

EMORY NURSING

FALL 2018



FROM HERE
TO THERE
EDUCATING
AND KEEPING
THE BEST
NURSES

INSIDE

A Pioneer in the ED
Erasing the Data Dread
Motherhood Beyond Bars





DANCE WITH ME

For the first time, ABSN students traveled to Peru and Mexico for summer immersion experiences. Shown

here are students in the city of Cusco in the Peruvian Andes, where they conducted breast and pelvic exams and blood pressure and blood sugar screenings on women at a primary school and a local market. They also partnered with a company to provide rapid STD and HIV screening and visited a nursing home, where they danced and ate lunch with elderly residents. "The simple act of sitting beside them and offering a smile made all the difference in the world," says ABSN student Kiah Ford. **Photos courtesy of Kiah Ford, Michelle Liu, Frannie Rector, Quyen Phan, and Weihua Zhang.*



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On the Cover: Stories in this issue exemplify how the School of Nursing and Emory Healthcare share in the education and hiring of nurses to care for patients in the EHC system. **Chris Martinborough 17MSN** is one of those nurses. He works in the emergency department at Emory University Hospital Midtown. Read more about him on page 14.



EMORY

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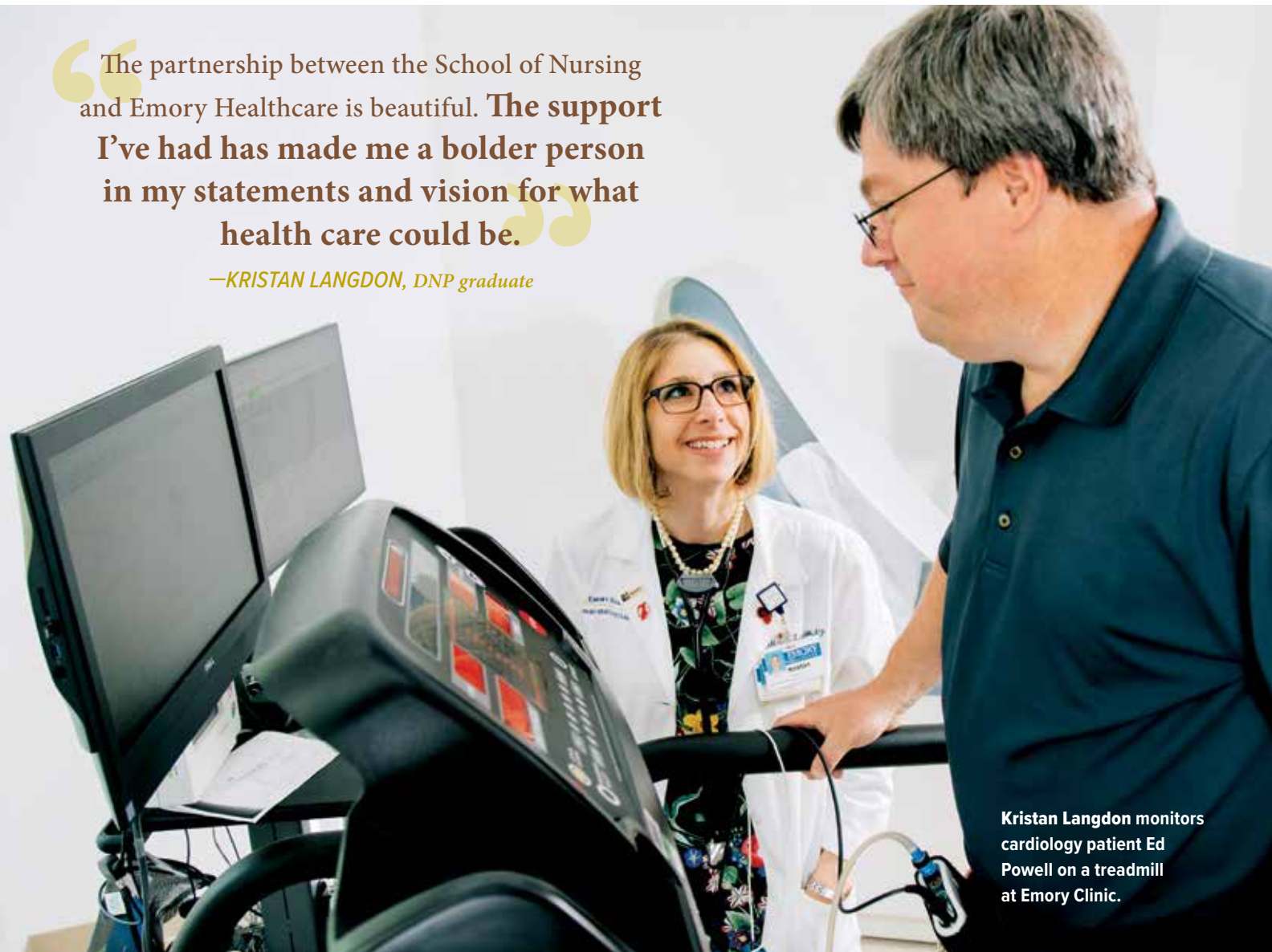
Shared Vision, Shared Success

A new era for nursing at Emory

By Pam Auchmutey

“The partnership between the School of Nursing and Emory Healthcare is beautiful. **The support I’ve had has made me a bolder person in my statements and vision for what health care could be.**”

—KRISTAN LANGDON, DNP graduate



Kristan Langdon monitors cardiologist patient Ed Powell on a treadmill at Emory Clinic.

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New Era Report

A NEW VISION FOR ACADEMIC NURSING

Kristan Langdon 04N 06MSN 18DNP moved from Colorado to Atlanta *twice* to attend Emory’s School of Nursing. The moves paid off for her and her patients as she found a way to improve Emory’s health care system while working on her Doctor of Nursing Practice (DNP) degree.

As clinicians around the country are well aware, reducing hospital admissions is one of the fastest ways to improve patient care and reduce health care costs. On average, 15 to 25 percent of people discharged from hospitals are readmitted within 30 days or less, many of which are preventable, notes the Center for Healthcare Quality and Payment Reform on its website.

Langdon tackled the problem in her own practice and dramatically reduced hospital readmission rates and costs for cardiology patients at Emory Clinic. The key: putting nurse practitioners in charge of transitional care management—including post-discharge clinics—for patients.

“There was a big disconnect between people coming out of Emory University Hospital (EUH) and getting into the clinic for follow-up care,” says Langdon. “When patients got out of the hospital, they sometimes couldn’t get back to see their physician for a month or two.”

Langdon closed that loop. Cardiology patients now see a nurse practitioner within two weeks of their hospital discharge. Hospital nurses coordinate with Emory Clinic nurses to contact patients within 24 hours of discharge to schedule a follow-up appointment.

“We wanted nurses at time of discharge to make sure this was done,” says Langdon. “We wanted the hospital nurses to have ownership.”

Results from the first year of data collection were significant. Thirty-day hospital readmissions for cardiology patients decreased by 11 percent, and 58 percent of those seen in post-discharge clinic were less likely to visit the emergency department or be rehospitalized in the same timeframe. The nurse-led post-discharge clinic potentially could save \$1.06 million annually in health care costs.

The results are proof of what Langdon’s School of Nursing education helped her accomplish. In particular, her DNP degree amplified her ability to improve health care quality and decrease costs by avoiding duplicate care, using resources more wisely, and working collaboratively across professional lines.

“My degree gave me a platform to try to solve problems within our health care system,” she says. “I have a better understanding of finance, which allows me to speak to both sides of an issue instead of just the care side.”

RIISING TO THE TOP

Like Langdon, Emory’s DNP program has come into its own. This year, the program was ranked No. 5 for the first time by *U.S. News & World Report*. The School of Nursing also rose once again in the latest rankings. It now stands at No. 3 among the 552 nursing schools with graduate and doctoral programs surveyed and remains the top-ranked school in Georgia.

Last year, the school was ranked No. 4 overall, and the year before it was ranked No. 8, both well above its No. 21 ranking in 2015.

A lot has happened in less than a decade to propel the school upward. For the past three years, the School of Nursing has ranked among the top five U.S. nursing schools in research funding from the National Institutes of Health, marking a notable uptick in NIH funding since 2009, when the school was ranked No. 38.

Enrollment is at an all-time high with nearly 1,000 students, twice the number from five years ago. And they do remarkably well. In 2017, new graduates achieved an overall pass rate of 97.5 percent on the National Council Licensure Examination (NCLEX), the final hurdle in obtaining a nursing license. As of August 2018, graduates raised their NCLEX pass rate to 99 percent overall.

Dean Linda McCauley 79MSN PhD RN FAAN FAAOHN attributes the school’s success to several factors. One is Atlanta’s appeal as a vibrant, diverse city where young adults want to study and live. Another is Emory University’s academic reputation and

THE LATEST RANKINGS BY U.S. NEWS

The School of Nursing now holds the **No. 3 spot in the 2019 edition of America’s Best Graduate Schools** by *U.S. News & World Report*. **Emory remains the top-ranked nursing school in Georgia.** Other program rankings include:

- ★ **No. 5** in Doctor of Nursing Practice (DNP)
- ★ **No. 7** in Family Nurse Practitioner (up from No. 8)
- ★ **No. 9** in Adult-Gerontology Acute Care Nurse Practitioner (up from No. 16)
- ★ **No. 11** in Health Systems Leadership (one of two DNP tracks)
- ★ **No. 14** in Adult-Gerontology Primary Care Nurse Practitioner

LEARN MORE

Jonathan Lewin, Linda McCauley, and Sharon Pappas discuss the future of Emory Nursing in a video at emry.link/emorynursing.

its attractive, walkable campus. Then there's the School of Nursing itself.

"There are more than 700 schools of nursing in the United States, so students can get an education in many places," McCauley says. "Students come to study with us because of our faculty, who are at the top of their profession and recognized nationally. When students see the level of excellence in terms of research and clinical faculty, coupled with the phenomenal learning environment at Emory, they come."

The School of Nursing's proximity to Emory Healthcare (EHC) hospitals and clinics is also a draw for students.

