

EMORY | nursing

FALL 2016

THE NEW FACE OF NURSING

Preparing students to shape
the future of health care

Harvard graduate Helen Clark
is an AMSN student and rugby
player at Emory.

INSIDE: The First DNP Graduates | The Curriculum Reimagined | Flooding in West Virginia

FROM THE DEAN

A new future unfolding in health care

THIS IS AN EXCITING TIME TO BE PART OF THE NURSING AND HEALTH CARE COMMUNITY. With an aging and increasingly complex patient population, the needs and opportunities for nurses have never been greater. The nation is looking to nurses to play an increasingly greater role in care coordination, quality improvement efforts, and team-based care.

These trends shape how we educate our students. As you will read in this issue of *Emory Nursing*, we launched our doctor of nursing (DNP) program in 2014 to prepare students for leadership and delivering high-quality care in this new health care environment. Today, our first DNP graduate is leading transformative changes in the planning and delivery of care in her organization. In fall 2017, we will enroll the first class in our new DNP nurse anesthesia

program. Our undergraduate and master's curricula have been redesigned to align with emerging models of care that will require a wider range of skills and agility to move between settings across the continuum of care.

Students have many more pathways for pursuing their nursing education at Emory—from the undergraduate to postgraduate levels. Each student brings their own life and profes-

sional experiences that enrich their practice and foster a community at the School of Nursing as diverse as the patients they serve. You will read about many of their impressive accomplishments in “Not Your Typical Nursing Student” and “The River Around Us.”

While much is changing in health care, our school's more than 100-year history of developing nurse leaders and scholars remains the same. Throughout this issue of *Emory Nursing*, you will read how students and faculty are leading change and advancing higher-quality, more efficient, and patient-centered care. We are proud to be part of the new future unfolding in health care.

Linda A. McCauley 79MN PhD RN FAAN FAAOHN
Dean and Professor
Nell Hodgson Woodruff School of Nursing

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Why nursing students CHOOSE EMORY



“I love the science and the human interaction, how nurses can empower patients.”
—MinJoo Baek, BSN student



“I want to help patients and families get the services they need as they grow from children to adults with multiple needs. Now they get lost in the health care system.”
—Megan Goldston, ABSN student



“If I can contribute to the scientific body of nursing to reduce health disparities and improve outcomes, I'm ready to sacrifice five years of my life to help my community.”
—Johnny Hardeman, PhD student

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On the Cover: Playing rugby taught Helen Clark that women's bodies are powerful. Photo by Bryan Meltz.

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“We were just about to get all of the patients out and hop in the car and all of a sudden, the flood just happened.”
— MSN student Phil Dillard on his clinical experience in West Virginia



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NOT YOUR *Typical Nursing Student*

By MARLENE GOLDMAN & PAM AUCHMUTEY

At Emory, there's no such thing as a typical nursing student. All have diverse interests and backgrounds, and many hold bachelor's degrees from the nation's most competitive universities. In the past year, the number of BSN applications increased by more than 190 percent, and this year's entering class is the largest ever. They are drawn to Emory for a number of reasons. A curriculum built around the care continuum across the lifespan and emerging areas such as population health and ambulatory care. A commitment to research, service learning, and leadership spanning from the bedside to the board room. And opportunities for clinical practice in more than 500 settings. Whatever their degree track, Emory nursing students aspire to become excellent, compassionate leaders in health care. Each has a story to tell.



Helen Clark, AMSN student

Specialty: Family nurse-midwifery

Graduate of: Harvard | *Age:* 22

Life Before Emory

As a forward on Harvard University's first women's varsity rugby team, Clark loved the physicality of the sport and how it promotes body positivity in girls. And while taking a Harvard class on sexual health and reproductive justice, she realized that the wellness-based, holistic philosophy of nursing lines up with her own philosophy of health care. Stints with Partners in Health and in a mobile clinic in Honduras as part of the Harvard medical brigade strengthened her resolve to pursue a nursing career, preferably abroad.

Transition

At Emory, Clark found a community of learning committed to her success at every step of her nursing journey. She also was drawn to the school's commitment to global health service and research.

Surprised By

The diverse backgrounds of her fellow students. "It's been really cool to meet people who have been emergency medical technicians or certified nursing assistants, or in the pediatric emergency room. Some have a masters in public health and worked in HIV prevention for 25 years, and others came to nursing school from college like me. We're learning a lot from each others' experiences."

Next Steps

She draws parallels between rugby and her decision to work as a midwife to populations without access to health care. "I learned from rugby that my body was powerful, not a liability. I want to help women discover how powerful their bodies are, how much they can do on their own without medical intervention, and how rewarding the birth experience can be." She is playing on the Emory women's rugby club team this fall.

Would Like to Meet

Loretta Ross, founder of Sister Song, a collective of women of color that focuses on access to reproductive justice for these women.

Dream Job

Béyonce's midwife.

When she attended Harvard, Helen Clark played women's rugby and discovered that nursing aligned with her holistic view of health care.

This fall, Megan Goldston transitioned from Spelman College into the ABSN program at the School of Nursing.



Megan Goldston, ABSN student | *Attended:* Spelman College | *Age:* 22

Life Before Emory

Goldston is living life fully, thanks to the care of nurses and doctors and the encouragement of her sister and mother. Born at 26-weeks' gestation, she weighed 1 pound, 15 ounces, was in the NICU for six months, and endured 44 procedures plus physical, occupational, speech, and swallowing therapy.

But her medical challenges have not defined her. Growing up in Atlanta, she played soccer and softball and learned karate. She was one of four percussion section leaders in her high school marching band and played in the jazz ensemble and band at Spelman College. She graduated from Walton High School and Spelman with honors.

Transition

Now 4 feet, 11 inches and around 100 pounds, she is one of the first students to transition to the School of Nursing as part of the Spelman-Emory pipeline program. The psychology major took nursing prerequisites at Spelman and in August 2016 began her nursing studies at Emory, where she will complete her ABSN in December 2017. Her

experiences as a patient will help, she says.

Next Steps

As a nurse practitioner, she aspires to help patients transition from pediatric to adult care. "I'd like to bring more awareness to complex and rare diseases," says Goldman. "I want to help patients and families get the services they need as they grow from children to adults with multiple needs. Now they get lost in the health care system."

Would Like to Meet

Alvera Anderson, spiritual nursing care pioneer.

Dream Job

To be a nurse who makes a positive change in health care and empowers patients with many medical challenges to live their lives without limitations. "Patients who become health care providers think differently. It is important to bring our perspective to the table as to what should be done in the health care system."

Monica Villarreal, BSN student | *Attended:* University of Georgia | *Age:* 22

Life Before Emory

Villarreal has many interests including theater, art, and, science. She believes in service to others, too. At the University of Georgia, for example, she juggled classes while raising Bug, a golden retriever, for the Guide Dog Foundation for the Blind.

Transition

Her interest in science and interacting with patients influenced her to go into nursing, and a scholarship from the Building Undergraduate Nursing's Diverse Leadership at Emory (BUNDLE) program gave her piece of mind. "I already had decided to go to Emory, but the scholarship lets me focus on academics," says Villarreal. Funded

by a Health Resources and Services Administration grant, the BUNDLE program grooms nursing students to become public health nurse leaders for underserved populations. Villarreal is already using her leadership skills as president of the Emory Student Nurses Association, which has given her access to state and national conventions and policy discussions that may influence nursing programs everywhere. "Nursing school is a once-in-a-lifetime opportunity, so I want to put everything I can into my program and represent Emory as best as I can," she says.

Surprised By

How hard nursing school is. "My biggest challenge is time management."

Next Steps

After completing a 10-week externship program at Children's Healthcare of Atlanta at Egleston in July, she accepted a position as a patient care technician there and hopes to get a nursing job at Children's when she graduates. Training another guide dog is definitely in her future.

Would Like to Meet

Michelle Obama. "She has amazing goals for America like conquering childhood obesity."

Dream Job

Pediatric nursing and doing something with her artistic side like wedding planning or monogramming.



Monica Villarreal walks a friend's dog in Lullwater on the Emory campus.



Angela Zeck, BSN student | Age: 22

Life Before Emory

When Zeck was 4 years old, her mother was diagnosed with breast cancer. At age 12, Zeck started a jewelry business, selling her own handcrafted beaded bracelets, necklaces, and earrings. All proceeds (\$8,000 to date) have gone to the American Cancer Society. Today, Zeck's mother works as a hairdresser and helps with the jewelry business.

