

Nursing *Spirit*

A Duquesne University School of Nursing Publication • 2009



SIMULATION—Nursing Education's New Frontier



Eileen Zungolo, EdD, RN, FAAN, CNE, ANEF
Professor and Dean

A Message from the Dean

Greetings from Fisher Hall, the School of Nursing's home on the Bluff.

The 2008–2009 academic year started with a bang. We inaugurated our new Doctor of Nursing Practice program, and we received the news that we had achieved recognition by the National league for Nursing as a Center of Excellence in Nursing Education. Both of these developments were high on the agenda of the faculty for the past few years, so it was very exciting to see them both come to be.

During the summer we had the opportunity to dedicate our new Nursing Laboratory to the memory of Irene Fritzky, mother of alumnus Bob Fritzky, (see story, p. 7). Bob's generous donation to the school has enabled us to

procure a number of state-of-the-art additions to our lab, including SimMan, SimBaby and NOELLE™, a mannequin that simulates pregnancy and childbirth. These high tech simulators have been invaluable learning tools for our students (see story, p. 8).

Enrollments continue to rise. We had a nine percent increase in undergraduate enrollment, up from 390 undergraduates in fall 2007 to 425 in fall 2008. At the graduate level the total enrollment advanced by 10 students, moving from an enrollment of 170 graduate students in 2007 to 180 in 2008.

In this issue of *Nursing Spirit*, we also introduce several faculty members who are new this academic year, and we are delighted to welcome them. These newcomers bring a wealth of clinical and educational expertise that enriches our work and our students' experiences.

It is also a pleasure to acknowledge the wonderful work of our Nursing Alumni Association. We have seen a substantial increase in active membership, and we were thrilled to welcome 15 members of the Class of 1968 for their 40th reunion this fall. Our alumni have become active in contributing to the RN+WIN project, which aids senior citizens in the city,

and they are developing a mentorship program for current students. We are excited to have their participation.

While our country faces economic hardships, many elements of the downturn are good for nursing. First, in times of economic distress many people reevaluate their careers and seek out professions that have a high demand. As a result, the number of applicants to all our programs has increased, and the programs themselves, which have been strong in recent years, are even stronger. Second, plummeting stock values have caused many nurses to reconsider their retirement plans, and that factor may benefit the nationwide shortage of nurse educators.

We hope you enjoy this issue of the newsletter. Our aim is to keep you current on the events of the School of Nursing, and we invite your participation in our endeavors. ■

Sincerely,

Professor and Dean

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School of Nursing Earns Center of Excellence Designation

One of the nation's foremost organizations for promoting nursing education, the National League for Nursing (NLN) recently designated the Duquesne University School of Nursing a Center of Excellence in Nursing Education, making it one of only three nursing schools in Pennsylvania with the title.

The School earned the designation, according to the NLN's formal citation, for "creating environments that promote student learning and professional development."

"At the School of Nursing we do not distinguish between student learning and professional development," Nursing Dean Eileen Zungolo pointed out. "We tie the two together so that our commitment to student learning is evidenced by our commitment to faculty development and vice versa."

Zungolo said that the Center of Excellence designation reflects well on the entire School of Nursing—undergraduate, master's and doctoral programs, the facilities, the faculty and the quality of instruction—and it is awarded for a record of sustained excellence rather than for isolated or recent accomplishments.

In the citation, the NLN lauds the School of Nursing's innovative undergraduate curriculum design. Duquesne's nursing school was the first in the nation to develop a curriculum based on the framework of the Synergy Model, a conceptual approach to nursing practice developed by the American Association of Critical-Care Nurses.

The Synergy Model holds that nurses must not only deliver care to their patients, but to be effective, nurses must serve and support their colleagues and the health care system itself. In addition to being the unifying principle for the curriculum, the Synergy Model compliments the University Mission, inspiring faculty and students to form partnerships with health care facilities and neighborhood groups throughout the city, collaborations that provide peerless learning opportunities along with health care assistance for Pittsburgh's elderly and underserved populations.

The citation also calls the School of Nursing a pioneer of distance education. In 1997 the School launched the nation's first fully online PhD in Nursing program, a program that, according to Zungolo, is



**Center of Excellence
in Nursing Education**

*Outstanding Achievements in
Student Learning and Professional Development
2008 - 2011*

an exemplar of the way the Nursing School unifies its commitment to innovation as well as quality.

"At that time, both the technology and the concept of distance education were crude, to say the least, and institutionally there was not the kind of support that we have in place now for online learning," said Zungolo of the PhD program launch. "When the faculty made the decision to move to a completely online PhD program, it really was a pioneering step."

The NLN citation praises the Nursing School's efforts to document how online graduate students are able to form a cohesive educational community, one in which academic rigor is in no way diminished by geographic diversity, age differences or variations in learning styles.

Today, all of its graduate programs are delivered exclusively online, and this semester the School began offering a second online doctoral program, a DNP (Doctor of Nursing Practice) program, an advanced practice degree, as distinguished from the PhD program with its research focus.



National League for Nursing CEO Dr. Beverly Malone (left) presents the Center of Excellence in Nursing Education designation to School of Nursing faculty members (from left) Dean Eileen Zungolo, Cherith Simmer, Cindy Walters, Carrie Nickerson and Carolyn Griffin.

The NLN developed the Center of Excellence in Nursing Education designation five years ago in order to showcase model programs, enhance the quality of nursing education and underscore the value of a career as a nurse educator. In the long run, Zungolo explained, the NLN hopes it will improve the quality of the nursing profession.