EHC is the most comprehensive health system in Georgia and the largest component of the Woodruff Health Sciences Center (WHSC). Today, more than 7,000 nurses work at EHC hospitals and clinics in Atlanta and surrounding counties. Three of the ten hospitals in the EHC system have attained Magnet status, the gold standard in nursing excellence.

Other partnerships—Children's Healthcare of Atlanta, the Atlanta VA Medical Center, the Centers for Disease Control and Prevention (CDC), among them—are equally important. The school offers special programs for students interested in veteran populations, and some of the 200 nurses who work at the CDC often lecture at the School of Nursing.

"These health institutions are our teaching laboratory," says McCauley. "This is where our students see and feel and touch what they will spend their careers doing. They see and experience these connections. That's why the nursing school has soared."

EHC is looking to bring more Emory nursing graduates into its fold. In recent years, the school and EHC have taken steps to bolster Emory's workforce pipeline by smoothing the transition from student to professional nurse and tweaking the school's curriculum as needed to meet workforce demand.

"The school's success benefits Emory Healthcare by providing us with graduates who understand how to be outstanding clinical nurses and where they fit into the patient continuum of care—not just acute care but also ambulatory care and primary care and prevention," says Sharon Pappas PhD RN FAAN, chief nurse executive for EHC. "They also understand what it means to practice as part of an interprofessional team. They understand a lot of those very important skills and abilities when we hire them."

Pappas recognized that potential when she joined EHC as chief nurse executive in 2016. Previously a top nursing administrator with Centura Health in Colorado, she accepted the EHC role to lead

Jonathan Lewin, Linda McCauley, and Sharon Pappas share the belief that advancing nursing education and practice together is key to improving patient care.



nursing practice in an academic health system and be closer to family in her native state. "The people and the partnerships that I foresaw convinced me to relocate back to Georgia," Pappas says.

She found a welcoming colleague in McCauley, whom she had come to know at professional meetings, and in Jonathan Lewin MD FACR, Emory's executive vice president for health affairs, CEO of Emory Healthcare, and WHSC executive director. All shared a commitment to advancing nursing and patient care at Emory together. But how?

They found inspiration and guidance in a 2016 American Association of Colleges of Nursing (AACN) report examining the link between schools of nursing and nursing practice in academic health centers. When McCauley, Pappas, and Lewin read the report—

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New Era Report A NEW VISION FOR ACADEMIC NURSING

INTERPROFESSIONAL VALUES

Being part of an academic health center has its advantages for nursing students and nurses.

At Emory, the School of Nursing is part of the Woodruff Health Sciences Center (WHSC), which includes Emory Healthcare (EHC), the School of Medicine, Rollins School of Public Health, Winship Cancer Institute, Yerkes National Primate Research Center, and Emory Global Health Institute.

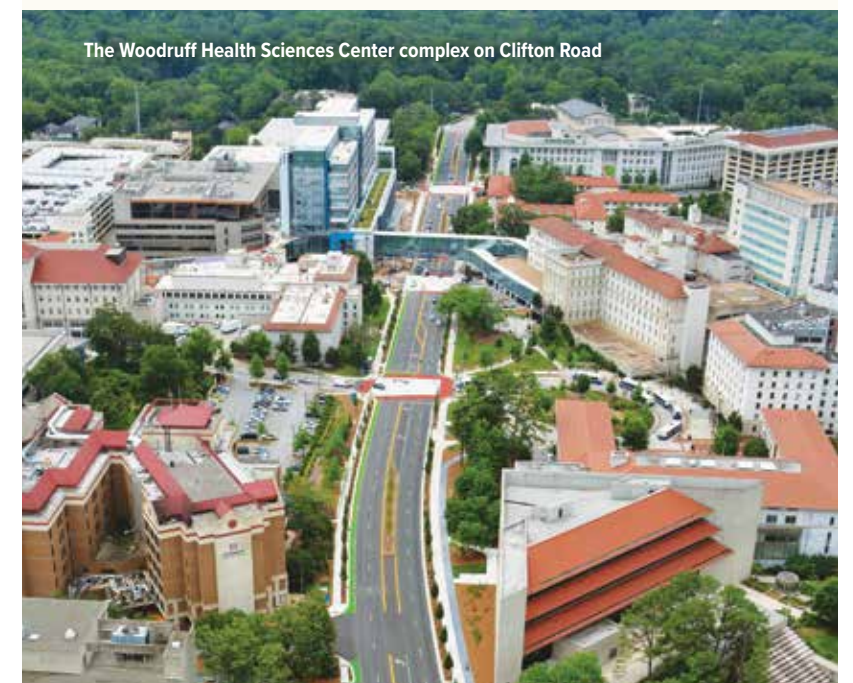
"Clearly, academic health centers have an edge because they have a formal partnership structure," says Dean Linda McCauley. "A lot of other nursing schools don't have that. Emory's got a well-stocked kitchen in terms of nursing, medicine, allied health, and public health to cook this gourmet meal of how nursing and interprofessional education should take place."

Jonathan Lewin, executive vice president for health affairs, recently announced a strategic plan that will carry WHSC into the future. The plan revolves around five key themes: constructive culture, interprofessional education and collaborative practice, transforming models of care, innovative discovery, and data science. All relate to WHSC's partners, including the School of Nursing and EHC.

Of all the assets that nursing faculty and students and EHC nurses and nursing leaders bring to WHSC, one in particular tops Lewin's list.

"What nurses do remarkably well is connect with patients," he says. "The compassion they bring to their work is so important at any level across the nursing spectrum. It's not just about numbers, budgets, or staffing levels. It's about patients and families."

The Woodruff Health Sciences Center complex on Clifton Road





Tim Porter-O'Grady leads a seminar for students in the Accelerated BSN Leadership Scholars program, which pairs each student with an Emory Healthcare nurse mentor.

Advancing Healthcare Transformation: A New Era for Academic Nursing—they embraced it as a roadmap for making the existing ties in nursing education, research, and practice more meaningful.

“Many of the changes we’ve seen here at Emory—a new nursing curriculum, achieving Magnet designation for three of our hospitals, strengthening the nursing workforce pipeline, and expanding continuing education for nurses—started before the report came out,” says Lewin. “We started working to better align nursing education and research with nursing practice at Emory Healthcare from the time we recruited Dr. Pappas. The New Era report validated that what we’re doing is in line with what leaders in the national community think nursing needs.”

Prepared for AACN by Manatt Health, the report is based on interviews with nursing school deans and other health and university leaders at 25 institutions, including Emory. From those interviews emerged a set of recommendations for linking nursing education and nursing practice at academic health centers in new ways.

“The larger question was, ‘How do we work together with the ultimate goal of improving patient care and patient outcomes?’” says McCauley.

THE NEW ERA REPORT

The New Era report—the abridged name for *Advancing Healthcare Transformation: A New Era for Academic Nursing*—is intended to help nursing schools play a stronger role at academic health centers like Emory. It includes a list of recommendations that call for the following:

- 1 | A new vision for academic nursing
- 2 | Preparing nurses of the future
- 3 | Integrating clinical practice and teaching
- 4 | Creating new models of care
- 5 | Integrating research into clinical practice

taught by Atlanta-based health care consultant Tim Porter-O'Grady DM EdD ScD(h) FAAN FACCWS.

★ Mary Gullatte 81MSN PhD RN AOCN FAAN, EHC corporate director for nursing innovation and research, and Elizabeth Corwin PhD RN FAAN, associate dean for research at the School of Nursing, jointly plan conferences and symposia to encourage more EHC nurses to gather, analyze, and use scientific data in their practice.

In 2017, School of Nursing faculty and EHC nursing leaders attended a retreat to generate ideas for transforming health together as full partners in an initiative called “Emory Nursing.”

“It was a good place to start because many of those people have a different relationship today than they did a year ago,” says Pappas. “They have begun to promulgate many ideas.”

Examples abound:

★ Noreen Bernard EdD MS RN, EHC vice president for professional nursing practice, and Carolyn Reilly 94MSN PhD CHFN FAHA, associate clinical professor in the School of Nursing, established a leadership scholars program for Accelerated BSN students. Each of the 10 students in the program is paired with an EHC nurse mentor and attends leadership seminars

The latest offering, a one-day symposium, was held at Emory Johns Creek Hospital in June.

★ Deena Gilland 18DNP 07MSN RN, EHC vice president and chief nursing officer for ambulatory care services, and Caroline Coburn DNP MS RN, assistant clinical professor, are writing a textbook on ambulatory care to use in the course they co-teach for BSN seniors. The course complements a nurse residency program Gilland established to attract more Emory BSN graduates to the ambulatory care field.

★ And there is a concerted effort to hire more Emory-trained nurses to care for EHC patients and families and lead EHC nursing into the future.

“If our school is nationally ranked and also the top-ranked school in Georgia, with stellar graduates who achieve a 99 percent

pass rate on the NCLEX, why wouldn’t we work with Emory Healthcare to set a goal for hiring a certain percentage of our students as part of their recruitment goal?,” says McCauley.

Emory’s health institutions and partners are our teaching laboratory. This is where our students see and feel and touch what they will spend their careers doing. They see and experience these connections. That’s why the nursing school has soared.

—LINDA MCCAULEY, dean of the School of Nursing

Recruitment is one of the many points on which McCauley and Pappas see eye to eye, albeit from different perspectives. “We share ownership of each of our individual successes,” says Pappas. “We want all boats to rise. That’s the way partnership should work.”

Lewin seconds that belief. “When we recruited Dr. Pappas as chief nurse

executive for Emory Healthcare, one of the goals we had in mind for her was to take fuller advantage of the expertise, talent, compassion, and commitment in the School of Nursing and bring it into Emory Healthcare,” he says. “Dr. Pappas and Dean McCauley have worked together to take that from an aspiration to a reality. I don’t think any other nursing school or health care system can claim the same level of synergy between those two parts of the organization as we can here at Emory.”