"I remember the toll cancer took on my mom and our whole family and what the nurses did for my family. If I can pass that on to others, I would be grateful," says Zeck, a native of New Jersey.

Transition

Zeck knew that the School of Nursing was the place for her. "I'd always volunteered to help others, and I wanted to take a career path to make a difference—that's at the core of the nursing profession."

As one of two students in the Susan D. Flynn Memorial Oncology Nursing Externship program, she spent eight weeks working alongside oncology nurses at

Emory University Hospital, Winship Cancer Institute, and Children's Healthcare of Atlanta at Egleston. "It was a wonderful experience. My favorite week was working with kids."

Surprised By

The strength and resilience of cancer patients.

Next Steps

"I want to specialize in pediatric oncology. Kids are some of the toughest, bravest people you can meet, always with a smile on their faces even though they go through so much at a young age. It's an honor to care for cancer patients."

Would Like to Meet

Dorothea Dix, a civil war nurse who believed Union and Confederate soldiers deserved equal care and who created the first mental health system in the United States.

Dream Job

Pediatric oncology nurse at Children's.

MinJoo Baek, BSN student | Age: 25

Life Before Emory

Born in South Korea, Baek moved with her family to Johns Creek, Georgia, when she was 16. Her parents encouraged her to study hard so she would have a better life.

Transition

As a biology major at Emory College, she spent her first three years searching for a career fit before deciding to become a nurse. "I love the science and the human interaction and how nurses can empower patients," she says.

The Susan D. Flynn Memorial Oncology Nursing Externship has been another good fit. Baek was one of two students in her class of 100 chosen for an eight-week immersion in oncology units throughout Emory Healthcare. After seeing how nurses use different approaches with their patients, she's "picking what I like best and making it my own." In the Bone Marrow Transplant Unit, she saw how nurses made special connections with their patients and supported each other. Visiting the

American Cancer Society's Hope Lodge opened her eyes to how patients and families often deal with transportation and lodging issues associated with frequent trips or extended stays for treatment.

Surprised By

The nursing school workload and 12-hour shifts in the externship program.

Next Steps

The externship demonstrated the importance of being a good nurse first. "I want to be more comfortable with being a nurse and caring for patients before I return to school for my masters."

Would Like to Meet

Her dad, whom she hasn't seen in a while because he works in South Korea.

Dream Job

"A nursing job that brings me joy (and lots of money) and gives me time to spend with my family, doing crafts, and using my imagination."

MinJoo Baek (left) and Angela Zeck completed a Susan D. Flynn Memorial Oncology Externship at Emory this past summer. Here they walk down a hallway decorated with photos of cancer patients at Children's Healthcare of Atlanta.

Jessica Goza 15N, MSN student | Graduate of: UCLA | Age: 30*Specialty:* Adult-gerontology primary care***Life Before Emory***

Goza was inspired to live a life of service by her grandmother, who taught English with the Peace Corps in the Dominican Republic. Later, Goza studied global health and infectious disease at UCLA and worked as a nurse's aid before signing on with the Peace Corps herself. She served in Senegal, where she educated community members on nutrition, maternal-child health, water and safe sanitation, and malaria prevention.

"I really enjoyed my time in Senegal," says Goza. "I was able to make some sustainable changes for communities there and gain a better understanding of myself and the world around me. It further motivated me to go back

to school for a nursing degree."

Transition

After enrolling at Emory's School of Nursing in 2014, Goza was named one of its first two Paul D. Coverdell Fellows in 2015. These fellowships support Returned Peace Corps Volunteers.

Surprised By

Opportunities for leadership and advocacy within day-to-day practice as nurses and nurse practitioners.

Next Steps

As Coverdell Fellows, students are charged with taking on projects in the community. Goza

chose to work with patients in the Clarkston Community Health Center. Services there are free for patients, most of them refugees. One of her goals is to start up health education classes at the center.

Would Like to Meet

Camara Jones, American Public Health Association president.

Dream Job

"One that allows me to put patients first, not profits. I'd like to have the time and availability to make sure that my patients go home confident that they understand their medications and care plan."



Jessica Goza instructs a refugee patient at the Clarkston Community Health Center a few miles east of Emory.



Samantha Hydes mentors teens in the Health Career Academy at North Clayton High School.

Samantha Hydes 16N, MSN student | Graduate of: Florida State | Age: 30*Specialty:* Family nurse-midwifery***Life Before Emory***

Hydes first graduated from Florida State University with degrees in real estate and hospitality management. In Atlanta, she worked for Omni Hotels as assistant director of housekeeping.

"That was the catalyst for volunteering with the Peace Corps," the Florida native says. "At the time, we were hiring a lot of staff through refugee services. I loved meeting them and hearing their stories."

Hydes served with the Peace Corps in the Dominican Republic, primarily to aid a community co-op in developing a business plan to market an abundance of fresh fruit, share business skills with unemployed teachers, and instruct teen girls on health and lifestyles. She also was coordinator of a mission hospital, where volunteers told her, "Sam, you should be a nurse."

Transition

Hydes was drawn to Emory's School of Nursing because of its focus on leadership and social responsibility. "It was inspiring to learn about faculty who value global health and caring for underserved populations. That's the whole reason I came into nursing," says Hydes,

one of the first MSN students to receive a Paul D. Coverdell Fellowship for Returned Peace Corps Volunteers.

Surprised By

The look on a mother's face when she first sees her baby after birth. "It is special every single time."

Next Steps

Hydes has wasted no time in putting her Peace Corps skills to work at the Community Advanced Practice Nurses Clinic, which serves homeless women, teens, and children in Atlanta, and the Health Career Academy for teens at North Clayton High School.

Would Like to Meet

Bob Marley. "I grew up listening to his music and have always loved his focus on love and peace for all."

Dream Job

Working in reproductive and sexual health with teens and young adults.

Johnny Hardeman practices the marimba at Emory's Schwartz Center for the Performing Arts.



Johnny Hardeman 16N, PhD student | Graduate of: Georgia Southern | Age: 35

Life Before Emory

When he was a child, Hardeman could walk from his house to Emory's Oxford College campus to work on projects for school. He later attended Georgia Southern University, where he trained as a classical percussionist. He has toured with rock and roll, country, and other bands and still records music in his home studio. Every summer, he teaches drum line and writes music for marching bands throughout the Southeast.

Transition

After his daughter was born nine weeks early, Hardeman clocked out at work and clocked in at the NICU to stay by her side for two months. "I saw how the nurses had a heart for working with my daughter," he says. "That's what turned me on to nursing. They were helping more than just the patient. They were helping families. That started me on my pathway."

He first studied nursing at Georgia Perimeter College (GPC), where he learned about the Bridges to Baccalaureate Program, funded by a National Institutes of Health (NIH) award to GPC and Emory, which prepares minority students for careers in nursing practice and research. Hardeman completed his BSN at Emory this past August.

Surprised By

The diverse experiences of nursing faculty. "They've worked with people who have nothing, and they've done it for years. Their hearts extend globally far beyond any hospital. They each give something special back to the class."

Next Steps

Now a first-year student in Emory's nursing PhD program, Hardeman is looking to tease out an area of study. But he knows one thing for certain. "If I can contribute to the scientific body of nursing knowledge to reduce health disparities and improve outcomes, I'm ready to sacrifice five years of my life to help my community."

Would Like to Meet

The individual at NIH who came up with the Bridges to Baccalaureate Program. "I'd like to personally thank him or her for seeing the value of diversity in nursing and higher education."

Dream Job

To become dean of nursing at a prestigious university.

MK Findley 10G, PhD student | Graduate of: Georgia State | Age: 32

Life Before Emory

Findley fell in love with science during grade school in Alabama. In ninth grade, she won her high school science fair with a project on the environmental effect of increased carbon dioxide exposure on radish plants. "Winning was a big deal," says Findley. "It was the first project I'd done that involved the scientific process and scientific thinking."

Some years later, she earned a master's degree in biochemistry and cell and developmental biology at Emory, where she got her first taste of translational research in a pulmonary medicine lab. "I decided not to do bench science," she says. "I wanted a clinical focus and really liked the holistic nature of nursing."

Transition

As a BSN student at Georgia State University, Findley worked in student health. There she met a young diabetic woman who had neglected her health and wound up in a hospital intensive care unit. "I went through that experience with her," Findley says. "I wanted to help and learn why she wasn't taking better care of herself."

Surprised By

The disconnect between pediatric care and adult care for patients with chronic conditions such as diabetes.