The School of Nursing is entitled to call itself an NLN Center of Excellence in Nursing Education for a three-year term, at the end of which time it can reapply for the designation. ■

For more information about the NLN and the Center of Excellence in Nursing Education designation, visit www.nln.org.

School of Nursing Among First to Receive RWJF Funding

The Duquesne University School of Nursing has been named among the first of 58 institutions in the nation to receive funding from the Robert Wood Johnson Foundation (RWJF) through the RWJF New Careers in Nursing Scholarship Program. This groundbreaking national initiative, launched by RWJF and the American Association of Colleges of Nursing (AACN), is designed to help alleviate the nation's nursing shortage by dramatically expanding the corps of new nurses by providing financial aid to students who enroll in accelerated nursing degree programs.

One of only four schools in Pennsylvania to receive the RWJF funding, the School of Nursing will utilize the \$100,000 for scholarships to increase the number of students enrolled in its second-degree nursing program.

"This scholarship funding not only addresses the current nursing shortage, but also prepares these second-degree students to become future nursing leaders," said Leah Cunningham, assistant dean of student services in the School of Nursing who is co-director of the scholarship. "We are honored to be among the first institutions in the nation to receive this funding from the Robert Wood Johnson Foundation."

The Second Degree Bachelor of Science in Nursing program at Duquesne enables a non-nurse with a baccalaureate degree to earn a B.S.N. in one year. After 12 months of intensive full-time study, students are eligible to take the nursing licensure examination. There has been such a dramatic increase in interest in the program that the nursing school is considering adding a second cohort of students to the second-degree program within the next few years. There are 33 students in the program's current cohort.

"Over the next 10 months, we have planned a number of activities for our 10 scholarship recipients that will provide mentorship opportunities with nursing faculty and local nursing leaders," added Dr. Joan Such Lockhart, associate dean of academic affairs in the School of Nursing who is co-director of the scholarship. "The students are expected to engage in leadership development both as a mentee and a mentor to future second-degree students."

Through the RWJF New Careers in Nursing Scholarship Program, scholarships in the amount of \$10,000 each will be distributed to entry-level nursing students in accelerated programs during the 2008–2009 academic year. Award preference is given to students from groups



Duquesne's 10 Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program winners pose with co-directors Leah Vota Cunningham, second from right, and Dr. Joan Such Lockhart, far right.

underrepresented in nursing or from disadvantaged backgrounds. Grant funding also will be used by the School of Nursing to help leverage new faculty resources and provide mentoring and leadership development resources to ensure successful program completion by scholarship recipients.

"This scholarship program is designed to ease the shortage of nurses and nurse faculty—an urgent national problem that potentially jeopardizes the health of all Americans," said John Lumpkin, senior vice president and director for the Health Care Group at RWJF. "Fewer students will be turned away by schools of nursing, because of the availability of this support for accelerated nursing degree programs."

Other schools in Pennsylvania to receive the RWJF funding include Drexel University, Thomas Jefferson University and the University of Pennsylvania.

The RWJF is the nation's largest philanthropy devoted exclusively to improving the health and health care of all Americans, and works with a diverse group of organizations and individuals to identify solutions and achieve comprehensive, meaningful and timely change.

The American Association of Colleges of Nursing is the national voice for university and four-year college education programs in nursing. Representing more than 630 member schools of nursing at public and private institutions nationwide, the AACN works to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate nursing education, research, and practice. ■



Dr. Luann Richardson,
assistant professor, who teaches
in the DNP program, in the
Irene Fritzky Nursing Lab.



**Fall 2008
First DNP Cohort**

The students of the first DNP cohort.

Frequently Asked Questions About the DNP

How did the concept of the Doctor of Nursing Practice develop?

The DNP was originally proposed by a task force of the AACN to assess advanced practice issues. The group proposed that the DNP be the required preparation for advanced practice nursing by 2015, and they proposed the discontinuation of masters' level programs for advanced practice.

What is the current status of DNP programs nationally?

There are almost 100 programs either in actual operation or being planned in schools of nursing. Many of these are post-master's programs, as is the program at Duquesne University. Over time there is an expectation that the DNP will be the preferred preparation for advanced practice nurses, i.e. clinical specialists, nurse practitioners, nurse anesthetists and nurse midwives.

The AACN has taken the position that preparation as an educator is not advanced practice, and has announced they will not accredit DNP programs that offer an education option. The NLN identifies the nurse educator role as an advanced practice, and has developed a certification program for nurse educators.

What are the major differences between the DNP and the PhD?

The PhD is the national standard in all professions as the research degree. Preparation at this level enables the individual to become an independent researcher in his/her specialty area. The PhD is also the commonly recognized terminal degree for an academic career. A requirement for the nursing PhD is research based on original investigation and summarized in a dissertation.

The DNP is a practice-oriented program of study which enables the student to take practice acumen to its highest levels. The content was developed with an eye toward those areas in which deficits had been observed in the practice of master's prepared clinicians. The emphasis is on quality improvement in practice areas, and the culminating project is based on work the student accomplished in a capstone practicum. Detailed information can be found on the AACN Web site at www.aacn.nche.edu/DNP/index.htm.

What is the anticipated employment pattern for nurses who hold the DNP?

Although originally there was little talk of DNP prepared nurses being in faculty positions, there is increased discussion about the way in which the DNP degree can help address nursing's faculty shortage. Generally, however, it is envisioned that the DNP will be the preferred education for the advanced practice nurse, and these graduates would function in those roles.

What is the residency requirement of the DNP program at Duquesne University, School of Nursing?

