught both online and on-site in classes held three weekends each semester.

Applications are now being accepted. To learn more, visit bit.ly/DNP-Emory.