Langdon is among the many Emory Nursing students and nurses who benefit from that synergy. “The partnership between the School of Nursing and Emory Healthcare is beautiful,” she says. “The support I’ve had from faculty and nursing leaders like Dr. Pappas have made me a bolder person in my statements and vision for what health care could be.” **EN**



Enrollment at the School of Nursing is at an all-time high. Nearly 1,000 nursing students will attend Emory this fall.

The Right Fit

Hiring and Keeping the Best Nurses

Some years ago, **June Connor 81MSN RN NE-BC** hired a nurse to work in a cardiology unit at Emory University Hospital (EUH). Weeks passed, and Connor sensed the young nurse was miserable. “She hated cardiology. It was so stressful to her,” Connor recalls the nurse telling her. “Her real passion was women’s health, and she had come to tell me she was thinking about leaving to work in labor and delivery at another Atlanta hospital.”

Connor offered to help the nurse find another position in the Emory system. By the next pay period, the nurse was working in the L&D unit at what is now Emory University Hospital Midtown.

“She was extremely happy,” says Connor. “That’s what we’re here to do—hire the most qualified nurses and help them find the best fit for their nursing career—as they start their career and as it develops.”

Emory has been a good fit for Connor. In 1976, she joined EUH as a staff nurse and today serves as vice president of nursing operations at Emory Healthcare (EHC) and chief nursing officer/ chief operating officer at Emory University Orthopaedics & Spine Hospital. Under her leadership, the hospital achieved Magnet status for nursing excellence in 2016.

Staying with the same health care system for 40-plus years is the exception rather than the rule, Connor admits. In this day and age, nurses often work for different employers to advance, find a better fit, and learn something new. However, at EHC, nurses have multiple opportunities to change specialties and institutions within a large academic health system. Connor wants to ensure that nurses who train and work at EHC remain there.

“Nurses are drawn here because we are part of an academic health center with ten hospitals—including three with Magnet status—and more than 50 clinics,” she says. “Our applicants come

from everywhere, but our main line is the School of Nursing. We know their graduates are academically well prepared and committed to high-quality patient care because they learned nursing practice in our health system.”

Recruiting and retaining those nurses is the aim of the Emory Pipeline Workgroup led by Connor and Carolyn Clevenger 02MSN DNP FAANP, associate dean for clinical and community partnerships at the School of Nursing. Their immediate task: developing an analytic model to track and grow the pipeline of Emory BSN graduates into EHC.

A first step was to develop a dictionary of common data terms for uniformity. The next step is to create a database to assess how Emory BSN students fare during the EHC hiring process and where they are hired, whether by EHC or another employer.

Amy Dorrell, associate dean for development and alumni relations at the School of Nursing, has played an integral role in building the analytic model by sharing alumni data from the school. Other key data sources include EHC Human Resources (HR) and exit surveys completed by nursing students when they graduate.

Initial data collection already has deepened understanding of how well BSN students perform. Do they interview well? Do they make eye contact during an interview? Do they talk about their previous experience before nursing school? Why are some graduates offered positions and some not?

“We now give feedback to the School of Nursing about how their graduates present during interviews,” says Connor. “Our HR staff meets with students during class to coach them on how to interview and sell themselves. We cue them on what to highlight during the interview process to showcase the talents, personality, and skills they would bring to the care environment.”

Feedback provided by EHC to the School of Nursing in turn benefits teaching. “It helps us improve our curriculum so that the next cohort of students will be that much better,” says Clevenger.

Just as important, students can share in confidence why they turn down job offers from EHC. Such information, says Connor, “provides insight about what new graduates think about our health care system and how we can improve hiring and recruitment.”

The Emory Pipeline Workgroup’s efforts are gaining traction. As of February 2016, five BSN graduates entered EHC residency programs as new hires. A year later, 24 graduates began one-year residencies. This year, 68 graduates have been hired thus far, along with a director of retention to help nursing staff explore and develop their careers within the system.

Ultimately, as more data is collected, it will provide useful insight on retention and turnover rates after Emory graduates complete their residencies. “Our competition goes after our graduates after their 12-month contracts end,” says Clevenger. “The information we gain will help us retain them as lifelong members of Emory Nursing.” —*Pam Auchmuty*

CROSSING THE BRIDGE

It’s been a year since Noreen Bernard EdD MS RN joined Emory Healthcare (EHC) as vice president for professional nursing practice. When she comes to Emory’s main campus for meetings, she often uses the pedestrian bridge to walk from Emory University Hospital to the School of Nursing.

In Bernard’s mind, the bridge symbolizes the connections between EHC and the school. It also raises a question.

“How do we take the great brains and all the great work that’s happening with students and graduates of the school and bridge them into our nursing workforce?” says Bernard. “It’s not limited to students in the baccalaureate program. We want to include students in the master’s and DNP programs. There’s a significant nursing shortage—everyone knows that. It’s hard to find enough qualified experienced nurses.”

One solution is the Emory Healthcare Scholars program. The new three-year program allows an EHC nurse to work and study to become an advanced practice provider in an area of critical need. Efforts are under way to recruit the first scholar. Initial plans call for the scholar to be a labor and delivery nurse who will enroll in the nurse-midwifery graduate program at the School of Nursing.

The EHC Scholars program is the direct result of an Emory Pipeline Workgroup discussion about the need for experienced labor and delivery nurses at Emory University Hospital Midtown, stemming from a limited number of clinical rotation sites in women’s health and nurse-midwifery for students to train. In the future, the EHC Scholars program is expected to help fill the need for advanced practice nurses in several specialty areas, including critical care.



June Connor co-leads a workgroup to boost hiring and retention of Emory-trained nurses at Emory Healthcare.



Noreen Bernard

Continuing Education for All

Emory center serves nurses in Georgia and beyond

LEARN MORE

The Emory Nursing Professional Development Center provides continuing education for nurses with Emory Healthcare, in Georgia, and beyond. Its website serves as a hub for course listings, online registration, and other information. To learn more, visit emory.link/enpdc.

Rose Murphree is the lead nurse planner for the Emory Nursing Professional Development Center. A pillar of the center is the Wound, Ostomy, and Continence Nursing Education Center, which Murphree directs.

Every two years, Georgia RNs must complete 30 contact hours of continuing nursing education (CNE) to renew their license. The Emory Nursing Professional Development Center (ENPDC) is making that goal easier to accomplish.

A partnership of the School of Nursing and Emory Healthcare (EHC) Nursing Education, the ENPDC is accredited by the American Nurses Credentialing Center and jointly led by Carolyn Clevenger 02MSN DNP FAANP (School of Nursing) and Noreen Bernard EdDc MS RN (EHC). Their goal: to centralize and expand CNE activities—conferences, workshops, and onsite and online courses—for EHC and other nurses.

In 2017, the ENPDC held 105 CNE activities, providing 1,013 contact hours to 3,217 RNs from Georgia and across the U.S. Another 1,422 professionals (MDs, MSWs, PTs, and others) also participated.

The ENPDC was born out of a need in 2015 to have a CNE-accredited provider in the state, prompting School of Nursing and EHC nursing education leaders to come up with an in-house solution.

“Without the ENPDC, we would have to submit our paperwork to another nursing association in South Carolina, Alabama, or Florida for CNE approval,” says clinical assistant professor and ENPDC lead nurse planner Rose Murphree DNP RN CWOCN CFCN.

Today, nurses who practice at EHC, in urban and rural Georgia, and beyond can continue their education through the ENPDC. A website serves as a hub for course listings and online registration and payment. It also provides information on how to become an Emory/EHC nurse plan-

ner and how to develop a CNE activity.

Nurse planners play an important role. They organize and document CNE activities, mentor first-time planners, and help nurses bring ideas for courses and workshops to fruition. “Nurse planners understand the standards and processes that are required to ensure that a CNE activity is free of bias and conflict and that it focuses on the professional development of professional nurses,” Murphree explains.

A pillar of the ENPDC is the longstanding Wound, Ostomy, and Continence Nursing Education Center, which offers onsite and distance-learning options for nurses seeking certification in one or all aspects of WOC care. Led by Murphree, the center awarded certificates to 217 nurses from the U.S. and Canada in 2017.

The ENPDC’s offerings are growing, notes Clevenger, associate dean for clinical and community partnerships. Last year, the ENPDC began creating new

content, starting with an online course in pain management. This year, the ENPDC is working with the Georgia Department of Behavioral Health and Developmental Disabilities to create an online course for their nurses. Future plans include developing pharmacology CNE for nurse practitioners—a welcome offering in a specialty where contact hours are sparse—and preparing nurses for certification exams in different specialties.

As ENPDC activities grow, new staff are being hired to support operations, marketing, and instructional design. In time, the International Council of Nurses will help link nurses around the globe to ENPDC programs.

Bernard, EHC VP for professional nursing practice, sees great value in what the ENPDC offers. “It’s a great one-stop source for nursing professionals to get the education they need locally, nationally, and internationally for certified CNE contact hours.” —Pam Auchmutey



Dian Dowling Evans taught and mentored Chris Martinborough. He now works as an ENP at Emory University Hospital Midtown.

A Pioneer in the ED

How one Emory nurse combines clinical practice and teaching to advance a growing specialty

By Laura Raines

As a psychologist working for the Georgia Department of Vocational Rehabilitation, **Dian Dowling Evans 90MSN PhD FAANP** noticed that her clients told nurses more about themselves than they did her.

“It was an ‘ah-ha’ moment,” recalls Evans, clinical professor and specialty coordinator of the Emergency Nurse Practitioner (ENP) program at Emory. “I realized that if I became a nurse, I’d have more skills to help the whole person. It’s the best career decision I’ve ever made.”

She discovered her niche working as a staff nurse in the emergency department (ED) at Athens Regional Medical Center in northeast Georgia. But when she asked her mentor, Chip Pettigrew MD, if he would consider hiring her as a nurse practitioner (NP) after she completed her MSN degree at Emory, he wasn’t sure how an NP would be accepted in emergency medicine. At the time, NPs in the Athens community mostly worked in public health and rural clinics. Undaunted, Evans requested a clinical rotation with him in the ED and offered to do thesis research that would benefit the department.