Many of the details and refinements of an established program continue to be finalized. We anticipate that the entering student will be required to attend an orientation program on campus, which will be four to five days in length. In addition, we will be requiring that students spend time on campus at the culmination of studies to allow them to share their capstone projects with each other and the faculty.

Visit www.nursing.duq.edu for DNP program information.

DNP Curriculum

YEAR ONE

Fall Semester

- Structure of Knowledge 3 cr.
- Clinical Scholarship for Evidence Based Practice 3 cr.
- Identification of Capstone Practicum 1 cr.

Spring Semester

- Epidemiology 3 cr.
- Health Care Information Systems 3 cr.

Summer Semester

- Health Policy 3 cr.
- Transcultural Care and Global Health Perspectives 3 cr.

YEAR TWO

Fall Semester

- Quality Services for Patient Safety 3 cr.
- Seminar I in Advanced Practice 2 cr.
- DNP Practicum I: Transforming Practice 2 cr.

Spring Semester

- Seminar II in Advanced Practice 2 cr.
- DNP Practicum II: Transforming Practice 4 cr.

TOTAL: 32 credits

New Faculty Members

Welcome



Front row: Cindy Walters, Charles Larew, Michalene King, Joyce Ott
Back row: Yvonne Weideman, Nancy Brom, Alicia Culleiton, Bonnie Dean

NANCY BROM, MSN, RN

Instructor Nancy Brom's clinical expertise includes oncology, emergency and critical care. While at UCLA, she designed and managed a bone marrow transplant laminar airflow unit. Brom's academic experiences include teaching in LPN, associate degree, and RN to BSN programs. She was also instrumental in the development of one of the first distance learning programs for American and international students. Nancy was a part-time clinical faculty at Duquesne for the past six years. Her masters degree was earned at Indiana University of Pennsylvania.

ALICIA L. CULLEITON, DrNP, RN, CNE

Assistant Professor Alicia Culleiton taught in a diploma school prior to joining the faculty at the Duquesne University School of Nursing. Her primary research area is student remediation and evidence-based practice, and she has published in both nursing and education journals. Her clinical interest is emergency/trauma and critical care nursing, and she has 16 years of practice experience in those fields.

Dr. Culleiton earned her BSN from The Catholic University of America, her MSN in

Nursing Administration and Nursing Education from Indiana University of Pennsylvania, and her DrNP from Chatham University. She is one of only approximately 100 Certified Nursing Educators (CNE) in Pennsylvania. She is also a member of Sigma Theta Tau National Honor Society for Nursing, the National League for Nursing Association and the American Nurses Association.

BONNIE S. DEAN, PhD, RN

Assistant Professor Bonnie Dean was a nurse educator and administrator for several decades at Children's Hospital of Pittsburgh of UPMC. She has conducted multiple research projects and has more than 80 publications in refereed journals. Her most recent project concerns patient safety and empowering parent involvement as a means of rapid response. It was recently published in the *Journal for Healthcare Quality*. She was awarded the Silver Learning in Practice Award by the Chief Learning Officers of the AHA for her project, which dealt with creating a blended-learning orientation model for pediatric critical care nurses in children's hospitals.

Dr. Dean earned a BSN from Carlow University,

as well as a Master of Science in Pharmacology and Toxicology and a PhD in Nursing, both from Duquesne University. She is a member of Sigma Theta Tau.

MICHALENE KING, PhD, MSN, MEd, RN

Assistant Professor Michalene King has been a nurse educator in Ohio and West Virginia for more than 20 years. She has clinical experience in medical-surgical nursing, community and home health nursing, and infection control. Her focus is community health nursing. King has been a volunteer parish nurse for over 10 years, and her research focus is parish nurses and the clients of parish nurses. She has published several articles on parish nursing and presented at both local and regional conferences.

Dr. King graduated from the Ohio Valley Hospital School of Nursing, then earned a BSN from West Liberty State College, a MEd from the University of Dayton, and MSN and PhD degrees in Nursing from West Virginia University. Her dissertation focus was the experience of choosing the parish nurse for health care services.

CHARLES LAREW, PhD, MN, RN

Assistant Professor Charles Larew's research interests include quality of life issues for family caregivers, health literacy and Web-based data collection methods. He led a demonstration project, funded by the NLN and Laerdal, which designed and tested a clinical simulation protocol using Benner's theory regarding development of clinical competence. He has extensive experience as a case manager in both hospital and community settings. His community involvement includes a leadership role with the Coalition Against Violence, a grass-roots organization focused on identifying and implementing broad based strategies for reducing the root causes of violence in the Pittsburgh region.

Dr. Larew earned a BSN from Alderson-Broaddus College, a Masters of Nursing Education from Washington State University and a PhD from the University of Maryland School of Nursing. He completed a NIH funded post-doctoral fellowship at the University of Pittsburgh School of Nursing prior to joining the Duquesne faculty.

JOYCE OTT, DNP(c), MSN, RN

Instructor Joyce Ott is a clinical nurse specialist in adult psychiatric mental health nursing with extensive experience in clinical practice. Her

areas of clinical expertise include individual, group, family, marital and short-term crisis therapies in the community mental health settings. Ott's academic experiences include teaching in diploma, ADN and baccalaureate nursing programs. Her clinical interests include mental health issues, stress/conflict resolution in the work environment, cultural diversity and shared governance.

Ott earned a BSN from Duquesne University, an MSN from the University of Pittsburgh and is currently a DNP candidate at Robert Morris University. The title of her capstone project is *Exploring the Lived Experience of Nurse Managers and Staff Nurses in the Shared Governance Model*. She is a member of Sigma Theta Tau and the American Nurses Association.