Next Steps

A third-year student in the School of Nursing's PhD program, Findley is looking at how to ease the transition from pediatric to adult care. As pediatric patients, diabetics are counseled on the importance of diet and exercise and the mental health aspects of their illness. But when they enter adult care, that longtime connection is often lost as they are learning to live independently.

Would Like to Meet

Hildegard Peplau. "She was the first nursing theorist whom I studied and my introduction into the world of nursing research."

Dream Job

Dean of research at a nursing school.



In ninth grade, MK Findley won a science contest for a project on radishes. Here she admires them in the produce section at Whole Foods near Emory.



Laura Prado is the first graduate of the DNP program. She studied in the leadership track in order to play a more active role at Atlanta Brain and Spine Care, where she sees patients before, during, and after surgery.

Taking Care of Business

Emory’s first DNP graduates are ready to expand nurses’ role in health care

By LAURA RAINES

This past summer, Laura Prado 95N 99MN reached a milestone in her career and for the School of Nursing as the first Doctor of Nursing Practice (DNP) graduate.

The School of Nursing launched its DNP program in 2014 for compelling reasons. Given the vast changes in care delivery and reimbursements, nurses must partner fully with physicians and

other clinicians to redesign health care practice and systems. Also, the Institute of Medicine’s 2010 report on *The Future of Nursing: Leading Change, Advancing Health* called for higher levels of education to prepare nurses as leaders in health care, research, and education. Now Prado is among those leading the way.

“It’s been exciting to be in on the start of something new and see it evolve,” she says. In 2015, the American Association of Colleges of Nursing (AACN) counted 264 DNP programs in the United States, including Emory’s.

“My BSN and MSN degrees are from here, and I knew the program would be quality,” she says. “I was already confident in my clinical skills, but I wanted to take my practice to the next level. I knew a DNP degree would give me more options.”

A nurse practitioner (NP) with Atlanta Brain and Spine Care, Prado sees patients before, during, and after surgery. Not many NPs work in a surgical setting, she notes, but “going into the operating room allows me to give greater continuity of care to my patients.”

The leadership track has given her the business skills to take a more active

by survey. “Fear of the unknown” and “knowledge deficits” caused anxiety. Time spent with patients answering questions and supplying information relieved it. Coursework helped her define a clinical issue and collect and analyze data to find a solution.

“I was thrilled to get a statistically significant finding,” she says. “It showed that patients really liked knowing that the NP was in the OR and understood their entire surgical experience. My time and care adds value to the practice and makes a difference.”

The fact that students design and drive

task force gave clearer guidance in 2015, and we were already doing what they recommended.” Accordingly, DNP projects are grounded in a particular practice with a goal of transforming health care and improving outcomes.

By waiting to develop its DNP program, Emory was able to learn from other schools. “Our faculty created a clear vision and adopted a model of continuous improvement and collaboration. That makes our program what it needs to be,” says Martyn.

An advisory board of diverse health care leaders weighs in on what skills and



L-R: John Cranmer coordinates the public health track, while Corrine Abraham coordinates the leadership track in Emory’s DNP program. Kristy Martyn directs the DNP program, established by the School of Nursing in

2014. “We presented our team-based vision and curricula at the AACN’s national doctoral conference this year, and it was well received,” says Martyn. “We’re helping to define the DNP role.”

role in her organization. “Health care is a constantly evolving environment. You have to understand more than clinical skills,” she says. “I’d like to publish, design more quality-improvement projects, and encourage more NPs to work in this specialty, maybe teach.”

For her DNP project, Prado measured pre- and post-op anxiety in her patients

their own DNP projects in partnership with an academic team and their clinical site—a three-way partnership—is at the heart of Emory’s DNP program, says its director, Kristy Martyn PhD RN CPNP-PC FAAN. “The AACN published a paper on DNP essentials in 2006, but there weren’t a lot of specifics about what DNP projects should be,” she says. “An AACN

knowledge are needed to lead in today’s hospital systems, clinics, public health settings, and health care organizations. Students may pursue one of two tracks: health systems leadership and population health.

“Our vision is that Emory DNP graduates transform health,” Martyn continues. “Nurses previously learned leadership on



Sharon Vanairsdale, a first-year DNP student, is program director of the Serious Communicable Diseases Unit at Emory University Hospital. She just received the 2016 National Magnet Status of the Year Award for Exemplary Professional Practice.



As of this fall, 30 students from around the country are enrolled in Emory's DNP program. This year's entering class includes the program's first BSN student. Five of the six faculty members teaching the program hold DNPs in different specialties, which makes Emory's small program unique among the nation's 264 DNP programs.



Erin Biscone is a nurse-midwife at Baylor College of Medicine. She enrolled in Emory's DNP program to gain business and leadership skills to push for reopening the nurse-midwifery school at Baylor.

the job, but with advances in science and technology, health care is more complicated. Nurses need to be at the table when decisions are made, when innovative solutions are implemented. DNPs are prepared for that kind of leadership."

A hybrid program that works

Population health isn't available in many DNP programs, but it made sense in Atlanta says the track's coordinator, John Cranmer DNP MPH MSN ANP-BC. "Our faculty expertise and our partnerships with the Lillian Carter Center for Global Health & Social Responsibility, the Centers for Disease Control and Prevention, and Rollins School of Public Health put Emory in the position to offer it."

Designed to accommodate working nurses with diverse experiences, Emory's hybrid DNP program is taught mostly online, but students come to campus three Saturdays a semester for workshops and guest speakers.

"We knew we wanted to personalize their education. There was no need to duplicate what they already knew. Our goal is to build on it," says Corrine Abraham 85MN DNP RN, coordinator of

the health systems leadership track.

In one course, students use a leadership skills assessment instrument to learn their strengths and weaknesses and craft a proposal for meeting the course requirement.

"One student already had started a business but had never taken a course in finance," says Abraham. "To fill that gap, we proposed that he serve as a teaching assistant for the finance course, which would give him additional subject expertise and teaching experience."

Abraham refined her criteria for a DNP education while serving as a nurse fellow in the VA Quality Scholars Program (2012–2014), where she focused on enhancing the quality and safety of health care for veterans through inter-professional strategies. "What's needed in DNP education is for the learning to be salient and integrated into the students' practice. You can't have a cookie-cutter program," she says.

It takes a flexible, highly engaged, and collaborative faculty to make student-centered learning work. Constant communication and twice-annual retreats continuously help improve the curricula and clinical partnerships.

"We're committed to the product, the outcomes, and we want the highest quality," Abraham adds. In preparation for this fall, faculty adapted the program for BSN-prepared students with less work experience and training in order to build leaders from the get-go.

And while many other DNP programs are taught by PhDs, five out of six DNP faculty members at Emory hold a DNP. "We're a small program, but the number of DNP faculty with different specialties makes us unique," Abraham notes. "Our focus isn't on research but on practice improvement, translating evidence to practice, and clinical leadership."

Reviving nurse-midwifery education in Texas

DNP student Erin Sing Biscone CNM RN, who will graduate this fall, wanted a project to broaden nurse-midwifery in Texas. A nurse-midwife delivered her second child, but soon after she saw nurse-midwives lose hospital privileges and nurse-midwifery programs close in her state. "Something had to be done," says Biscone. "I became a nurse and a nurse-midwife (in 2008) in order to advocate for the profession."

Today she practices with Baylor College of Medicine in Houston and is active in the American College of Nurse-Midwives (ACNM). Her ultimate goal: to reopen the nurse-midwifery school at Baylor, which closed in 2004–2005. She turned to Emory's DNP program to expand her business and leadership skills.

For her DNP project, Biscone studied the discrepancy in the number of midwifery deliveries, compared with the number actually listed on birth certificates. "ACNM suspected that midwife deliveries were being under-reported, with just the physician's name listed on the birth certificate, and that spoke to me," says Biscone. She surveyed licensed nurse-midwives in Texas to see how often they'd been listed on birth certificates, aiming for greater reporting accuracy.

"Health care is a business, and nurses need business and leadership skills in order to advance change," says Biscone. "That's what Emory delivers. I appreciate the rigor and the responsiveness of faculty."

Cranmer has embraced his role as a DNP coach and mentor to students like Biscone. "We recruit students who function at a high level, and we partner with them to create practice innovation and transformation," he says.

For his part, Cranmer teaches students how to analyze data and how to ask the "so what?" questions such as, "What does it mean for the individual practice setting?"