“I went through a three-foot stack of patient charts spanning a month to gather data on census volumes, patient acuity levels, and patient-to-provider staffing ratios,” she says. “I found that 68 percent of our ED patients had lower acuity and primary care problems and could be seen by an NP. As an NP, I would be qualified to care for these patients and relieve the physicians to care for more seriously ill and injured patients. Dr. Pettigrew agreed and offered me a job.”

Thus, Evans became the first NP to be granted hospital privileges at Athens Regional Medical Center and the first NP to work in the emergency department. Since launching her advanced practice career in 1991, Evans has seen enormous changes in emergency care and served at the forefront of advancing ENP training and practice.

In the 1980s, only one university offered an ENP program. At the time, NPs working in emergency care primarily were trained on the job by physicians. By the 1990s, on-the-job training became difficult. “Census levels in emergency departments increased by 28 percent in the ’90s and have increased by 2 to 3 percent annually ever since,” says Evans. “The ED has become the safety net for patients without access to care. It’s also become the way most patients are admitted to the hospital.”

FAST FACTS

EMORY’S ENP PROGRAM



Established in
2003



1 of 11
ENP programs
nationally



28 students
currently enrolled



144 graduates
to date

About **1/3**
of all NPs working in EDs
at Emory Healthcare and
Grady Memorial Hospital
are Emory ENP graduates

Other graduates
work in the Atlanta
area, South
Georgia,
and all
over the
country



In 2003, Emory started its ENP program as the second accredited integrated family nurse practitioner (FNP) and emergency nurse practitioner program in the country. Graduates of the program must first certify as an FNP before they can sit for specialty certification as an ENP. Evans has served as ENP specialty coordinator since 2009.

“It’s the best job I’ve ever had and the most challenging,” she says. “As an educator, I’m 100 percent committed to my students to ensure they receive quality training and mentorship in what is a high-stakes nursing specialty. That’s what my mentor did for me.”

Typically, ENPs might care for 20 or more patients, of all ages and acuity levels, per shift. While ENPs are grounded in practicing team-based care and working collaboratively with physicians, they must be prepared to work autonomously when ED levels surge during flu season or a mass casualty.

ENP preparation builds on the FNP curriculum with added content in urgent and emergent medical care. Evans’ students also learn basic and advanced procedural skills, including airway management and cardiac resuscitation, central line insertion, advanced wound repair, fracture care and splinting, and delivering babies in the ED. They also learn how to interpret X-rays and other diagnostic tests. Students acquire these skills through labs, simulation exercises, and 750 to 800 hours of clinical rotations.

Emory’s ENP program is the only one in the country that formally trains NPs with emergency medicine physician residents in a specially designed clinical rotation at Grady Memorial Hospital. Research by Kate Heilpern MD FACEP, former chair of Emory’s Department of Emergency Medicine, and Evans has shown that this type of training better prepares students for the team environment of emergency settings. Their interprofessional training model is now an exemplar for preparing a high-quality emergency care workforce.

Evans maintains a clinical practice in the ED at Emory Univer-

sity Hospital to complement her teaching. “I don’t think you can lead a clinical program without practicing in health care today,” she says. “Things change too fast. If I’d stopped practicing when I started teaching, I’d be so out of the loop. My clinical practice is invaluable, affecting both the ENP curriculum and how well I teach it.”

Being taught by working faculty was one of the key

attractions of Emory’s ENP program for Chris Martinborough 17MSN FNP-C ENP, who began his career in the ED at Emory University Hospital Midtown this past spring. He values the lessons his instructors shared from their own practice.

“Dr. Evans told us to always look at a patient’s skin before doing an initial exam. You can miss certain things if you don’t,” he says. “Even if you are rushed, you look at the patient. Sight comes first.

“She understands that every student’s learning style is different,” he continues.

“She uses different ways to present and have us experience the material, so that we really learn. She wants us to succeed. I passed my board exams more easily than I expected thanks to such good preparation.”

Evans advocates for her graduates and others in the workforce nationally. She co-founded the American Academy of Emergency Nurse Practitioners in 2014, serving as executive chair for two years, and has served on committees to set the standards and process for ENP board certification.

Currently, about 14,000 NPs work in emergency departments, and demand for these specially trained nurses is growing. “We’ve been working on national policies regarding practice and curriculum standardization,” Evans says. “We anticipate that within 10 years a nurse practitioner will have to be ENP board-certified to work in the ED. We’re raising the bar, and that will be good for public health.”

She’s proud of the growth in her specialty and her part in preparing future providers. “I think we’re going to be in good hands,” she says. **EN**



My clinical practice is invaluable, affecting both the ENP curriculum and how well I teach.

—DIAN DOWLING EVANS

A System-wide Vision for Primary Care

The School of Nursing is an equal partner in a consortium that prioritizes the clinical placement of its students within Emory’s health system, hiring them as nurses, and expanding their role in care delivery. By Sylvia Wrobel

In 2014, the Primary Care Consortium (PCC) was created to enhance primary care across Emory Healthcare (EHC) and in the schools of medicine and nursing.

Pockets of primary care already abounded, in both the clinical and educational arenas. What both areas lacked was leadership and an organizational structure to ensure that all players knew each other and could jointly plan, build, and implement processes to integrate and strengthen their programs and efforts.

Almost immediately, the PCC had a powerful impact on nursing.

Carolyn Clevenger 02MSN DNP FAANP, associate dean for clinical and community partnerships and a leader on the team that created the PCC, says its biggest impact on the School of Nursing has been creation of a pipeline to place advanced practice and baccalaureate students within Emory sites for their clinical preceptorships—especially in the highly competitive primary care



slots. In the past, most nursing students went outside Emory for this final part of their training. Not surprisingly, many ended up working at the institutions where they trained, causing Emory to lose many of its best and brightest nursing graduates.

Today, a dedicated placement coordinator, equally funded by both schools and EHC, now oversees clinical rotations for all nurse practitioner

(NP) and physician assistant (PA) students. Emory’s clinical entities request NP and PA students through a central office, which makes the match, giving first priority to Emory students. Another new jointly funded position is dedicated to the placement of RN students in ambulatory care rotations.

The concept is working. A year before placement coordination began, the School of Nursing placed 30 students at Emory clinical sites. Last year, it placed approximately 225 students. As word spread about Emory training and career opportunities, student enrollment grew markedly. From 2014 to 2017, BSN enrollment grew from 320 to 443 students, and MSN enrollment grew from 178

CREATING THE ‘GENEVA’ OF PRIMARY CARE

The Primary Care Consortium (PCC) is a success story that grew out of strategic planning by Emory Healthcare (EHC) and by Emory School of Medicine in primary care.

The timing was right, says Ted Johnson MD MPH, chair of family and preventive medicine in the medical school and program director for EHC primary care. Demand for primary care was growing nationwide in response to health care reform, a new emphasis on ambulatory care, an aging population, and the need to increase effectiveness of care and decrease costs.



Ted Johnson

As part of its goal to touch 1 million patient lives every year, EHC was opening new primary care clinics and hiring more primary care doctors. But EHC and medical school leaders, including Johnson, knew that even with more primary care doctors coming on board, physicians alone could not handle the expected growth in primary care and population health.



Carolyn Clevenger



Deena Gilland

Johnson, Carolyn Clevenger, Deena Gilland, and others designed the PCC as what Clevenger describes as an interdisciplinary thought-and-action tank involving equal partners. Johnson remembers when primary care was not a big priority for tertiary care/research-oriented academic health centers like Emory and when some physicians were not always eager to see nurses take on bigger roles in patient management and planning. He likens the PCC to Geneva, the Swiss city of diplomacy, “where people come together from different professions, backgrounds, and loyalties, to talk openly, resolve differences, and make collective decisions.”

Carolyn Clevenger, Ted Johnson, and Deena Gilland meet at a local restaurant to compare notes and ideas about health care practice.



to 321 students. Last year, several new MSN graduates stayed on as part of Emory’s health care team.

The expanded involvement of nurses also is changing nursing’s place in EHC, says Deena Gilland 18DNP 07MSN RN, vice president and chief nursing officer for ambulatory care services (including primary care) and another nurse planner behind the PCC.

Nationally, more than 85 percent of advanced practice nurses today have been trained in primary care, but the roles they play on the health care team vary widely from site to site. To help address this disparity, Emory developed and implemented guidelines enabling nurses to practice to a fuller scope of their abilities, training, and licensure.

A second step was to create positions for nursing leaders at the front lines of each Emory clinical site. Nurse managers now oversee nursing teams at primary care sites. These leaders, Gilland notes, serve as triad partners with physician and administrative leaders.

This past year, another nursing role was developed, mainly for primary care clinics. So far, EHC has hired nine RN care coordinators who are imbedded in several primary care clinics to monitor and close any gaps in care.

Giving nursing more responsibilities, Gilland says, “has improved access to care, provided greater ability to touch patients in more robust ways, and resulted in better patient outcomes.”

Another bonus: Increasing the recruitment, retention, and advancement of EHC clinical nurses by inviting them to serve as student preceptors. More than 70 EHC nurses have gone through

continuing education “boot camps” to prepare them to work with students. Participation has become part of EHC’s Professional Lattice of Advancement Plan to enable nurses to advance professionally while remaining at clinical sites.

Looking ahead, the PCC team sees endless opportunities to optimize nurses’ roles to meet growing demand in primary care. Plans include more NP-led clinics like the Integrated Memory Care Clinic (IMCC) started three years ago by Clevenger and colleague Janet Cellar DNP. Like the IMCC, other clinics in heart failure and diabetes provide high-quality continuity of care and provide easier access to care for patients.