CYNTHIA A. WALTERS, MSN, RN

Instructor Cynthia Walter's clinical background includes occupational health and wellness, developing and implementing employee wellness programs, worker's compensation case management and OSHA regulations, and physician practice management. She has also researched the impact of domestic violence in the workplace. Walters has been a clinical instructor at Duquesne for four years and helped pioneer a community-based curriculum that benefits vulnerable populations throughout Pittsburgh. She was a recent recipient of a Community Impact Award from the American Cancer Society for developing and implementing multiple clinical projects for sophomore and junior nursing students. She is a graduate of Duquesne's BSN and MSN programs, a member of Sigma Theta Tau and serves as treasurer for the School of Nursing Alumni Association.

YVONNE WEIDEMAN, MBA, RN

Instructor Yvonne Weidman was one of the first clinical instructors in School of Nursing's community-based BSN program. She has experience as a wound, ostomy and skin care specialist as well as extensive management experience in acute care, home health and home infusions. Weidman won both the American Cancer Society's Community Impact Award and Cancer Control Merit Award for her work with students and the American Cancer Society to provide cancer prevention education in underserved communities. She earned her BSN from Duquesne University and her MBA from Robert Morris University. Weidman is a member of Sigma Theta Tau and is currently enrolled in the DNP program at Duquesne University.

Dr. Lynn Simko and four alumni win Cameos of Caring Awards



Dr. Lynn Coletta Simko

Lynn Coletta Simko, PhD, RN, CCRN, a clinical associate professor in the Duquesne University School of Nursing, has won the 2008 Cameos of Caring Nurse Educator Award. The Duquesne University School of Nursing was represented among the awardees this year by four alumni along with Dr. Simko:

- Dr. Lisa Bernardo, N'78
- Donna Coda, N '82
- Cherie Lynn Fitzpatrick, N'78
- Linda S. Koharchik, N'04

Irene Fritzky Nursing Laboratory Dedication

The School of Nursing's state-of-the-art nursing laboratory has been officially renamed the Irene Fritzky Nursing Laboratory.

Alumnus Bob Fritzky, A' 79, provided a significant charitable gift for the laboratory and chose to name the facility in honor of his mother, the late Irene (Tucnik) Fritzky. The name change was marked at a dedication ceremony on July 11, 2008.



Dean Eileen Zungolo and alumnus Bob Fritzky in front of the dedicatory plaque of the Irene Fritzky Nursing Laboratory, established through his financial gift and named for his mother.

In remarks at the ceremony, Fritzky stressed that helping the University establish and maintain a nursing laboratory is a perfect way to honor his mother's memory. "Nurses were her first line of care," Fritzky said, explaining that during his mother's illness, the care nurses provided along with their compassion and professionalism was a blessing to his family as well as his mother.

The Irene Fritzky Nursing Laboratory houses a wide variety of instructional facilities, including several computer-controlled mannequins which mimic a wide variety of conditions—everything from childbirth to heart attacks—and allow instructors to manipulate vital signs and symptoms while student nurses make diagnoses and administer care.

For a closer look at the Irene Fritzky Nursing Laboratory, visit www.nursing.du.edu and take the virtual tour. ■

SIMULATION—Nursing Education's New Frontier

TECHNOLOGY FOR TODAY

Staying current with the latest medical technology can be a challenge for nurse educators. On the other hand, the latest technology—in the form of medical mannequins and simulators—can be a powerful learning tool, one that helps to insure that nursing students are well prepared for nursing practice.

Simulation, in fact, has become a key element in undergraduate and graduate nursing education everywhere. Underscoring that national and international trend to incorporate medical simulators and mannequins into the nursing education experience, the faculty of the Duquesne University School of Nursing has embraced simulation technology. ■



ANATOMICALLY CORRECT AND TECHNOLOGICALLY SOPHISTICATED

Human patient simulators are anatomically correct, often software-controlled, mannequins that possess many human-like features and can be used to teach a wide variety of nursing skills—including leadership and communication skills.

Traditionally, nursing lab experiences have focused on the development of specific technical skills or practice with materials and

devices to acquire manual dexterity in carrying out nursing procedures. It is now possible to devise learning experiences in simulated settings that give students the opportunity to practice and learn how to:

- Set priorities
- Delegate multiple tasks among a team of students assigned various roles
- Organize care for groups of patients
- Assess patient learning needs
- Evaluate patient support systems

SIMULATION IN THE FRITZKY LAB

In the School of Nursing's Irene Fritzky Nursing Laboratory, simulators are used in a wide variety of learning situations, including:

- Basic skills instruction, including vital signs and first cardiac arrest management
- Priority assessment
- Physical assessment techniques across the lifespan
- Pediatric home safety
- Anaphylaxis reaction
- Medication administration



Medical mannequins and simulators in the Fritzy Lab

- SimMan
- SimMan 3G
- SimBaby
- Pelvic Simulator
- NOELLE™ Birthing Simulator
- Nurse Ann Vital Sims – 3
- Vital Sim Child
- Vital Sim Infant

MATCHING CURRICULUM AND TECHNOLOGY

Complementing the use of simulators, the School of Nursing developed an innovative undergraduate curriculum, one that focuses on the health needs of people across generations, age groups and varying levels of health care. With considerable attention to primary care, the students develop a strong base in health promotion, disease prevention and physical assessment.

This community-based focus enhances students' skills in communication, interpersonal relations and provides a broad-based view of health care needs. While over the course of the four-year program the students have many inpatient experiences; they develop beginning skills in the provision of nursing services to acutely ill patients and have learning experiences with patients suffering long-term and chronic illnesses.