"You're looking at data from the big picture to create strategies for individual populations and patients," he explains. "With these skills, the next hospital systems consultant or government policymaker could be a DNP. This is still an evolving credential, and our graduates will need to know how to write their own job descriptions. They're developing



Emory To Offer CRNA Program

In 2017, the School of Nursing plans to enroll the inaugural class in a new DNP Nurse Anesthesia Program. Only the second such program in Georgia, it is sorely needed, says Elaine Fisher PhD RN CNE, director of accreditation and curriculum for the school. Georgia has 25 percent fewer nurse anesthetists than the national average. Also, about 50 percent of American CRNAs (certified registered nurse anesthetists) are expected to retire by 2022, and an aging population creates an even greater demand for their services.

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) requires that all CRNAs be doctorally prepared by 2025, making a nurse anesthesia track within Emory's DNP program a perfect fit.

"Anesthesia is a very complex field, and students need to be educated to the highest level," says Fisher. "They will go through a rigorous 36-month, full-time program designed to equip them with evidence-based, best-practices knowledge and the leadership skills needed to build teams in today's health care environment."

In the United States, CRNAs provide more than half of the anesthetics delivered each year, enabling, high-quality, cost-effective care. At Emory, the School of Nursing is building an OR facility to teach competencies and will begin reviewing applicants for its CRNA program this fall. Kelly Wiltse Nicely PhD CRNA, a faculty member at the University of Pennsylvania School of Nursing, will soon join Emory as CRNA program director. The program is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Final approval is pending from the COA. —Laura Raines





REDESIGNING Nursing Education

A new curriculum built around the care continuum across the lifespan prepares students to shape the future of health care

By PAM AUCHMUTEY

A few years ago, faculty and school leaders agreed that fundamental changes in Emory's nursing curriculum were needed to better prepare students as clinical leaders in today's highly complex health care environment. Those changes now permeate how BSN and MSN students learn every day.

The impetus for reshaping the curriculum dates back to 2009, when the Carnegie Foundation for the Advancement of Teaching published *Educating Nurses: A Call for Radical Transformation*. The study called for dramatically changing how nurses are trained to practice at the nexus of team-based clinical care, diverse patient populations, science and technology, and health systems financing.

Also, in 2010, the Patient Protection and Affordable Care Act became law, and the Institute of Medicine report on *The Future of Nursing: Leading Change, Advancing Health* was published, further accelerating the need to reshape nursing education.

Carolyn Clevenger 02MN DNP GNP-BC AGPCNP-BC FAANP remembers how Emory's nursing curriculum was turned upside down starting in 2010.

"The way we care for patients and our health care systems were changing," says Clevenger, assistant dean for MSN education. "We needed to look at how we use electronic medical record data, how we protect patients, how we expand access. All of those things were coming together to change our health systems and the way health care is delivered. The way we prepare nurses to function in those systems had to be different."

Faculty, clinical instructors, school leaders, and other stakeholders thus came together to reimagine a new MSN curriculum, implemented in fall 2012, and a new BSN curriculum, implemented in fall 2015.

The MSN curriculum: advancing health care excellence

When Emory nursing faculty are asked what's the biggest change in the graduate curriculum today, they answer unanimously "clinical blocks."

Gone is the old routine of advanced practice students spending one or two days a week in clinicals. Now they spend two to four weeks in clinical practice at a time, in between several weeks of classroom time and simulation training.

"The clinical blocks provide more structure for students and preceptors and better continuity of care for their patients," says Elizabeth Downes 04MPH DNP RN CNE FAANP ANEF, a former curriculum committee co-chair. "Students are able to follow patients through the entire process of care planning and delivery, ordering and getting back lab results, and discharge planning."

Woven into both the MSN and BSN curricula is a series of core courses covering the care continuum across the lifespan. Courses include optimal wellness (which also addresses self-care of nurses), management of acute and chronic illness, mental health (covering topics such as anxiety, eating disorders, and dementia in the general population), and palliative care.

The palliative care course, curriculum planners say, is a new addition that few if any other nursing schools offer. It covers weighty topics such as when to initiate hospice care, how to make difficult decisions, and how to have difficult conversations, whether the patient is a pregnant woman with fetal demise, an infant in the neonatal ICU, a child or young adult with cancer, or an elderly patient requiring nursing home care.

"The redesign of the MSN curriculum was driven by the need to address the increased demands that nurse practitioners face in terms of providing holistic care," says Downes. "So many of our patients tend to be older and sicker, often with more than one condition, so our curriculum needed to address that more thoroughly."

Curriculum planners also sought input from those who hire Emory-trained advanced practice nurses (APRNs)—employers like Emory Healthcare, the Atlanta VA Medical Center, Children's Healthcare of Atlanta, WellStar Health System, and Northside Hospital, to name a few.

"Our stakeholders told us that their nurses need to be able to see patients across the continuum," Clevenger says. "They felt that APRNs

needed to clearly understand their role, how to perform basic procedures (i.e., suturing and draining wounds), how to evaluate the quality of care they provide, how to improve care and measure it, and how health providers are paid."

The BSN curriculum: preparing nurse generalists to lead

When the time came to revise the BSN curriculum, new courses were added and old courses and theories revamped to better prepare nurse generalists to lead in the multi-faceted health care arena.

"We have to look at health care differently today," says Angela Amar PhD RN FAAN, assistant dean for BSN education. "There are more technological advances, more scientific advances, more drugs, more everything. People are living longer. We're saving babies earlier. The curriculum needs to prepare students to manage all of those pieces."

During their first semester, BSN students are introduced to the public health and community aspects of nursing in a new course on population health. Courses on mental health nursing and palliative care and difficult conversations are now integral to the BSN curriculum. In their last semester, BSN students take an ambulatory care course, another addition to the curriculum.

"Projections show that nurses of the future will work more outside of the acute care hospital setting," says Amar. "That makes sense because patients manage most of their illnesses outside of the hospital. The ambulatory care course gives us a place for students to interact outside the hospital in clinics, same-day surgery centers, and infusion centers. They learn about care coordination, which dovetails with our population health course, where they learn that many people are at risk because they live in neighborhoods where it's unsafe to walk and without easy access to pharmacies and grocery stores with fresh foods."

Additionally, the new BSN curriculum offers students more personalized learning options in the form of new electives—the EKG, critical care nursing, emergency room nursing, forensic nursing, and global aspects of birth, among them. Students can take a deep dive in one of five areas—global health, policy and advocacy, research, leadership, and clinical nursing education—in the perspectives in professional nursing course. Students can also participate in a research honors program, which allows them to study a topic with a faculty mentor of their choosing.

"We're such a strong research school that any student who wants to have a research experience should get one," says Amar. "Providing the mechanisms for helping them achieve that is important."

Without question, simulation training and technology continue to impact how BSN students learn. They now spend more hours in the Charles F. and Peggy Evans Center for Caring Skills to enhance their hands-on and critical thinking skills. All use electronic medical record software for class assignments and clinical training. Also required is a smartphone app called Nursing Central, which serves as the reference tool for looking up drugs, tests, and diseases at the bedside.

"It's important for them to know how to lead at the bedside to make sure that patients' needs are met and that they're seen as a valuable professional driving the actions of a team," says Amar. "Our students are prepared for that." **EN**

By PAM AUCHMUTEY

The River Around Us

‘Immersion experience’ takes on new meaning for students caught in the recent flood in West Virginia

On a Thursday morning in late June, Emory nursing students Phil Dillard and Abby Wetzel hit the road in Charleston, West Virginia, bound for the Clendenin Health Center, some 30 minutes northeast. Their drive had become routine during their two-week immersion with Cabin Creek Health Systems, an organization founded by coal miners to serve families in central Appalachia. During the next 36 hours, Dillard and Wetzel would assist Clendenin staff and patients in ways they never imagined.

Since 2010, students have traveled to West Virginia each summer to gain practical experience by providing care for underserved patients at the Federally Qualified Health Centers (FQHCs) operated by Cabin Creek. This year, seven advanced practice students took part, led by Emory nursing faculty advisers Carolyn Clevenger and Debbie Gunter. Each day, the students fanned out to work at four FQHCs outside of Charleston. Near the end of their second week, the rain was heavy over much of West Virginia,

which was under a flash flood watch.

That Thursday, Dillard and Wetzel, both 15N, arrived at the Clendenin Health Center as usual. Wetzel parked her car in front of the center, housed in a handsome three-story brick building some 30 feet from the bank of the Elk River. Dillard saw patients until noon and then turned his attention to homework. Wetzel continued seeing patients in another part of the clinic. By early afternoon, it started to rain.