The School of Nursing also expanded its curriculum in ambulatory care, including primary care. While many students who go through the course ultimately may work in hospitals and other acute care centers, they will come to think more broadly about the continuum of care, from pre-admission to discharge and follow-up, and how to influence that care as nurses. **EN**

4

New Era Report
CREATING NEW MODELS OF CARE

A NEW NP BEGINS TO PRACTICE, GROUNDED IN PRIMARY CARE

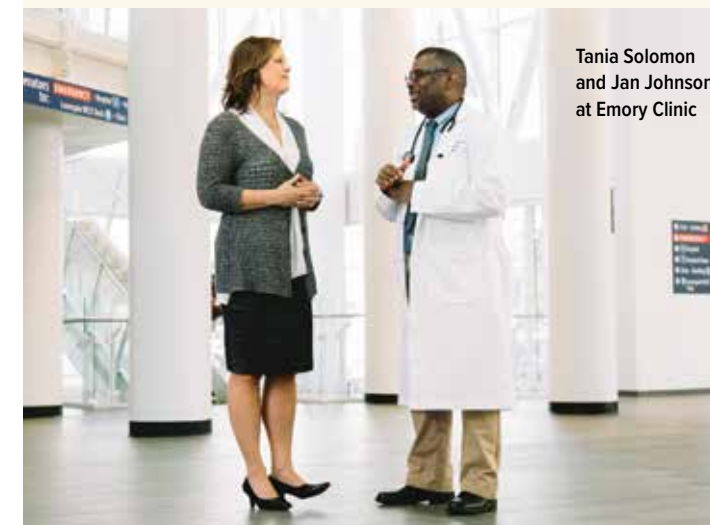
After another day of spreadsheets and meetings, supply chain analyst Jan Johnson often went home feeling as if he should be doing something else—but what?

He always noticed the professionalism of Kelly Caulley 99MSN, his nurse practitioner at an Atlanta-area family medicine practice, and the time and care

care, and orthopaedics, he found that all of his Emory-trained preceptors had a true passion for teaching.

He quickly grasped what faculty and nurse clinicians taught him. “As NPs,” he says, “our goal is to address the presenting illness or issue and understand related health or social issues, such as how patients and families are coping.”

His student health rotations at



Tania Solomon and Jan Johnson at Emory Clinic

Kennesaw and Emory’s Oxford College taught him the importance of developing trust and building relationships. Students often came in with one issue but responded to Johnson’s empathy and patience by confessing their real concern. He

she took to really listen to him. When he mentioned his lack of fulfillment, she suggested he consider nursing. A light bulb went off, leading Johnson to enroll as a second-degree student in Emory’s Accelerated BSN/MSN program.

While Caulley inspired Johnson to become a nurse, his first preceptor, another Emory graduate, gave him the confidence to succeed. During his clinical rotation in Kennesaw State University’s student health services, NP Jade Lam 12MSN “loved sharing her knowledge and helping students develop and thrive,” he says. As Johnson moved through rotations in pediatrics, dermatology, primary

loved explaining how they could make better choices about their health and seeing them “get” what he was saying.

In June, Johnson 15N 17MSN began working in urology at Emory Clinic. Because of his training, he already understands much about Emory Healthcare’s culture and systems. He also believes his supervisor, Tania Solomon PA, and team members have confidence in him, knowing he is an Emory graduate.

“It’s a win-win,” he says. But the biggest winners, say his teachers and preceptors, are the patients who benefit from the broad primary care perspective the new NP brings to his work every day.



Erasing the Data Dread

A new culture emerges to help nurses gather and use scientific evidence in their practice

By Anna Bentley

5

New Era Report
INTEGRATING RESEARCH INTO CLINICAL PRACTICE

When **Mary Gullatte 81MSN PhD RN FAAN** became corporate director for nursing innovation and research three years ago, she had a primary goal: to create a culture of clinical inquiry within Emory Healthcare (EHC) nursing, at all levels of practice and leadership.

Gullatte and her School of Nursing counterpart, Elizabeth Corwin PhD RN FAAN, associate dean for research, work side by side to boost collaboration between the two entities, now jointly known as “Emory Nursing.”

Though they’re working to create and support opportunities for collaborative research, they hope their efforts impact nursing professionals throughout Emory Nursing—active researchers or not.

“Nurses take care of patients every day,” says Gullatte. “We want them to enculturate evidence-based research, not as something extra, but as how they practice.”

FACILITATING RESEARCH

To foster an environment of clinical curiosity, Gullatte launched the Emory Nurse Research and Evidence-Based Practice Academy in 2015. Offered annually, this two-day, immersion program helps EHC nurses develop, refine, and begin to investigate a research question that will advance care in their specific unit or area. This year’s academy was held in July and included content on evidence-based practice.

School of Nursing faculty and EHC nurse faculty and leadership present at the academy, and Gullatte provides one-on-one guidance to try to break down one of the biggest barriers to conducting research: the data analysis itself.

“One of the reasons that nurses in practice tend to shy away from research is that it’s all about the statistics,” she says. “They’re fearful of ‘I don’t understand the statistics,’ or ‘I don’t know how to do the data analysis and how to interpret the data.’”

Gullatte guides and mentors the nurses through their research cycle, offering ongoing guidance and data analysis, supported by School of Nursing statistician Melinda Higgins PhD. Together, Gullatte and Higgins hope to erase the data dread.

“We want to drive out the fear of, ‘I’m going to have to do it,’ and ‘OK. Somebody else did it, but I really don’t understand the results,’” Gullatte says. “We make sure that nurses do understand

how to interpret those results and what they all mean.”

On the School of Nursing side, Corwin has dedicated ongoing research support. Faculty researchers consult with EHC nurses on study protocol and design, and grant specialists work with EHC nurses to apply for, track, and manage grant funds.

“We assist with pre-award submissions and post-award management,” says Corwin. “We review their proposals when requested and provide the same support that we do for nursing faculty through grant reviews and manuscript assistance. Those are all win-wins—for the school, EHC, and patients and families.”

SHARING RESEARCH OUTCOMES

Doing more research is only part of the strategy. To support evidence-based practice, that evidence needs to be disseminated, so Gullatte has created more opportunities for EHC nurses to share their results.

The Emory Healthcare Nursing Research Symposium, held every two years, is a chance for EHC nurses to present their research—in either a podium or poster presentation—in a friendly peer environment.

“It really is a dry run for the national stage,” says Gullatte.

“It takes the right leadership to establish a truly transformative culture where joining nursing research and practice can really happen. And that’s where we are.”

—ELIZABETH CORWIN, associate dean for research

“SON faculty serve as judges for the one-day event, and nurses are able to polish their presentation and Q&A skills in front of an audience of their Emory colleagues.”

“But we don’t stop there,” she adds. Nurses are encouraged to present their

research externally at specialty association conferences and Magnet conferences—three abstracts from Emory nurses were accepted for the October 2018 Magnet conference alone.

Nurses can also present their research across the EHC system in monthly nursing leadership meetings, letting them share what they’ve learned beyond their own hospital or clinic.

“It does no good to do research if you’re just going to put it on the shelf,” says Gullatte. “Regardless of the outcomes, whether they were statistically significant or not, something can be learned from that. It’s important to disseminate the results.”

SEEING THE RESULTS

Currently, EHC staff and School of Nursing faculty are teaming on research on “everything from molecules to mankind,” says Corwin. Teams have tackled such issues as aspirin therapy for



Mary Gullatte and Elizabeth Corwin

knee pain, nausea management for chemotherapy patients, and resiliency among nurses.

And it's the strong collaborations between EHC and SON that make it possible.

"Collaborating with EHC allows us to have access to nurses who work with patients every day and who can help us better align our research with what is important to patients," says Corwin. "At the same time, nurses at the bedside know what's important to patients, but they don't always have the experience or access to the infrastructure that will allow them to translate that back into a clinical or basic research project. We facilitate that, and it's a positive feedback loop that ultimately benefits patients and families."

Faculty gain the flexibility to pursue research opportunities at the School of Nursing, while EHC nurses benefit from clinical experiences they might not find elsewhere. Everyone benefits from the new perspectives shared, from academic researchers and their clinical counterparts to the patients and families receiving care across the EHC system.

Some of the biggest impacts, though, are less tangible. Guided by Dean Linda McCauley 79MSN PhD FAAN FAAOHN and EHC Chief Nurse Executive Sharon Pappas PhD RN FAAN, Emory Nursing itself is gaining a new culture, through years of intentional, focused collaborations.

"What we've done covers more than just research," says Corwin. "It takes the right leadership to establish a truly transformative culture where joining nursing research and practice can really happen. And that's where we are." **EN**

COURSERA: Teaching the fundamentals of reproducible research

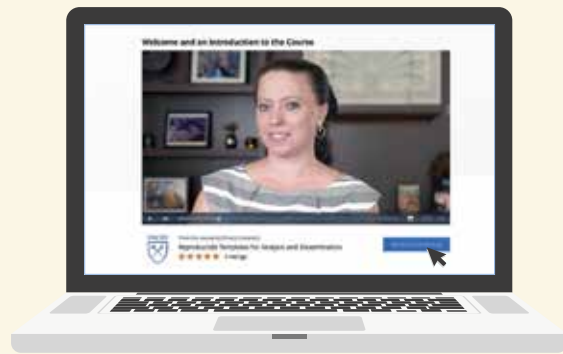
Melinda Higgins PhD, a statistician in the Office of Nursing Research at the School of Nursing, is fascinated by data's "logistics infrastructure"—how to integrate all of a research project's individual parts into one file to make workflows faster, reproducible, and virtually error-free.

"Human errors happen. Typographical mistakes happen very easily. Misplacing a decimal point can drastically change your conclusions," says Higgins. "If we can find more ways to automate these steps, reproducible workflows can future-proof or error-proof your work."

Her Coursera course, "Reproducible Templates for Analysis and Dissemination," provides the basics of reproducible research and dynamic documentation. Using the open source RStudio platform, Higgins teaches how to create reusable templates to combine all of a project's components—data, code, documents, videos, analysis, and documentation—into one seamless project, allowing for easy updating, automated processing, and painless formatting.

While fields like journalism, business, law, and basic sciences are starting to embrace reproducible research, Higgins sees a special application to nursing.

"Nurses in some ways are the front lines of the data," she says. "They tell the most compelling stories because they understand the connection between the clinical implications and patient needs and assessment. This course provides nurses with the ability to accurately document and integrate their data and analyses so they don't get in the way of telling their stories."