THE FACULTY (affectionately named the SimSquad) are:

- creating clinical simulation scenarios
- using assessment tools such as checklists, patient perception surveys and post-simulation assessment tools
- developing educational materials, such as learning manuals, for other faculty and clinical instructors
- developing standard patient protocols



Nursing faculty attended simulation training at the Medical College of Georgia under the direction of Lori Schumacher, PhD, RN, CCRN, associate dean for simulated learning innovations. After touring and observing nursing students in their simulation facilities, they collaborated with their simulation team to develop a simulation plan and various scenarios for our School of Nursing.

REAL EFFECTIVENESS THROUGH SIMULATION

The past few years have witnessed an impressive array of educational research programs studying the effectiveness and efficiency of simulators in nursing education. These studies have documented that students learn certain nursing procedures or health care interventions, as well or better, in a simulated environment, than they do in clinically based learning experiences with real patients in real clinical settings.

In addition to improving the safety of patients in learning situations by allowing students to learn from mistakes well before interacting with patients, simulation devices and related state-of-the-art equipment facilitates excellence in teaching and student learning in other ways, too. Specifically, medical simulators:

- Improve the quality of instruction in complex clinical diagnostic categories through high fidelity simulated scenarios;
- Enhance the efficiency of clinical instruction by providing in-depth preparation for clinical experiences; and
- Advance the learning potential of clinical assessment procedures by creating protocols for evaluating student achievement in a simulated environment.

Nurse educators have long known that innovations in learning technology and curricula are important factors for student and faculty recruitment and retention. And with so many clear benefits to using medical simulators, it is easy to see why students and faculty here at Duquesne as well as at other nursing schools are embracing this new technology.



*Front row: Maureen Leonardo, Rosanna Henry, Debby Lewis, Diane Colizza
Back row: Charles Larew, Tim Nagy (grant consultant), Carolyn Griffin, Kathy Wilt*

Student News

2008 Doctoral Graduates and Dissertations

CANDIDATES	DISSERTATION TITLE
Tanya Kathryn Altmann	<i>Nurses' Attitudes Towards Continuing Formal Education: A Comparison by Level of Education and Geography</i>
Virginia Sue Biddle	<i>Student Assistance Program Outcomes of Students at Risk for Suicide</i>
Susan Copley Cobb	<i>Social Presence, Satisfaction, and Perceived Learning of RN-to-BSN Students in Web-Based Nursing Courses</i>
Lana Marie de Ruyter	<i>Culture Care Education and Experiences of African American Students in Predominantly Euro American Associate Degree Nursing Programs</i>
Tammy L. Harding-Anderer	<i>Health Promotion and Disease Management in Primary Care: A Comparison of Nurse Practitioner and Physician Practice Patterns on Four Selected HEDIS Outcomes</i>
Kimberly Curran Hopeny	<i>Role Perceptions of Hospital Based Nurse Case Managers</i>
Suzanne Kathryn Kuhn	<i>The Process of Parental Bereavement Following the Violent Death of a Child</i>
Lorraine M. Martin-Plank	<i>Health Care Practices and Health Beliefs of Puerto Rican Women in Southeastern Pennsylvania</i>
Patricia Pasky McMahon	<i>Assessing College Students Readiness to Change Alcohol Use Behavior Related to Perceptions of Alcohol Effects on Sexual Assault</i>
Leigh Ann Chandler Poole	<i>Health Seeking Behaviors: Life Histories of African Americans Who Are Older, Have a Low Income and Live in Rural South Alabama</i>
Linda Clerici Radzvin	<i>The Occurrence of Moral Distress in Certified Registered Nurse Anesthetists</i>
Melanie Horbal Shuster	<i>Reliability of Urinary Bladder Pressure Measurement in Critical Care</i>
Leslie Susan Yetter	<i>The Experience of Older Men Living Alone: A Phenomenological Perspective</i>

Pink Ribbon Walk with Female Inmates

Along with Instructor Cindy Walters, 25 sophomore nursing students visited the Allegheny County Jail in October, Breast Awareness month, to teach female inmates about breast cancer. Manikins were used to show the women how to perform breast



exams. Almost 200 inmates participated in different breast cancer awareness activities, including a breast awareness walk inside the jail. In addition the nursing students raised over \$600 for the American Cancer Society Cancer Action Network. ■



Nursing Student Wins Heinz Scholarship

Nursing student Mary Beth Wargo was awarded the Vira I. Heinz Scholarship Program for Women in Global Leadership. Each year the scholarship provides \$5,000 grants so three Duquesne University sophomore women to participate in a summer study abroad experience and engage in a community internship. Wargo traveled to Guayaquil, Ecuador, where her learning experience focused on community health and Spanish. ■

Duquesne National Student Nurses Association (DUSNA) News

In 2008, DUSNA members attended the national NSNA Convention in Grapevine, Texas, and the SNAP (Student Nurses Association of Pennsylvania) Convention in Harrisburg, Pa., where DUSNA was recognized with a Gold Achievement, an award for chapters with the largest increases in membership. The chapter currently has over 120 members—the largest membership in many years. In addition, DUSNA has been active in several community service projects, including conducting a voter registration campaign, and will be sponsoring a trip to Harrisburg for a “Day on Capitol Hill.” Members are looking forward to the 2009 NSNA convention in Nashville, Tenn. ■

Center for Nursing Research – Update

Last year, for the first time in the history of the School of Nursing, the Center for Nursing Research (CNR) initiated an intramural grant program. Since then, the Center has awarded four grants to individuals and research teams in order to gather pilot data for external funding.