Several clinic staff soon left to check on their homes since some area roads had flooded. Others stayed, aided by Wetzel, to finish seeing patients. By 3:45 PM, no one could leave. The parking lot and street in front of the clinic were knee-deep in swift-moving brown water.

“We were just about to get all of the patients out and then hop in the car and get out and all of a sudden, the flood just happened,” says Dillard, an emergency nurse practitioner student in the Fuld Palliative Care Fellowship program. “It was amazing. You could see water rushing around buildings and in the back door and out the front door of a house. I would not have felt safe walking from the clinic to the fire department across the street.”

Everyone at the Clendenin Health Center, including the seniors living in basement and third-floor apartments, had to stay put. The clinic, located on the main floor, was a safe place to be, with potable water, a kitchen and food, electricity, rest rooms, and plenty of flashlights and working cell phones. “If you could pick where you wanted to be during a flood, that’s where you wanted to be,” says Wetzel, a student in the family nurse practitioner/nurse-midwifery program.

By early evening, the rain subsided, and the water stopped rising. All was calm until about 9:00 PM, when rumor spread that the dam upriver might be opened to avoid a breach. Within the hour, the water from the Elk River rose and lapped at the sides of the clinic building. With water in the basement ankle deep, it was time to evacuate the clinic’s elderly residents.

As staff and students began knocking on apartment doors, the power went out and so did the elevator. Armed with flashlights, everyone helped each senior up the stairs and outside into an all-terrain vehicle for the short ride to the fire station across the street.



LEARN MORE | Phil Dillard and Abby Weil recount their experiences in the West Virginia flood in a video at emry.link/westvirginia.



The timing of the evacuation proved providential. Around midnight, the basement flooded to the ceiling and set off the building’s fire alarm, which blared and flashed for more than two hours. Dillard, Wetzel, and a physician assistant (PA) student from another school escaped to the stairwell, where the noise was less obtrusive, and tried to rest.

Early the next day, Dillard awoke and looked out a window in the stairwell. The cars in

front of the clinic—including Wetzel’s—were submerged. The fire station and other town buildings were flooded 8 to 9 feet deep. Before the floodwaters rose, the seniors at the fire station had been moved to higher ground.

“We realized we were going to be there a while,” Wetzel says. “We were in the middle of the river. It was all around us.”

The wait until rescue began. Come afternoon, the water receded quickly, leaving behind a sea of smelly, debris-littered mud. Finally, word came around 5:00 PM—prepare to evacuate. Clinic staff and students rallied again, this time to help senior residents down from the third floor and onto a National Guard truck, which took them to a church a half-mile away. The students were among the last to leave around 7:00 PM.

Once at the church, Wetzel helped some of the medically fragile residents with their health needs, while Dillard helped others onto another truck bound for a high school in Charleston.

Around 9:00 PM, Dillard, Wetzel, and the PA student also were headed to Charleston in a heavy-duty pickup truck driven by the father of the PA student.

Hot showers, pizza, and salad awaited Dillard and Wetzel at their hotel in Charleston, where a relieved Clevenger and five fellow nursing students greeted them. Students at the other Cabin Creek clinics came through the flood unscathed.

Wetzel continues to reflect on the insights gained from the students’ experience during the third-worst flood in West Virginia history.

“There are a lot of people in West Virginia facing challenges that a lot of us can’t fully relate to,” Wetzel adds. “The best thing we can do as students is go on immersion trips like this one and just be humble and learn and take in everything we can. This trip was very affirming to me for a lot of reasons. It was a reminder of how resilient people are when they have to be.” **EN**



Last June, MSN students Phil Dillard and Abby Wetzel cared for patients at the Clendenin Health Center, part of Cabin Creek Health Systems in West Virginia. The center is housed in this renovated school building, which was hit by a flash flood while the students were there. The larger photo shows the flood waters looking out the front doors of the building. Cabin Creek reopened the health center in July.



"I challenge you to be the best of the best," Ebola survivor and clinical nurse associate Nancy Writebol (center) told nursing students during fall convocation.

"I challenge you to be the best of the best," she said. "Stand and don't be afraid. Wear the uniform with pride and serve the people who come through the door."

"You are entering one of the finest universities in the world," she continued. "Keep learning, but at the end of the day, remember, show compassion."

Today, Writebol and her husband, David, continue to work as missionaries in Liberia. If anything, surviving Ebola has given her the wisdom of

firsthand experience, which now informs her caregiving.

"In serving Ebola survivors, we are often reminded of the compassion and kindness shown to us at Emory," she says. "Our work in trauma healing is one area we can show compassion and kindness to a country that has lost thousands to Ebola."

In partnership with the nonprofit Samaritan's Purse, ELWA will soon dedicate a new hospital to serve the people of Liberia. The hospital will include an isolation unit—"one that looks as if it would come from a first-world country," Writebol notes proudly.—*Kimber Williams*

Writebol's words of wisdom for nursing students

- **Treat the patient, not just the disease, and learn to anticipate their needs**
- **Advocate for your patients**
- **See your job as a calling**
- **Be alert to the small things that will make your patients smile**
- **Lead where you stand**
- **Learn all that you can and keep learning**
- **Above all, serve with compassion**

Cultivating Compassion

Ebola survivor Nancy Writebol addresses nursing students

When news came that the first Ebola patients were on their way to ELWA Hospital in Monrovia, Liberia, Nancy Writebol felt a surge of adrenaline.

It was the summer of 2014, and concern about the gathering epidemic had been building throughout West Africa for months. Now the disease was set to arrive on their doorstep, since ELWA was one of only two Liberian hospitals that could offer a makeshift isolation unit.

Early detection and limited supportive care were all they could provide, Writebol told Emory nursing students during fall convocation at the start of the new academic year. As a clinical nurse associate, Writebol helped protect and decontaminate aid workers who were directly treating Ebola patients.

Writebol considered her job in the "low-risk zone." And yet by late summer, she was exhibiting flu-like symptoms herself. She tested positive first for malaria, then later, for the Ebola virus.

By the time she was taken to a local airfield for transport to Atlanta to be treated at Emory University Hospital, Writebol was too weak to walk up the steps of the plane. As she lay on a stretcher on a baggage ramp, a nurse placed gloved hands on both sides of her face and said, "Nancy, we're going to take you home and we're going to take really good care of you."

That is the face of a nurse, Writebol told the convocation audience. And just as Writebol found comfort in her care, she charged nursing students to offer the face of compassion to their own patients.

Fulbright Scholar aims to strengthen disability laws in Sri Lanka

In Sri Lanka today, 10 percent of the nation's 20 million people are disabled. But few have access to the services they need to thrive. Their plight moved Sri Lankan lawyer Kalani Medagoda to become a Fulbright visiting research scholar at the School of Nursing, where she is studying global health and U.S. health and social services for adults and children with disabilities. Her faculty mentor is Jennifer Foster PhD MPH CNM FACNM, a recent Fulbright Scholar at the University of Chile's School of Midwifery.

When Medagoda returns to Sri Lanka next spring, she will use her newfound knowledge to help draft laws to create systems of care for disabled people, including the elderly. She wants to change the current model of charity care to one based on medical and social services.

Medagoda has worked for the Legal Aid Commission, written newspaper articles, and appeared regularly on TV as a public service for Sri Lankans. In the process, she came to appreciate the daily challenges that vulnerable people face, including those with disabilities.

She is now an assistant legal draftsman with the Sri Lankan government. In this role, she prepares documents that form the basis of laws set by parliament. It is her way of serving the



Kalani Medagoda (left) is working on a PhD in social justice to empower disabled people in Sri Lanka, aided by faculty mentor Jennifer Foster.

people of her country in return for her university education, which is free to all citizens.

"Emory is a good place for me, especially the nursing school," Medagoda says. "The faculty and students have a passion for life and human dignity. I want to change the country where I live and empower people with disabilities."

—*Pam Auchmuty*

Exhibit chronicles 100 years of Emory nursing

Reproductions of Florence Nightingale's letters held by Emory's Pitts Theology Library and a medical journal from World War I kept by Nell Hodgson Woodruff, for whom the School of Nursing is named, are among the artifacts featured in "To Care for Others: 100 Years of Nursing at Emory."

The exhibit now on display in the Woodruff Health Sciences Center (WHSC) Library explores Emory's nursing program through the past century, from the original 1907 graduating class of 10 to the worldwide impact of nurses today. The materials also shed light on the development of medical instruments and the contributions of influential nurses to the profession.

Visitors also can learn about the evolution of societal views toward the nursing profession, from the "dark period" when nurses lacked formal training and were perceived negatively by the public to the high level of respect they enjoy today.