More than 1,200 people have taken Melinda Higgins's Coursera course since its launch in January. It is one of two Emory Coursera courses to receive a perfect five-star rating. View her course at emory.link/templates.



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Jacqueline Hurd on the plaza
outside the School of Nursing and
Rollins School of Public Health

Pathway to Nursing

By KERRY LUDLAM

Jacqueline Hurd combines nursing and public health to broaden her impact on patient care

Jacqueline Hurd 14MPH 18N 19MSN has an undergraduate degree concentrated in four areas—immunology and infectious diseases, toxicology, international studies, and Spanish—plus a master’s degree in public health. But it wasn’t until she was working in a remote village in Honduras as part of her role as a health scientist at the Centers for Disease Control and Prevention that she discovered that nursing should be part of her plan.

“As we traveled from house to house, people kept looking up at me and saying, ‘doctor, doctor, please help me,’ ” Hurd recalls. “We went to one house where all of the children were sick, and the mom was sick too. I wanted to help them, but I didn’t have the clinical knowledge to make the proper decisions. Right then and there, I knew that I needed a clinical degree to make a broader impact on public health.”

Having already earned her MPH at Emory, Hurd, who grew

up in suburban Chicago, knew that the Nell Hodgson Woodruff School of Nursing was the best place to continue her education.

“As an Emory alum, I learned firsthand how the university properly prepares students to work in the real world because of the rigorous academic program, encouragement from professors who are experts in their field, and practical experience,” Hurd explains.

These hallmarks of an Emory education have also defined Hurd’s time at the School of Nursing, where she received a Hilda D. Glenn Scholarship to help defray the cost of tuition. Her clinical rotations have included time in many specialty areas at Emory University Hospital and Emory University Hospital Midtown, including the maternity unit. In addition to performing nursing duties in the unit, she conducted research and penned a paper on the prevention of sudden infant death syndrome (SIDS) with the use of pacifiers.

“Emory Midtown was already doing a great job of educating

new parents about reducing the risk of SIDS, but their education didn’t include pacifier use,” Hurd says. “Through my research, I determined ways that nurses could reduce the risk of SIDS.”

The willingness to allow students to ask questions and try new things is pervasive throughout the School of Nursing.

“The school challenges us through evidence-based practice, research, and critical thinking to encourage us to be the best nurses that we can be,” Hurd says. “The faculty is open to new ideas and new ways of doing things that come about from each student’s unique background.”

Hurd also points to the access to and proximity of Emory Healthcare as a game changer for her nursing education.

“Each semester, we have a simulation in conjunction with clinicals,” Hurd says. “We perform certain procedures and learn different skills on simulators, and then we’re able



The Hilda D. Glenn Scholarship was given in her memory by her husband, the late Wilbur F. Glenn 29C, to support nursing students. She was a member of the Nursing Associates, a group of friends of the Nell Hodgson Woodruff School of Nursing.

First students to receive nursing PhDs in Ethiopia

Linda McCauley has learned many a lesson as professor and dean of the School of Nursing. Among them: “Don’t ever think you know what a country needs.”

A few years ago, when she traveled to Addis Ababa University (AAU) in Ethiopia, the nursing school had already established a successful program to improve the health of mothers and newborns in rural areas of the country. McCauley went to AAU to explore how Emory and AAU nurse-midwifery students could learn from each other.

She quickly learned there wasn’t a need at AAU to focus on midwifery at the time. But she did learn something else—that Ethiopia was one of the few African nations that did not have a doctoral program in nursing.

In 2015, the School of Nursing and AAU signed an agreement to establish Ethiopia’s first nursing PhD program to train nurses, midwives, and health care workers in research—one of several projects in Ethiopia sponsored by Emory’s Office of Global Strategy and Initiatives.

Two students will soon become the first to complete their PhDs. Fekadu Aga and Daniel Mengistu, who serve on the AAU nursing faculty, worked on their dissertations at the School of Nursing this summer. Aga is examining type 2 diabetes self-care behaviors in heart failure patients, while Mengistu is studying knowledge and risk perceptions of cardiovascular disease in adults with hypertension.

Both students completed their course work at AAU, where the students watched lectures in real time given by Emory nursing faculty in Atlanta.



Fekadu Aga and
Daniel Mengistu

Their learning was made possible by a smart room at AAU funded by the School of Nursing. Thanks to the smart room, initial problems with IT connectivity were resolved to make virtual learning much easier.

Twelve students currently are enrolled in AAU’s nursing PhD program, led by Emory nursing faculty member Rebecca Gary PhD RN FAHA FAAN. “Emory has a huge presence in Ethiopia,” she says. “The PhD program builds on the relationships that are already there to expand infrastructure, research, and knowledge capacity.”

McCauley is eager to see where the PhD program leads. “Fekadu and Daniel will soon become the next generation of nursing faculty,” she says. “The PhD initiative is changing lives, and we’re watching it happen.” **EN**



Motherhood Beyond Bars

Helping female prisoners prepare for motherhood

Almost every Friday, Brenda Baker PhD RN CNS, assistant professor at the School of Nursing, travels to Helms Facility, a state-run prison in southeast Atlanta.

There, she volunteers as part of the Motherhood Beyond Bars program to provide childbirth and postpartum health education to incarcerated women who are expecting.

“We typically meet with 10 to 15 moms every week from all over Georgia,” Baker says. “One thing is pretty standard. What many of the women know about their body is very limited. The women often have very low health literacy. We spend a lot of time dispelling rumors about conception, pregnancy, and childbirth.”

Motherhood Beyond Bars was founded in 2013 by Bethany Kotlar 15MPH PMP, then a student at Emory’s Rollins School of Public Health. Kotlar developed the original course materials, and Baker, with the help of her students, revised the curriculum to include topics such as coping, resiliency, and prevention of sexually transmitted infections.

Audrey Fisher 18N, who graduated in May, was introduced to Motherhood Beyond Bars by Baker, who became her mentor in the nursing school’s Honors Program. In addition to teaching and helping facilitate the weekly classes at Helms Facility, Fisher made her mark by developing a curriculum for contraceptive education.

“Contraceptive education was added to Motherhood Beyond Bars because of scientific literature showing a lack of contraceptive use, a high number of unintended pregnancies, and lack of contraceptive knowledge in the general

women’s incarcerated population,” Fisher explains. “Contraception can be a powerful tool in helping women achieve the goals they have set for themselves, but if their next goal is to have another baby, we support this goal too.”

Beyond teaching mothers about their own health and their baby’s, Motherhood Beyond Bars offers a safe place for mothers to connect.

“We have a topic for every week that we cover, but we often veer off topic based on what the women have on their minds,” Baker says. “It can become more of a support group some weeks. We want our class to be where you get to be a pregnant woman preparing for the arrival of your child—not just an inmate.”

While the goal of Motherhood Beyond Bars is to improve the physical and mental health of mothers and their babies, the program addresses larger issues.

“Incarceration is not about bad people who break rules. Incarceration is about poverty. With poverty often comes trauma exposure, drug abuse, foster care, and considerable inequities in health care,” says Baker. “We want to learn more about how to best serve this population.”

With more than 300 women reached through Motherhood Beyond Bars, program leaders are confident that future generations of young mothers will benefit from the program as well.

“The vast majority of women I have met through Motherhood Beyond Bars are just like pregnant women outside of the system,” Fisher says. “They want to know how to be the best moms they can be for their growing babies.”
—Kerry Ludlam



Deborah Watkins Bruner PhD RN FAAN received the 2018 Rose Mary Carroll-Johnson Distinguished Award for Consistent Contribution to Nursing Literature from the Oncology Nursing Society.



Imelda Reyes O8MSN DNP MPH is a 2018 fellow of the American Association of Nurse Practitioners. She leads the Pediatric Primary Care Nurse Practitioner program.



Marcia Holstad 77N PhD FAANP FAAN received the 2018 Distinguished Researcher Award from the Southern Nursing Research Society for work in HIV/AIDS.



Mi-Kyung Song PhD RN FAAN was inducted into the Sigma Theta Tau International Nurse Researchers Hall of Fame for her work in palliative and end-of-life care.



Growing the community nursing workforce

Emory BSN students will learn to play a greater role in community-based primary care through a partnership with Mercy Care of Atlanta, supported by a \$2.7 million award from the Health Resources and Services Administration (HRSA) to the School of Nursing.

Led by Laura Kimble PhD FAAN, assistant dean for clinical advancement, the four-year project aims to increase the number of nurses caring for patients in the community, especially among medically underserved populations.

Students selected for the program will receive scholarship support and complete community health clinical experiences under the guidance of Mercy Care nurse preceptors. Mercy Care is a federally qualified health center with several stand-alone and mobile health clinics in Atlanta. It provides a variety of services for homeless men, women, and children, including behavioral health care services.

The HRSA grant also will fund professional development programs for RNs working in community-based primary care as well as those transitioning from acute care settings to primary care.

Specialists and instructional designers from the Emory Center for Training and Technical Assistance at Rollins School of Public Health will create the professional development programs and evaluate the HRSA project.

Emory launches distance ABSN program

Emory now offers a 12-month BSN program for second-degree students that allows them to study and gain clinical experience in the communities where they live. The Distance Accelerated BSN (D-ABSN) program targets students living outside Atlanta and across the U.S.

Students will earn their BSN in 54 weeks without the expense of moving to Atlanta. By comparison, the school’s traditional BSN program takes two years to complete, while the Accelerated BSN program takes 15 months.

The D-ABSN program’s fast-track timetable is rigorous. Unlike many online programs, the D-ABSN program is not self-paced. Students will immerse themselves daily in inquiry-driven learning led by faculty specifically dedicated to the program.

In addition to online course work, students will come to campus three times a year. Midway through their program, they will be onsite for simulation training and their first clinical rotation. Afterward, they will continue their online classes and clinical rotations in their communities. There, each student will be assigned to a local clinical instructor identified by the School of Nursing. The clinical instructor will identify and work with local preceptors to arrange clinical rotations for students.