One faculty member was successful in obtaining funds through the Commonwealth of Universal Research Enhancement (CURE), a Pennsylvania State Health Formula Research Grant. Another received Duquesne University Faculty Development funds to analyze data collected over the past several years. The CNR sent two doctoral students to the 2008 Eastern Nursing Research Conference, held in Rhode Island, to give poster presentations at the early pre-dissertation poster session, and two other students have been selected through blind review to present at this year's conference in Boston.

In February 2008, a grand opening and dedication of the CNR was held for the academic community and friends of the School. The event was broadcast via streaming video on the CNR Blackboard Web site and archived on the CNR Blackboard site for all graduate students to view at their convenience. In addition, an IRB workshop was held in September for faculty and students of the MSN, DNP and PhD programs, and that event was broadcast and archived on the CNR Blackboard site.



Dr. Carolyn Nickerson and colleagues discuss her research project, "A Comparison of Role Perceptions of Nursing Students in Two Different Curricula."

The CNR continues to build its human resources and infrastructure. Over the past year we acquired two bio-statisticians to support faculty and doctoral students' research endeavors, as well as a grant writer. The Forum for Research and Scholarship continues to play an integral role in the development of the CNR. Mock reviews are held, and several research teams are developing grant applications for federal funding. A grant writing workshop is being planned for the spring semester. ■

Nursing Students in Nicaragua



John Holiday, second degree nursing student, and Shawna Murray, senior nursing student, are shown with a young resident of the barrio in Managua, Nicaragua.

In May 2008, nine undergraduate and second degree students participated in a 10-day community health experience in Managua, Nicaragua, under the guidance of faculty members Leah Cunningham and Karen Paraska.

In public health clinics, through visits to various hospitals and in the homes of families living in an urban barrio in Managua, the students worked and witnessed health care delivery in a developing country.

In the barrio, students learned how families survive with limited resources. Water supplies there are limited, electrical service is often disrupted, outdoor plumbing is the norm and large families often share the same bed in a small dwelling with a dirt floor and a leaking roof. Those conditions challenged students to use their health and community assessment skills to provide health education to the residents.

The students were in Nicaragua as part of an ongoing partnership with Universidad Politecnica de Nicaragua (UPOLI). Nine additional students are currently planning for this experience during the 2009 spring break. ■

on the move...

After 20 years of exemplary service, Joy Hahn, administrative secretary to the assistant dean, retired from the School of Nursing. Joy was the epitome of Duquesne's mission because she deeply touched the lives of students, graduates, faculty and staff. We will miss her and wish her well as she enjoys this new chapter in her life.



Joy Hahn and her husband Denny Hahn

Nursing Alumni Association

Proud of our Past and Preparing for our Future



Patricia L. Valoon,
RN, MSN

May 2009 bring peace and joy to each of us.

Since the School of Nursing's first class graduated in 1941, more than 4,300 nursing students have successfully completed their coursework in nursing

at Duquesne University. In addition, in a recent review of our alumni data, more than 2,300 of our alumni are still living in Pennsylvania. Many of you, I am certain, are in leadership roles, providing competent, skilled care for the residents of our state and proudly representing Duquesne University.

Our goal this past year has been focused on increasing membership, and many of you have heard from students and alumni board members as we launched our first ever phone-a-thon. As a result, we now have 172 paid members for 2009.

However, in order to strengthen our bond with alumni, we encourage you to go to our Web site or send the attached postcard to us. By becoming a Nursing Alumni Association member you will have the opportunity to participate in our future program planning for alumni as well as students enrolled in the School of Nursing.

Our goals for these next couple of years are simple, but they are necessary to provide the infrastructure for our association. They include:

- Planning local programs to reach out to alumni and students;
- Using technology to improve communication; and
- Increasing our membership to 400 (10 percent of the alumni) by 2010.

I am honored to serve as president of the alumni association for a school that provided me with a sense of commitment to make a difference in the nursing profession. However leadership is not a solo act—it is a team

performance. We have a long way to go to get to our goal of 400 members.

We have an enthusiastic and creative alumni board, but we also need your support if we are to fulfill our mission. So, please plan to visit our Web site and e-mail us or write us; send us your ideas and suggestions about how you would like the alumni association to serve you better. Your classmates would love to know what you are doing in your nursing career, or as a parent or grandparent—and about your adventures since they last saw you. So let us hear from you!

Patricia L. Valoon, RN, MSN
Nursing Alumni Association President

After retiring from her position as senior administrator and director of nursing at New York University Medical Center, Patricia Valoon served as the executive director of the New York Organization of Nurse Executives and president of the NYU Medical Center Auxiliary. She is an active member of the Social Justice Committee at East Liberty Presbyterian Church.

2008–2009 Executive Board Nursing Alumni Association

President: Patricia L. Valoon, RN, MSN

President Elect: Patty Schlicht, RN, MA

Immediate Past President:

Kay Streb Dieckmann, RN, MSN

Secretary: Terri Morris, RN, MSN

Treasurer: Cynthia A. Walters, RN, MSN

School of Nursing Representative:

Leah Vota Cunningham, RN, MNEd

Board Members:

Martha Fusca Aggazio, BSN

Gerry Angel, RN, PhD

Deborah Kumer Coltrane, RN, MSN, MBA

Leah Vota Cunningham, RN, MNEd

Kay Streb Dieckmann, RN, MSN

Sr. Louise Grundish, RN, MSN

Amber Lerach, BSN, CCRN

Amy Shultz Morgan, RN, MSN

Virginia Doman Pavlick, BSN, CET

Joyce Timko, RN, CRNP

What Can You Do?

Here's how School of Nursing alumni can get involved.