The exhibit runs through January 2018 on the first level of the WHSC Library at 1462 Clifton Road. For library hours, visit emory.link/healthlibrary.



Class is in session at Emory's School of Nursing during the 1960s. The image is part an exhibit at the Woodruff Health Sciences Center Library. Emory University Photography Collection

Emory Healthcare names chief nurse executive

Sharon H. Pappas PhD RN NEA-BC FAAN will join Emory in November as chief nurse executive (CNE) for Emory Healthcare. She comes to Emory from Centura Health in Denver, Colorado, where she served as the system’s CNE and chief nursing officer (CNO) for Porter Adventist Hospital, one of 15 Centura hospitals.

In her role as Centura’s CNE, Pappas oversaw nursing practice, education, informatics, research, and operations for more than 5,500 nurses.

Pappas has served with Centura since 1991. Her accomplishments include implementing care coordination across ambulatory and acute settings, leading the framework and practice development for population health, establishing a nursing executive residency, leading the nursing team to Magnet designation and redesignation, and achieving high nursing, physician, and patient satisfaction.

Emory Healthcare’s new CNE has strong roots in Georgia. Pappas grew up in Canton, some 40 miles north of Atlanta, and worked at the Medical Center of Central Georgia in Macon. She received her BSN from the Medical College of Georgia, her MSN from Georgia College, and her PhD in nursing from the University of Colorado. This December, Pappas’s daughter, Ruthie, will graduate with a BSN from Emory.

“Sharon’s expertise will be a tremendous asset not only to Emory Healthcare but also to the School of Nursing,” says Dean Linda McCauley. “Emory Healthcare is an important partner in training future clinical leaders, advanced practitioners, and



L-R: Linda McCauley welcomed Sharon and Ruthie Pappas to Homecoming this fall. Ruthie is a BSN student in the School of Nursing.

researchers. Under Sharon’s leadership and commitment to nursing excellence, Emory will continue to advance the exceptional standard of care through evidence-based practice, collaboration, and an emphasis on professional development and lifelong learning.”

Once at Emory, Pappas will fill the position held by School of Nursing alumna June Connor 81MN RN on an interim basis. Connor will continue in her longtime role as CNO and chief operating officer at Emory University Orthopaedics & Spine Hospital (EUOSH). Under her leadership, EUOSH achieved Magnet status for nursing excellence in September. As a result, Emory Healthcare is the only health system in Georgia with three Magnet-designated hospitals. The others are Emory Saint Joseph’s Hospital (1995) and Emory University Hospital (2014).



Deborah Bruner

Bruner elected to National Academy of Medicine

Deborah Bruner PhD RN FAAN, an oncology researcher in the School of Nursing, was elected to the National Academy of Medicine (NAM).

Bruner is known for leading multi-disciplinary cancer research focusing on patient-reported outcomes, sexual health, and symptoms and for increasing minority enrollment in clinical trials. She is the first and only nurse to lead a National Community Oncology Research Program, sponsored by the National Cancer Institute, and is one of the world’s top-ranked nursing

researchers in National Institutes of Health funding.

At Emory, she serves as Robert W. Woodruff Professor of Nursing, professor of radiation oncology in the School of Medicine, and associate director of mentorship, education, and training at Winship Cancer Institute.

Bruner is one of two Emory faculty members elected to the NAM. Also honored was K.M. Venkat Narayan MD MSc MBA, director of the Emory Global Diabetes Research Center at Rollins School of Public Health.

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Faculty Appointments



Rowena Elliott PhD RN CNN AGNP-C FAAN, associate clinical professor, comes to Emory from the University of Southern Mississippi.

Through her research, she is increasing awareness and prevention of chronic kidney disease in older adults. Elliott is a fellow of the American Academy of Nursing and past president of the American Nephrology Nurses Association.



Jill Hamilton PhD RN FAAN, acting associate professor, returns to Emory from Johns Hopkins University. Her research explores the social and cultural factors that influ-

ence health and coping strategies in older African American cancer patients and survivors. A former Georgia Cancer Coalition Distinguished Scholar, Hamilton aims to understand how African Americans use religion and spirituality to manage stressful life situations and cope with disease.



Michelle Wright PhD RN is an assistant professor with clinical and research expertise in emergency and neonatal intensive care. Most recently, she was a postdoctoral associate at Yale University. She also completed a postdoc-

toral fellowship at Virginia Commonwealth University. Her research centers on investigating relationships between environmental exposures and genomic factors to determine their affect on health outcomes.

Faculty Promotions



Nicole Carlson PhD CNM, now assistant research professor, studies the biologic mechanisms of labor dysfunction in obese women in order to form strategies for

achieving optimal perinatal outcomes in this population. She joined Emory as an instructor in 2010 and continues to practice with Northside Women's Specialists. Carlson currently is president of the Georgia affiliate of the American College of Nurse-Midwives.

Melissa Owen PhD RN, now assistant professor, has taught as an instructor in the BSN program for several years. She is a cardiac nurse with expertise in heart failure, heart transplantation, and cardiac surgery. Among her research interests is incorporating palliative care into the heart failure population. She is also a proponent of using deliberate practice in the simulation lab. Students selected her for the 2016 Heart of the Student Award.



Jeannie Rodriguez PhD RN C-PNP/PC, now assistant clinical professor, has more than 20 years of experience as a pediatric nurse practitioner, leading her to

study the health care needs of vulnerable children. The former nursing instructor co-leads a project to explore how prenatal and

postnatal environmental exposures influence the infant gut microbiome, neurodevelopment, and behavior during the first 18 months of life.

Associate Professor **Drenna Waldrop-Valverde PhD MS** was named assistant dean for research. In her new role, she oversees mock reviews of faculty and student grant proposals and plays an integral role in growing the school's postdoctoral program. She also directs the Center for Neurocognitive Studies in the School of Nursing and co-chairs the The Brain: Cancer and Neurocognition Initiative at Emory's Winship Cancer Institute. Waldrop-Valverde is a neuropsychologist widely known for her clinical studies of the relationship between cognitive impairment, health literacy, and chronic disease management.

Jeannie Weston MS RN is now assistant clinical professor. For several years, Weston has instructed BSN students in their pediatric rotations at Children's Healthcare of Atlanta. She currently is a student in the EdD for Nurse Educators program at the University of Alabama in Tuscaloosa.



Irene Yang PhD MN is an assistant professor. She completed a postdoctoral fellowship in behavioral research at the School of Nursing. Her

experience as a maternal/newborn nurse in Kentucky shaped her research interest in the health behaviors of low-income pregnant and postpartum women. Her dissertation explored the psychosocial factors influencing the relationship between socioeconomic status and prenatal smoking. For her work, Yang received the 2016 Novice Researcher Award from the Association of Women's Health, Obstetric, and Neonatal Nurses.

New Fellows

This fall, five faculty members were inducted into the American Academy of Nursing (AAN), the most ever in a single year. The School of Nursing now has 30 AAN fellows, including those featured here.



A pediatric nurse practitioner, **Sharon Close PhD MS** has dedicated her career to helping children and their families manage chronic conditions of genetic origin,

especially sex chromosome aneuploidy (SCA). Her doctoral research on Klinefelter syndrome (KS) led to creation of a new tool to assess the physical traits of KS, making earlier diagnosis and intervention possible. More recently, she secured a Patient-Centered Outcomes Research Institute grant to develop new research and interventions for SCA, which affects nearly 1 million Americans. Her project brings SCA patients, families, clinicians, and researchers to the table for the first time to seek solutions together.



Jennifer Foster PhD MPH CNM FACNM has a strong record of interdisciplinary research to improve maternal and newborn health in vulnerable populations,

especially in Latin America. Her work has led to practice changes and better care coordination among health workers in low-resource settings and demonstrated how community-based participatory research can lead to innovative health care for underserved populations. Foster is the school's first recipient of a Fulbright Award, furthering her training and

research at the Midwifery School at the University of Chile.



Suzanne Staebler DNP NNP-BC FAANP has worked to transform neonatal nursing practice through service, practice, and policy throughout her career. One

example is her advocacy of immunizations for neonates, especially premature infants, to reduce the risks associated with respiratory syncytial virus. Staebler has held board positions with key organizations, including the National Association of Neonatal Nurses, the National Certification Corporation, the National Association of Neonatal Nurse Practitioners, the Georgia Nurses Association, and the Georgia Nursing Leadership Coalition. She is also a policy consultant for the Alliance for Patient Access and the National Coalition for Infant Health.