Emory is among a growing number of schools offering distance



ABSN learning. Additionally, the program allows the School of Nursing to serve many of the qualified applicants wait-listed each year because of constraints on physical space. The first 30 students begin their studies this fall. Eventually, 90 students are expected to enroll year-round.

“Students tell us they now have the best of both worlds,” says D-ABSN program director Teresa Yambo PhD MSN-Ed RN. “They get to stay in their home state and earn a BSN degree from Emory.”



Flying and your microbiome

What do flying on a commercial airplane, working at the office, or relaxing at home have in common?

The answer is the microbiome, the community of bacteria found all around us, report experts at Emory's School of Nursing, Georgia Institute of Technology, and the J. Craig Venter Institute. Their FlyHealthy study, supported by Georgia Tech and The Boeing Company, is believed to be the first to fully assess the microbiome of aircraft.

Using advanced sequencing technology, Emory and Georgia Tech researchers studied the bacteria on three components of an airliner cabin that passengers commonly touch: tray tables, seat belt buckles, and lavatory door handles. They swabbed those items before and after 10 transcontinental flights and also sampled air in the rear of the cabin during flights.

"Airline passengers should not be frightened by sensational stories about germs on a plane," says Vicki Hertzberg PhD FASA, School of Nursing professor and co-author of the study. "They should recognize that microbes are everywhere and that an airplane is no better and no worse than an office building, a subway car, home, or classroom."

Results about the microbiome on aircraft were reported in the journal *Microbial Ecology* in June. Earlier, in March, the researchers reported on another component of the FlyHealthy study in *Proceedings of the National Academy of Sciences*. This time, researchers looked at the potential transmission of respiratory viruses such as influenza on aircraft. They found that an infectious passenger most likely will not infect anyone seated no more than two seats across and one row in front or back on an aircraft.

For this part of their study, researchers used a model that combines estimated infectivity and patterns of contact among aircraft passengers and crew members to determine the likelihood of infection. They monitored specific areas of the passenger cabin to glean information about contact between passengers as they moved around.

Among next steps, researchers would like to examine the microbiome of airport areas, especially departure lounges where passengers congregate before boarding. They also want to assess long-haul international flights where passengers spend more time together and move about the cabin more frequently.—*Melva Robertson*

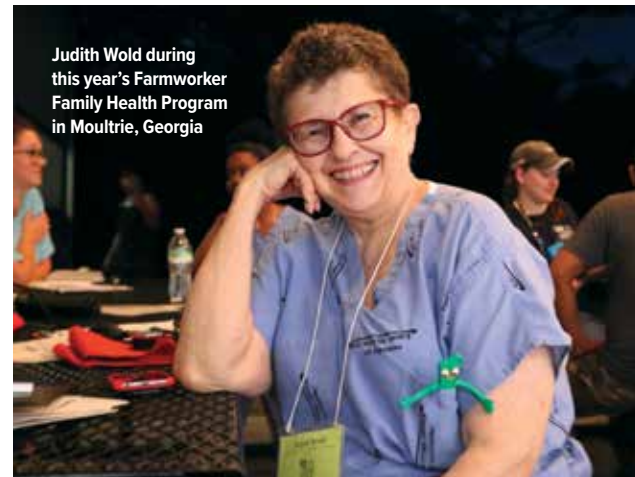


Photo by Colleen Closson



WATCH • LISTEN • LEARN

Judith Wold 81MSN PhD ANEF FAAN, Distinguished Professor for Educational Leadership, was among those honored during an April celebration held in memory of Martin Luther King Jr. The celebration, sponsored by Atlanta NPR station WABE, was held at the Center for Civil and Human Rights. Wold was recognized for her longtime contributions to social justice, public health nursing and education, and health and wellness.

She is best known for her work as director of the Farmworker Family Health Program, part of the Lillian Carter Center for Global Health & Social Responsibility at the School of Nursing. For two weeks in June, the program brings together students in nursing and other health care professions to care for migrant farmworkers and their families in southwest Georgia. The program is now in its 25th year.

Listen as Wold discusses migrant health on WABE at [emry.link/farmworker](#). She retired in August after 44 years in nursing.



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NEW FELLOWS of the American Academy of Nursing:

Seven Emory nurses will be inducted as 2018 fellows of the American Academy of Nursing (AAN) this fall. They are among the 39 Emory nurses who comprise one of the largest concentrations of AAN fellows in the nation. The new fellows are:



KATHERINE FINN DAVIS 97MSN 05PHD

Director, Community Partnerships, University of Hawaii at Manoa



DIAN DOWLING EVANS PHD FAANP

Clinical professor and coordinator, Emergency Nurse Practitioner Program



ANNE FITZPATRICK PHD RN

Adjunct associate professor and director, Asthma Clinical Research Program, Emory School of Medicine



TWILLA HAYNES 80MSN JD

Adjunct professor and founder, Hope Haven Orphanage/Eternal Hope, Haiti



MARY S. MCCABE 72N MA

Member, Nursing Dean's Advisory Board and advisor, National Coalition for Cancer Survivorship and Memorial Sloan Kettering Cancer Center



LISA MUIRHEAD DNP RN

Associate professor and director, VA Nursing Academic Partnership at Emory



MARY DIXON STILL MSN ARPN

Clinical nurse specialist, surgery/critical care, Emory Healthcare

NEW FACULTY



JINBING BAI PHD MSN RN

Postdoctoral fellow
Expertise: pediatric pain and symptom management, pediatric cancer outcomes

BRITTANY BUTTS 16PHD RN

Assistant professor
Expertise: effects of exercise/effects of behavior on gene expression in heart failure patients

JEANNIE CIMIOTTI PHD FAAN

Associate professor
Expertise: health care workforce and health care quality



ASHLEY COOMBE PHD RN

Assistant clinical professor, D-ABSN program
Expertise: diabetes management



HEATHER ENGLUND PHD RN

Assistant clinical professor and assistant director, D-ABSN program
Expertise: baccalaureate nursing education



SARA EDWARDS 18PHD 94MSN/94MPH

Assistant clinical professor
Expertise: maternal health, mood disorders in women



ELAINE FISHER PHD RN CNE

Clinical professor and director of accreditation and curriculum
Expertise: leadership, nursing curricula



JENNIFER FREDIANI 14PHD RD ACSM-CES

Assistant research professor
Expertise: nutrition, exercise physiology, body composition, metabolomics



YIN LI PHD

Assistant research professor
Expertise: nursing workforce and economics



TERESA YAMBO PHD MSN-ED RN

Director, Distance-ABSN program; associate clinical professor
Expertise: nursing education, educational mobility, mental health of military spouses

CLASS NOTES

1970s



ROBIN DAVIS 76MSN was selected as the 2018 Christian International Health Champion by Christian Connections for International Health (CCIH). Davis helped found CCIH and served as its first board president (1992–1996). Spanning five continents, CCIH promotes global health and wholeness from a Christian perspective. CCIH was central to Davis's leadership of Global Health Action, an Atlanta organization that has empowered women, children, adolescents, and communities in 97 countries.

MOLLY CAREY 77N and her real estate team were featured in the June 17th episode of HGTV's Beach Hunters. Carey, who serves on the Dean's Advisory Board at the School of Nursing, lives in Palm Coast, Fla.



JILL BIANCHI LANGHAM 79N has written a book, *How I Became the Dancing Queen of Palm Springs: A Memoire of Body, Mind and Spirit*, available on Amazon. She is a personal trainer and competitive body builder who has won 21 trophies in nine shows.



University of Alabama at Birmingham professor **DR. ANNE TURNER-HENSON 73OX 79MSN** is one of 12 faculty members honored with the 2017 UAB President's Award for Excellence in Teaching. Turner-Henson has taught at UAB School of Nursing since 1982 and received her PhD there in 1992.

1980s



NANCY HOWELL AGEE 80MSN is the 2018 board chair of the American Hospital Association. She also was appointed to the Dean's Council on Advancement at Virginia

Tech Carilion School of Medicine. Agee is president and CEO of Carilion Clinic in Roanoke, Va. The not-for-profit organization serves 1 million patients in Virginia and West Virginia.

Married: **MARY ELLEN LOCKLEAR 81MSN** and John D. Lisco 93MPH on Dec. 27, 2017, in Atlanta.



MARY JO SCRIBNER-HOWARD 83N received the 2018 Certified Nurse Award in Nursing Professional Development from the American Nurses Credentialing Center. She

is listed in *Who's Who in America's Teachers* and teaches in the RN to BSN program at Columbia College in Columbia, S.C. She also practices with Palmetto Health.

LUCY WILLIS 87MSN/87MPH attended the Franco-American Alliance commemoration of the 100th anniversary of WWI in Paris, France, in October 2017. She traveled there with the National Society Daughters of the American Revolution.

1990s



U.S. Navy Reserve Captain **DENISE R. ELLIOTT 90N** (center) of Newark, Del., retired from active duty. Her most recent assignment was as senior nurse executive at Bremerton Naval Hospital in Washington state. Previous posts include Balboa Naval Hospital, Bethesda Naval Hospital, and the Naval Operational Support Center in Wilmington,

Del. Elliott served on humanitarian missions aboard the USNS Comfort in Colombia, El Salvador, Senegal, and Haiti. She currently is director of nursing for the Delaware Veterans Home.

DEE KEETON 90MSN was named as one of *The Atlanta Journal-Constitution's* Celebrating Nurses winners in *Pulse* magazine. She has been a nurse leader at DeKalb Medical Center (now known as Emory Decatur Hospital) for more than 30 years.



ANGIE BASTIAN 91N has "crushed it" since co-founding Angie's BOOMCHICKAPOP with her husband Dan. They began the enterprise as a part-time business in the garage of their Mankato, Minn., home in 2001. It is now an award-winning popcorn company with more than 280 employees and manufacturing and distribution facilities in Minnesota and Nevada. Bastian is among the outstanding alumni entrepreneurs recognized by the Emory Entrepreneur Network in 2017. Learn more at emry.link/bastian.

DR. KIM KUEBLER 95MSN received the 2017 American Journal of Nursing Textbook of the Year Award for *Integration of Palliative Care in the Management of Chronic Conditions: An Interdisciplinary Approach* (Oncology Nursing Society). Kuebler directs the Multiple Chronic Conditions Research Center in Savannah, Ga., and teaches at South University.