- Update your contact information
- Share your news with current alumni
- Stay up to date with our news and events
- Be a mentor to new students
- Attend homecoming
- Attend meetings
- Share your ideas with any of our alumni board about how we can better serve you
- Provide a testimonial to share with your classmates and new students

Be sure to tell us:

- An amusing story about something that happened while you were here
- What you enjoyed most about academic life at Duquesne
- How your experience influenced you and prepared you for your career or family life
- Other specific benefits you would like to share with potential students

Consider being a Clinical Preceptor for undergraduate or graduate students.

Contact Madelyn Gibson Antonich, Clinical Coordinator

412-396-6536 • gibsonantonichm@duq.edu

Kay Streb Dieckmann, Distinguished Alumni Award Honoree



*Kay Streb Dieckmann,
BSN '72
Duquesne University
School of Nursing*

The campus of Duquesne University in the spring of 1972 looked very different than the beautiful campus of today, but the motto of the University reached the hearts and

minds of the graduating students as powerfully and effectively then as now.

The motto, “It is the Spirit that gives life,” was lived out in excellence in education, a call to service, concern for inclusiveness and a genuine care for all. Students of the 1970s were sent forth from this University with a strong commitment to make a difference in the world where they would live, work, raise families and minister. It seems that no graduate took this message more seriously than the woman we nominated for the Distinguished Alumni Award.

Kay Streb Dieckmann has through the years exemplified the virtues so important to the life of this University. An advocate of lifelong learning Kay continued her education,

receiving a MSN in 1979. Her career spanned many aspects of nursing—hospital care, nursing administration and home care. She currently serves as adjunct faculty member and a volunteer in the RN+WIN program.

A dedicated nurse, Kay carried out the responsibilities of each nursing position with diligence and responsibility. Aware that nurses and nursing can make a difference if one is

“Kay has through the years exemplified the virtues so important to the life of this University.”

willing to take the challenge and go beyond the 40-hour week, the well deserved pay check and the usual job description, Kay continued to volunteer in many areas so that the voice of nursing would be heard. She has been particularly active in the reactivation of the Nursing Alumni Association.

One would wonder how—in a day when so many of our profession complain of burn-out and oppressive schedules—Kay worked in nursing, cared for her husband, home and family. Her four children could always count on her to be there for their events. She has given endless hours to volunteer work for Catholic education, particularly at Our Lady

of Grace Parish, Seton-La Salle High School and Duquesne University. Additionally, she is active in her parish as a Eucharistic Minister both at liturgy and to those homebound and in hospitals. She is a member of the Our Lady of Grace Christian mothers and was once president of the Our Lady of Grace PTG. She is also willing to roll up her sleeves to help at fish fries and festivals.

We honor Kay for her leadership, her wonderful organizational abilities, her ability to be inclusive and to recognize all who come to her in need. Kay demonstrates a calm, efficient, compassionate presence, which embodies the virtues and principles that have been the cornerstone of Duquesne University from the beginning.

She has served on the Nursing Alumni Association Executive Board, organized our alumni breakfast and met for endless hours to find ways to make the Nursing Alumni Association more visible. In addition she served as our president with dedication, organization, dogged determination, a quiet calm demeanor and a ready smile.

Today, believing that “It is the Spirit that gives life” and that Kay exemplifies the heart, mind and spirit that make Duquesne special, we are proud to invite Kay Streb Dieckmann to accept the Duquesne University School of Nursing Alumni Distinguished Alumni Award. ■

Checking in with ... Janet Kelly, N'68



Janet Kelly, N'68

When I was asked to write something for this newsletter, my first thought was to tell of my long experience in information technology. For almost 30 years I worked implementing and supporting information systems at NYU Medical Center in Manhattan. NYU was an early pioneer in the use of computerized information systems on the patient care units and in all ancillary departments, and we were the first medical center in the country to mandate all electronic order entry by

the physicians themselves, thus saving the nursing staff significant time deciphering handwriting and transcribing orders.

But this assignment got me thinking of my other nursing experiences, and it is my first one that I'd like to share with you. After graduating from Duquesne in 1968, I returned to New York and began work at Columbia-Presbyterian Medical Center in Manhattan on their infectious disease unit. It was a diverse and exciting experience for a new graduate because we cared for patients with a wide range of diseases from all the clinical specialties. It was here that I cared for and tried to comfort patients who still wore tattooed numbers on their arms and who continued to have horrendous nightmares, reliving their time in concentration camps during WWII. I can still clearly see some of them, continuing to suffer as I tried unsuccessfully to offer comfort and erase their memories. It was here that I cared for my first patient in an iron lung, still suffering from the results of polio, a disease that many of us escaped because of a new vaccine we received as children.

It was here that I met and cared for a critically ill American missionary nurse. She had become ill in Africa with an unknown virus after caring for another missionary with similar symptoms, which had rapidly progressed resulting in death. The decision had been made to transport her back to the United States for treatment and admit her to Columbia-Presbyterian. Blood and tissue samples were to be sent to the Yale Arbovirus lab in New Haven, Conn., where research to identify the virus would be done.

When the missionary nurse arrived on our unit she was gravely ill and we were instructed to use the strictest isolation techniques as this was already recognized as an extremely virulent virus. By now two missionary nurses in Africa had died after caring for patients with similar symptoms. Over the course of more than two months, our patient's temperature rose to 107 degrees, and she developed internal bleeding, pneumonia and multi-organ involvement. All we could do was to treat her symptomatically and miraculously she gradually improved. It was there that I saw and understood first hand, the importance and the power of good nursing care.