Kathryn Wood PhD RN has improved quality of life for patients with atrial arrhythmias on several levels. Her research has advanced understanding

of symptoms, diagnosis, and measurement of outcomes for supraventricular tachycardia in women—a population often misdiagnosed and in need of timely curative treatments. As vice chair of the Council on Cardiovascular Nursing program committee of the American Heart Association (AHA), Wood ensured that nursing was represented in AHA practice guidelines and scientific statements. Also, the European Society of Cardiology invited her to help develop guidelines for educating arrhythmia patients and educating providers and patients in managing new anticoagulant medications.



Kate Yeager PhD MS RN seeks to better understand and eliminate the disproportionate burden of cancer in the African American population. Her research specifically ad-

resses adherence to pain medication, which tends to be poor in this patient population, and their caregivers' role in seeking pain relief. Yeager co-chairs the Health Disparities Committee for NRG Oncology, a National Cancer Institute-sponsored consortium of 1,000 member sites in North America. She also serves as a board member of the American Pain Society's Pain and Disparities Special Interest Group, which seeks to improve the unequal burden of pain and quality of life for underserved patients.



Angela Amar PhD RN FAAN is a 2016 fellow of the Academy for Nursing Education with the National League for Nursing. Amar is known for her innovative teaching strategies,

faculty development, academic leadership, and collaborative educational and community partnerships. At Emory, she is assistant dean for BSN education and leads educational programs to promote diversity in nursing leadership.

An advanced practice psychiatric nurse, Amar has been instrumental in developing curricula to better prepare nurses as first-line defenders for survivors of violence and trauma. Her research in forensic nursing and mental health responses to trauma has been funded by major federal and nonprofit agencies. She recently co-authored the textbook, *A Practical Guide to Forensic Nursing*.



Pam Reynolds 72MN



Margaret Logan 76MN



Evelyn Seavey Reynolds,
born to Susie Reynolds 06N



Deena Gilland 07MN

1970s

Pam Reynolds 72MN retired as CEO of the Southwest Georgia Area Health Education Center (AHEC) in Albany, Ga. During her 25 years with AHEC, Reynolds linked area students to careers in health and health professionals to job opportunities in her region. Under her leadership, AHEC established a “Health Careers” manual for area students and brought Georgia medical students to the region for clinical rotations. She also provided age-appropriate materials on health careers for students in elementary school and created Pathway to Med School, a program to increase the number of area students accepted into medical school. AHEC also helps out-of-work nurses renew their licenses so they can become breadwinners again.

Margaret (Missy) Logan 76MN retired on Aug. 12, 2016, after a 42-year career in nursing. Her daughter, Carolyn Furdek, writes: “From working with veterans and their nurses (which inspired her 29-year career as an Army nurse and weekend warrior) to teaching future nurses, to holding up to three jobs at a time to make ends meet, to oncology, to holding the hands and caring for families and patients in hospice, and finally to family practice, you have touched so many lives.... You have left a lasting impact and legacy in your field and on everyone who has ever crossed your path.”

1990s

Laura Searcy 91MN is president of the National Association of Pediatric Nurse Practitioners for 2016–2017. As president, she is focusing on leadership, mentorship, and collaboration, both within her profession and interprofessionally.

Searcy has a lot of experience to guide her, with more than 25 years in clinical practice, health policy and advocacy, child and adolescent injury prevention, substance abuse prevention, and government affairs. She co-founded the Georgia Coalition of Advanced Practice Registered Nurses, for which she serves as health policy director. She practices at WellStar Kennestone Regional Medical Center, where she cares for newborns.

2000s

Sharon Jackson White 02MN is a PhD nursing candidate at Georgia State University (GSU). Her research was published in the *Journal of Hospice and Palliative Nursing* in February 2016. In March, she received the Nursing Student Research Award at GSU’s Byrdine F. Lewis School of Nursing and Health Professions’ Honors Day ceremony. This fall, she presented her research at the International Hospice and Palliative Care conference in Toronto.

BORN: To **Susie Reynolds 06N** and her husband, David, their second child, Evelyn Seavey Reynolds, on June 20, 2016. Grandma **Cheryl Seavey Murphy 77N** reports, “Mom and baby are doing great and grandma is delighted! Nursing staff at Piedmont included Emory grads, and everyone did a great job taking care of Susie and baby.”

Deena Gilland 07MN was appointed by the American Medical Group Association (AMGA) as a member of its Public Policy Committee. Gilland is an adjunct faculty member at the School of Nursing and currently serves as VP of patient services and CNO of Emory Healthcare’s ambulatory patient services. She also serves on the AGMA Chief Nursing Officer Council and the boards of the Emory Alumni and the Emory Nurses’ Alumni associations.



Anita Rich 81N has traveled under the cover of darkness in Iraq, most recently in January 2016, when she accompanied a team of doctors with the group For Hearts and Souls to evaluate and treat children with congenital heart defects. After their plane landed in the middle of the night, the group drove several hours to a hospital in Dohuk, Iraq. The waiting room was filled with anxious parents—Sunni and Shia Muslims and Syrian and Yazidi refugees—and their children.

“During the next six days, we screened hundreds of children for congenital heart defects and completed many procedures in the cardiac cath lab,” says Rich in the July 2016 issue of *CountyLine Magazine*. For those children who could not be helped or who had to travel to Israel for surgery, all Rich could do was abide with them.

“You don’t need a translator to put out your arms to hold a child and smile at their distraught parent,” Rich says in the article. “You begin to see their expressions relax, and they see that you care.”

The readership for *CountyLine Magazine* includes Emory Johns Creek Hospital, where Rich works as the heart failure coordinator. Read the full article at emry.link/anita-rich.

This Nursing Life:
SUSAN GREB & RAND KALLER

Susan Greb 90N may live across the country in Washington state, but that hasn’t kept her from staying connected to the School of Nursing. The former teacher turned travel agent, labor and delivery nurse, and then nursing faculty member has a knack for mentoring students. As the clinical liaison for an accelerated online BSN program at the University of Wisconsin Oshkosh, Greb guides students through five clinical rotations in a variety of specialties.

She has taught at other schools, including Yale College of Nursing, Quinnipiac College of Nursing, the University of Portland, and Oregon Health & Science University. She’s lived in Vancouver, Washington—across the Columbia River from Portland—for 15 years and has a network of colleagues throughout the Pacific Northwest. So when Emory’s School of Nursing asked if she could help Rand Kaller 13OX 15N with her job search in her native Portland, Greb agreed.

They met over coffee and talked for more than three hours. Greb knew the manager of the unit at Providence St. Vincent Medical Center, where Kaller had applied for a position. At Greb’s suggestion, the manager interviewed Kaller and hired her to work the night shift in the neurosurgery and stroke unit.

“Portland nursing can be kind of insular,” says Kaller. “My city has a lot of great nursing schools in the area with names people know and faculty who are familiar with local employers. Being a new graduate from a school out of town was a special kind of challenge. Connecting with Susan helped on multiple levels.”

The two Emory nurses continue to text one another and meet for lunch. “We’re always interested in what the other one is doing,” says Greb. “I am very supportive of Rand’s goals and enjoy encouraging her on her new path. We clicked because I have worked with students for the past 20 years and am familiar with



Alumni connections do matter. Susan Greb (right), a nursing educator who lives in Washington state, helped Rand Kaller secure a job at Providence St. Vincent Medical Center in Portland, Oregon.

her nursing education and current employer and understand her future goals.”

The younger nurse welcomes Greb’s guidance. “When I was seeking a job, Susan helped me a great deal,” Kaller says. “Now she reminds me to take care of myself, which is so important in this profession, and encourages me to take that next step. We’ve discussed med-surg certification, critical care, and graduate school. She’s helping me shape my goals into concrete plans that I’ll hold myself accountable for.”—*Pam Auchmutey*

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A. Faye Moore 53N 68MN



Margaret Horton 70MN



Christine W. Kennedy 71N 00MN



Mary Ann Camann 85MN

1940s

Margaret W. Fosberg 44N of Moscow, Idaho, on March 17, 2016, at 94. She worked at Gritman Memorial Hospital in Moscow from 1950 to 1967. She then was head nurse at the University of Idaho Student Health Center from 1967 until she retired in 1998. Fosberg was fondly remembered for her sex education talks to students. Survivors include her husband of 68 years, Maynard, a daughter, a son, their spouses, and six grandchildren.

Lucille Gandy Lane 44N of Atlanta on Jan. 24, 2016, at 95.

Nan D. Kilbourne 46N of Clinton, La., on Sept. 28, 2014, at 89. Survivors include two sons and a brother.