CHERIE KUNIK 98MSN traveled to Peru in September 2017. Trip highlights included the Inca Trail, Machu Picchu, and the Amazon rainforest.

DR. KATE WOEBER 99MSN/99MPH is specialty coordinator of Emory's Nurse-Midwifery program. She holds the position previously held by Dr. Jennifer Foster, who recently retired.

2000s

JANET IRIZARRY FEDULLO 01MSN spent two weeks last November volunteering on a medical mission trip with Heart to Heart International in Puerto Rico after Hurricane Maria. The group staffed mobile health clinics and made rural home visits to the elderly and bedridden. Fedullo, a nurse-midwife at Intown Midwifery in Atlanta, also made prenatal visits.

CAROLYN CLEVINGER 02MSN received the 2018 Outstanding Young Alumni Award from the College of Nursing at Augusta University.

ANDY GISH 06N is one of 10 finalists recognized this year by *The Atlanta-Journal Constitution* for nursing excellence. Gish is an emergency room nurse at Northside Hospital, where she has excelled as an educator in drug overdose prevention.

REBECCA HALES 09MSN and her husband Jesse are in their fourth year of mission work in the Caribbean. Sent by First Baptist Church of Galena, Kansas, they specialize in children's ministries and have had three children of their own while doing missionary work in the Dominican Republic and Costa Rica. They live in the DR capital of Santo Domingo, where they work with four different churches.

DR. IMELDA REYES 08MSN is specialty coordinator for the population health track in Emory's DNP program. She continues to serve as specialty coordinator for the Pediatric Nurse Practitioner Primary Care program.

2010s

Born: To **JESSICA NOGGLE TAYLOR 15N 16MSN**, a daughter, Aurelia Joy, on Dec. 12, 2017. Jess was able to have Aurelia at home, as she planned.

HALEY DANAE REID 14OX 16N 17MSN is a family nurse practitioner with Albany Area Primary Health Care in Albany, Ga.

DEATHS

Remembering the whole nurse

In 1948, School of Nursing Dean Julia Miller hired **ELIZABETH MABRY** sight unseen because of her then-rare science training. Miller definitely made the right call. Mabry served as a faculty member until 1998 and briefly as nursing education director at Crawford W. Long Memorial Hospital (today's Emory University Hospital Midtown).

Mabry, who made a lasting impact on generations of Emory nursing students and faculty, died in Atlanta on June 6 at age 96.

Raised on a farm outside of Charlotte, North Carolina, Mabry enrolled at the University of North Carolina (UNC), intent on becoming a biology teacher. But she discovered a flaw in her plan.

"I didn't think I would be able to stand up in front of a class. I was petrified," she once said.

After two years at UNC, Mabry transferred to Duke University, earning her BSN in 1943. She then joined the U.S. Army through the American Red Cross, serving on the front lines in France during World War II. At the war's end in 1945, she served at a U.S. Army hospital for occupying forces in Germany. She returned home in 1946 and attended Columbia University Teachers College, earning a master's degree in teaching sciences.

At Emory, Mabry taught everything from basic sciences to medical/surgical and psychiatric nursing. In 1979, she earned a doctorate in education from the University of Georgia. At Emory, Mabry led



the movement emphasizing the mind-body-spirit-emotion-environment approach to nursing practice, later coined as "whole nursing." She underscored the importance of the nurse-patient relationship and the essential roles that nurses play in care coordination and the interdisciplinary education of all health care providers.

Mabry continued to serve the school throughout her retirement as an honorary alumna and as Emory's first 45-year consecutive annual donor. She volunteered at Winship Cancer Institute as well. In 2002, former students led by the Class of 1952 established the Elizabeth Mabry Scholarship Fund to honor their beloved teacher.

Mabry often said her students taught her much more than she taught them. As she once wrote, "My years at Emory—my contacts with students, staff, alumni, and other faculty—have enriched my life and brought me much happiness."

MEMORIAL GIFTS may be made to the Elizabeth Mabry Scholarship Fund to help Emory nursing students learn the art and science of nursing. To make a gift, visit engage.emory.edu/MabryScholarship.

Full information on alumni deaths may be found online at emry.link/alumni-f18.

Every Nurse is a LEADER

Forty years ago, **Mary Gullatte 81MSN** began her nursing career in oncology at Emory University Hospital. Today she directs nursing innovation and research for Emory Healthcare and recently published her third book, *21st Century Nursing Leadership* (Oncology Nursing Society, 2018).

With 12 chapters written by experts in the field, the book is intended as a go-to resource for new and experienced nurses. Some of the book's contributors have ties to Emory: **Nancy H. Agee 80MSN**, president and CEO of Carilion Clinic in Roanoke, Virginia; **Ninfa M. Saunders 84MBA**, president and CEO of Navicent Health in Macon, Georgia; **Tim Porter-O'Grady**, a health systems expert and adjunct faculty member at the School of Nursing; and **Roy L. Simpson**, the school's assistant dean for technology management.

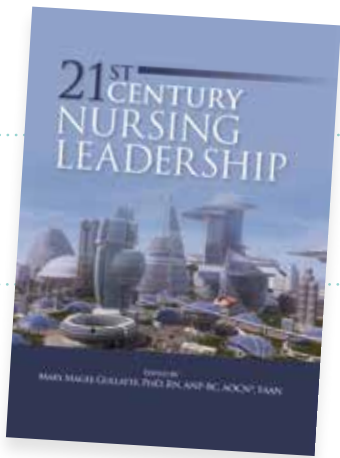
Here Gullatte shares some thoughts related to her book:

What makes a nursing leader?

Every nurse is a leader. It's not about where you work but what you do, whether caring for patients in a community clinic or leading a hospital system. Wherever you work, you face the same issues that any leader faces. How do you manage people? How do you communicate with them? How do you work with people across disciplines? You want to make people feel that you value them and what they bring to the table. You must be able to hear and embrace their ideas while pulling everyone together as a team to reach a common goal.

How has nursing changed over the past four decades?

We have a multigenerational, high-tech workforce and a patient population that is diverse in terms of age, language, and culture. Connecting with those patients is important. We're here to teach them how to care for themselves and manage their disease. We're so high tech that we sometimes forget about the high-touch piece—that the patient is still a human being. Nurses need to connect with patients, through eye contact, through empathy, so that they understand what their patients are feeling.



Where is nursing headed today?

Health care advocacy is our next big frontier. Nurses can be strong active leaders in different environments. You can be a voice in the legislature to craft a health care bill. You can be governor. You can be a school principal. Think about the difference you can make in a school system as a principal with a nursing background. You care about kids, and you care about families. You're going to look at things through a different lens and tap into people's strengths to help them grow, to help them find their voice.

What advice do you have for patients?

Partner with us in your care. We have your health record and we know you. If you don't understand something, then ask. That's how you're going to get the best outcome.

Time and again, the annual Gallup poll has shown that nursing is the most trusted profession. Why is that? It's because patients know that we are their advocates, that we will do everything we can to make sure they have the best outcomes.



Mary Gullatte directs nursing innovation and research for Emory Healthcare.



WHERE ARE THE EMORY MEDAL WINNERS TODAY?

Crystal Johnson (left) is a family nurse practitioner at Genesis Healthcare and Associates and Select Specialty of Atlanta. **Jason Slabach** is a graduate student in nurse anesthesiology at Wake Forest University. And **Laura Mitchell-Spurlock** is a health care consultant and health board member in Oconee County, Georgia.

Three alumni receive Emory Medal

Four years after Emory University Hospital (EUH) successfully treated the first patients with Ebola virus disease in the United States, the effects are both lasting and profound. The health care team that cared for them included three School of Nursing graduates. All are recipients of the 2018 Emory Medal, the university's highest alumni honor, for their life-saving work.

Crystal Johnson 00N, Laura Mitchell-Spurlock 95Ox 97N, and Jason Slabach 13N were among those who volunteered to staff the Serious Communicable Diseases Unit (SCDU) at EUH, where they safely cared for four patients in summer and fall 2014.

Before their first Ebola patient arrived from Africa, team members drilled together to strengthen safety protocols to keep each other safe and provide the best possible care for patients. To limit the number of health care staff exposed to patients, nurses handled their patients' every need—from drawing blood and taking vital signs to administering IV medications and cleaning up bodily fluids—all while following the stringent guidelines the team had set for itself.

The three nurses went on to help educate the public by doing media interviews and appearing on the Today Show to demonstrate safety measures. Nurses on the SCDU team also formulated safety protocols for nurses around the country.

Late in the year, *TIME* magazine honored all health

professionals fighting the Ebola outbreak around the world as its 2014 Person of the Year. The Daisy Foundation recognized the team with its DAISY Award for nurses. In 2015, Johnson, Mitchell-Spurlock, and Slabach received the Excellence in Nursing Award from the Emory Nurses' Alumni Association.

"At the nursing school, we prepare students to graduate feeling they are prepared to respond to any scenario, from the routine to the unexpected, with grace and skill," said Dean Linda McCauley during the Emory Medal ceremony last March. "Crystal, Laura, and Jason represent the best of Emory Nursing through their volunteerism, care, and the service they provide."

LEARN MORE | Meet Emory Medalists **Crystal Johnson, Laura Mitchell-Spurlock, and Jason Slabach** in the videos at emry.link/emorymedal. Another video features Emory Medalist **Kenneth Walker 56Ox 58C 63M 65MR 70MR 71MR** (right), who made an indelible mark in the field of medicine during 60-plus years at Emory.

Walker, who died from a sudden illness on February 23, 2018, was awarded the Emory Medal posthumously on March 1. Among his accomplishments, Walker led the Atlanta-Tbilisi Healthcare Partnership. Its members include Emory's schools of medicine and nursing.





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Dr. Elizabeth Mabry
1921-2018

Thank you

*for educating, inspiring,
and transforming decades
of Emory nurses in the
practice of whole nursing*

To learn more, visit emory.link/mabry.