Shortly after her discharge, another patient, a Yale researcher, was admitted to our unit with similar symptoms. He quickly became gravely ill, and the suspicion of Lassa virus, the new virus Yale researchers had isolated, was on everyone's mind. But Yale had not as yet been able to isolate the virus from samples taken from their researcher. Despite the lack of a definitive diagnosis, a difficult decision was reached to transfuse the gravely ill researcher with serum from our missionary patient's blood. In a little more than 24 hours, the researcher's condition dramatically improved and the diagnosis was made that he too had Lassa fever. Sadly, later that year, another worker at the lab in New Haven who was visiting Pennsylvania for the holidays, suddenly became gravely ill and died within days, and the diagnosis of Lassa fever was made after his death. All research at Yale stopped and moved to the CDC in Atlanta. Researchers finally isolated the source of the virus to a species of rodent found in the African bush, and rodent control and eradication measures began.

I'm semi-retired now and living on Cape Cod in Massachusetts; a long way from New York and Columbia-Presbyterian both in miles and in years. But to this day, I still, on occasion, hear of an outbreak of Lassa fever in Africa and think back to those days working in the infectious disease unit. What a terrific experience it was!

It's your turn now, to share with us a piece of your Nursing history. We're looking forward to the next newsletter and reading your story. ■

Find out about your classmates at:
www.nursing.duq.edu

The screenshot shows the School of Nursing website. At the top, it says "Find out about your classmates at: www.nursing.duq.edu". Below that is the "School of Nursing" header with navigation links: "About DU", "Academics", "Admissions", "Student Life", "Alumni and Giving", "Search", and "Home". There are also links for "Home Resources", "DU Daily & Events", "Athletics", and "Newsroom". The main content area is titled "ALUMNI ASSOCIATION" and includes links for "Alumni News | Events | Officers | Dissertations", "Where Are They Now?", and "Alumni Home". A section titled "Where Are They Now?" asks "Ever wonder what your former classmates are doing today? Simply choose the graduation year and read about your nursing colleagues. Let us know what is happening with your career by completing our online Alumni Association Information Update form." Below this is a table of graduation years and a list of alumni for the years 2000 and 2001.

2000-2008	1970-1979	1950-1959
1990-1999	1960-1969	1941-1949
1980-1989		

2000-2008

2000

Erin Flanagan - Reno, NV
Travel nursing ICU, CCRN

2001

Nichelle (Nancini) Kieker - New Castle, PA
School nurse at New Castle Senior High School

Erin Schomaker - Freshfield, ND
Currently employed as a traveling nurse.

1968 Class Reunion

by Kathy Lacey, N'68

With an old alumni directory in one hand and a yellowing composite picture of the Duquesne University School of Nursing class of 1968 in the other, I decided I was going to try to contact as many of my fellow graduates for Duquesne Homecoming to celebrate our 40th year.

There were 44 pictures in that composite photograph and I think I was able to connect in some way with more than half. One person picked up the phone (she had worked the night before) and had to put the phone down and then came back on saying, "I thought I was dreaming."

At Homecoming in October 2008, 15 classmates came to the School of Nursing Alumni Breakfast to share wonderful stories of the past as well as to catch up on our current family happenings. We showed pictures of families, and brought our caps and freshman beanies. (It took awhile for the class to quiet down to get the breakfast program started—we always were a rowdy bunch.) Thanks to the School of Nursing faculty and students and the Nursing Alumni Association for such a warm welcome.



Class of 1968 at alumni breakfast:

Maureen (Koury) Brinkman, Joanne (Rocco) Baker, Maryanne McGowan, Beverly (Maxwell) Courtney, Maureen Burns, Mary Jo (Krah) Cavanaugh, Carol (Neuenhaus) Strobeck, Kathleen (Wilson) Delattre, Ann Louise (Helm) Anderson, Mary Anne Hugo, Kathy (Cunniff) Lacey, Mary Jo (Hurray) Jacobsen and Virginia Tay

What a class! The 15 who were present are an accomplished group—PhD's, deans of colleges, university professors, university researchers, school nurses, hospital educators and one physician. Most have some kind of certification and post-graduate education. Some are retired from nursing (I like to call it refocused, not retired). A great many of the women in our class served our country in the Armed Forces and many served in Vietnam. Our sincere thanks goes to those women who made us proud to be nurses during a troubling time in our country's history.

We shared some wonderful stories, and one was particularly touching. A fellow

nursing student was transferring into nursing and having a hard time staying in school due to family problems. We suggested she see Assistant Dean Alice Feehan who many will remember as a great mentor to many of us during our years at Duquesne. After exhausting some other avenues within the University system, Feehan actually wrote the student a personal check for \$500. When the student went back

many years later to see her, it was difficult for her to remember her personal act of generosity. She said, "That had to be the year my father died...that was the only year that I had \$500 in my checking account."

I hope we can all meet again this fall at Homecoming. I would like to have even a larger turnout from our class. I have heard from many of you that you are still carrying a warm glow in your hearts from the time we spent together.

Please consider this challenge for the Class of 1969: connect with your fellow classmates for Homecoming 2009. You will not regret it. ■



We're looking for leaders.

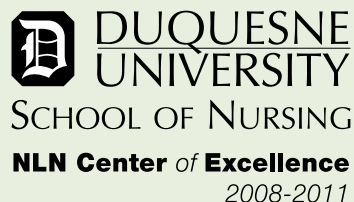
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Duquesne University School of Nursing is currently seeking the following:

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- **Full-time, tenure-track faculty positions at the Assistant or Associate Professor level beginning August 2009**
- **Part-time clinical positions**

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For more information, please contact Susan Hardner at 412.396.4945 or nursing@duq.edu.