Pauline M. Darche 47N of Birmingham, Ala., on April 22, 2016, at 91. She worked for hospitals in Tampa, Fla., and in Birmingham before retiring from Blue Cross Blue Shield of Alabama. She is survived by her daughter, Debbie, and her sister, Harriet.

Betty Larrabee Winn 47N of Griffin, Ga., on Jan. 3, 2016, at 90. When she entered the Emory School of Nursing in 1944, the trains were crowded with WW II soldiers. Although she was still a student, she helped nurse the survivors of

the Winecoff Hotel fire in downtown Atlanta on Dec. 7, 1946. She met her husband, the Rev. William Douglas Winn (now deceased) at Emory. They married in West Palm Beach, Fla., her hometown, and pursued his dream of becoming an Episcopal priest. He pastored churches in the Georgia towns of Rome, Cartersville, and then Griffin. In 1966, Betty resumed her nursing career as a public health nurse for the Spalding County Health Department, where she worked for 30 years. Survivors include a daughter, a son, and a grandson.

Joyce H. Foster 48N of Cashiers, N.C., on June 2, 2016, at 87. She was a public health nurse in West Palm Beach, Fla., for many years. Survivors include a brother, a son, a daughter, and two grandchildren.

1950s

Carlene Stovall Glenn 50N of Tavares, Fla., on March 31, 2014. She was married to a dentist, Dr. Eugene Glenn. Survivors include two children and six grandchildren.

JoAnn Craig Hogan 52N of Dallas, Texas, on June 21, 2016, of cancer. She was a school nurse at W.T. White High School for many years. Survivors include her husband of 64 years, James, four children, 13 grandchildren, one great-grandchild, and four siblings.

A. Faye Moore 53N 68MN of Gainesville, Fla., on April 25, 2016, at 86. A Florida native, Moore practiced nursing in Ohio and Georgia. She also was a clinical instructor at Gordon Keller School of Nursing in Tampa, Fla., and worked with the Hillsborough County Health Department for many years. She was very active in her church and especially enjoyed helping out and spending time with the elderly. Survivors include two sisters and nieces and nephews.

Ellen Lois Halcomb 54N of Arboga, Calif., on Dec. 28, 2014, at 79.

Anne Holbrook “Pug” Wynne 55N of Greenville, S.C., on April 13, 2016, at 87. For 36 years, she was a member of the Sweet Adelines International organization of women singers and was a member of the Sophisticats Quartet for 13 years. Survivors include her husband of 59 years, Dr. Morgan D. Wynne Jr., four children, and four grandchildren.

Quenelle Burnes 56N 59MN of Madison, Tenn., on Jan. 1, 2015. She was a professor of nursing at Vanderbilt University from 1960 to 1967. Later she taught at UT-Nashville and Motlaw State College in Tullahoma, Tenn. She retired from Middle Tennessee Mental Health Institute. Survivors include three children and three grandchildren.

Suzanne Lowry Parks 58N of Raleigh, N.C., on May 22, 2016. After a career in clinical nursing, she realized her true passion was teaching nursing. She taught at Duke University, the University of North Carolina, Hawaii Loa College, and East Carolina University. Survivors include her three children and nine grandchildren.

Maurice “Rece” Martin 59N of Conyers, Ga., on Feb. 14, 2016. She dedicated four decades to her lifelong dream—being a pediatric nurse at Egleston Hospital, later part of Children’s Healthcare of Atlanta. Survivors include two brothers, their spouses, and several nieces, nephews, great-nieces, and great-nephews.

1960s

Hattie Nann Cromer 61N of Kingsport, Tenn., on Dec. 11, 2015. She had a varied nursing career, which included psychiatric nursing at Moccasin Bend Hospital in Chattanooga, Tenn., Upjohn Home Health in Kingsport, and Quillen Rehab at Johnson City Medical Center. Survivors include her husband of 54 years, James Millard Cromer, three daughters, nine grandchildren, and two brothers.

Lenore Lowry Gerdes 65MN of Hot Springs, Ark., on March 15,

2016, at 97. She was an RN and a college professor for 47 years, working primarily in nursing education. She served in public health, as a company nurse for DuPont, an administrator for Boone County Hospital (now Northwest Regional Medical Center) in Harrison, Ark., as medical research director at the University of Missouri, and as chief of nursing education for the VA. Survivors include two children, four grandchildren, and two great-grandchildren.

Peggy Smith Barnes 66N of Sweetwater, Tenn., on Feb. 3, 2016. She served as nursing director of East Tennessee Health Care. She was married to James and had a daughter, Eliza.

1970s

Margaret Casey Horton 70MN of Coushatta, La., on March 30, 2016, at 71. “Peggy” was an RN for decades and later taught at Northwestern State University School of Nursing in Natchitoches, La. Survivors include her husband of 43 years, Stan, his son, his two daughters and their spouses, five grandchildren, and a brother.

Christine (Chris) Wright Kennedy 71N 00MN of Decatur, Ga., on Feb. 8, 2016, at 67. She retired at the end of 2015 as a pediatric nurse practitioner in rheumatology at Children’s Healthcare of Atlanta. She loved being a mother and grandmother. She enjoyed entertaining, playing ALTA tennis, and traveling. Survivors include three children, four grandchildren, a sister, and a brother.

Karen Kay Yoder 73MN of Topeka, Kan., on March 24, 2016, at 68, from complications of pneumonia. She taught nursing at Parkview Method-

ist School of Nursing in Fort Wayne, Ind., and at Duke University for many years and was a research associate. Survivors include her father and stepmother, two sisters, a niece, and a great-nephew and great-niece.

Julie Mulligan Watts 76OX 78N 82MN of Boones Mill, Va., on May 5, 2016. She was an oncology clinical nurse specialist who retired from Carilion Clinic after a career in oncology, parish nursing, and hospice. Survivors include her husband, Jack, a son and his fiancée, two sisters and brothers-in-law, and her mother.

Pamela P. Rowley 79MN of Atlanta on June 12, 2015, at 62.

1980s

Dr. Mary Ann Cavanagh Camann 85MN of Atlanta on March 16, 2016, of ovarian cancer. She was an associate professor of nursing at Kennesaw State University for 24 years. She counted many of her students as her professional caregivers during her illness. She received the distinguished teaching award from the College of Health and Human Services and loved her role as teacher and mentor. She was a founding member of MAAPPNG, an organization for advanced practice mental health nurses. Survivors in-

clude her husband, Thomas Shillock, two daughters and sons-in-law, a stepson, a sister, and a brother.

1990s

Brenda Whitlow Sizemore 91MN of Callawassie Island, S.C., unexpectedly, on March 9, 2016, at 74. During her career, she taught nursing at Georgia Baptist Hospital in Atlanta and worked in the first aid department at Six Flags Over Georgia. She was one of the first graduates of Emory’s Family Nurse Practitioner program. For most of her career, she worked as a nurse practitioner at the Atlanta VA Medical Center in Decatur, Ga., where she loved working with veterans. Her proudest accomplishment was seeing the Veterans Learning Center become a reality so that veterans could improve their health by learning about their medical conditions. Survivors include her husband of 25 years, Dr. Paul Sizemore, a son, a daughter, their spouses, a stepson and stepdaughter, three grandchildren, and a brother.

Dianne Bernier Sauve 92MN, formerly of Phoenix, Ariz., on July 19, 2013.

Linda A. Singletary 97N of Warner Robins, Ga., on Jan. 20, 2016, at 50. She also held a bachelor’s degree

from the University of Georgia. Survivors include her father, Jerome Singletary, four siblings, and several nieces and nephews.

Faculty & Staff

Johanna Horton Flynn of Vandling, Penn., on July 26, 2016, of pancreatic cancer at age 83. Flynn earned her BSN at Cornell University and her master’s in nursing education at Columbia University. She taught at Capital University in Ohio and at Emory, where she established the CNS program in pediatrics and helped develop neonatal nursing as a specialty. Survivors include a brother, a sister, and several nieces, nephews, great-nieces and great-nephews.

Ruth Smith of Decatur, Ga., on Feb. 1, 2016, at 90. A native of North Carolina, Ruth attended Rogers Business School in her hometown of Sanford. She met her husband, Gene, at a USO dance, and they married in 1944. She began her career as a secretary at WIFM in Elkin, N.C., and subsequently served 30 years as a staff member with the School of Nursing, which made her an honorary alumna. She is survived by sons John Michael and Steven, four grandchildren, and four great-grandchildren.

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