

ACHIEVEMENT FAR BEYOND MEASURE



Stony Brook
School of Nursing



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MESSAGE FROM THE DEAN

Dear Friends, Colleagues and Community Members:

In this changing world, the field of nursing has gone far beyond what many of us could have imagined just a handful of years ago. Nurses are not only caretakers; more than ever, they also are leaders, innovators, researchers, and decision-makers.

When the Stony Brook University School of Nursing was born, few could have predicted the possibility of online learning. But here in 2016, we are ranked 10th nationally for Best Online Graduate Nursing Programs in *U.S. News & World Report*. It's an honor that is thoroughly researched, judging schools on the basis of five criteria: student engagement, faculty credentials and training, peer reputation, student services and technology, and admissions selectivity.

In these pages, you will see examples of all that and more. Read about nurses and students taking their skills to Ecuador and Tanzania. Learn how our students are working interprofessionally to address the needs of senior citizens and to prevent the unnecessary deaths of young adults. Meet Ashley, an Air Force service member whose healthcare career was inspired in Afghanistan, and find out how she combines her pursuit of both careers today. And for an up-close look at the online offerings that earned so much praise, read about Dayle, a student who found that online education was her solution to meeting professional goals while juggling a very busy life.

You will also learn about our active involvement in a University-wide campaign to raise \$600 million. As a vital part of the campaign, the School of Nursing will raise \$4.7 million before June 2018. The School of Nursing alumni board will be reaching out to alumni, community partners and friends to meet our goal. Your support in this effort will help to provide accessible education to future generations of nurses and help to solidify our research program.

It is my honor to represent a school so committed to nurturing lifelong learners and exemplary leaders, researchers and administrators. I hope that reading the stories on these pages will make you as proud as I am to be part of Stony Brook University School of Nursing.

Sincerely,

Lee Anne Xippolitos, RN, PhD, PMHNP, CNS, NEA-BC
Dean, School of Nursing



By Carol Della Ratta, PhD, RN

IN IT TOGETHER

Students and faculty “flip the classroom” with team-based learning.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

These wise words have guided many a successful teaching career, and their timeless wisdom is particularly true in the world of nursing education. And now, the Stony Brook University School of Nursing is using Team-Based Learning (TBL) to help students not only to retain information, but also to know it from all angles.

First introduced by the undergraduate faculty three years ago, TBL immerses students in real-world problem solving and knowledge application. In taking this

approach, students spend the majority of classroom time using course concepts to solve problems while refining important professional competencies.

Although relatively new to nursing, TBL was developed in 1979. It consists of four main components that encourage student accountability: readiness assurance, properly used teams, peer evaluation and application exercises.

How It Works

First, in order for students to apply course content to solve problems, assigned course material must be mastered



WITH MATERIAL REVIEWED IN ADVANCE, TIME IN THE CLASSROOM IS USED FOR PROBLEM SOLVING IN TEAMS.

prior to classroom activities. The readiness assurance process ensures that students prepare prior to class. An Individual Readiness Assurance Test is given at the start of class, immediately followed by a Team Readiness Assurance Test.

Second, the use of permanent teams helps to facilitate effective group process over time. Ideal teams consist of five to seven student members who do not have previously established relationships. In order to promote cohesiveness and self-management skills, student teams are permanent for the entire semester.

Third, to ensure student accountability to their peers, a peer evaluation process allows each student to submit written reviews on the contributions of each of their team members. More than just casual feedback, these evaluations are incorporated into final grades.

The final component of TBL is effectively designed application-based exercises that promote critical thinking and student engagement.

The Benefits Become Clear

Carol Della Ratta, a faculty member for more than 25 years, says that using a student-centered, small group discussion method approach such as TBL is essential to prepare students for clinical practice and to promote lifelong learning skills. This became evident to her during the first session of TBL in fall 2012.

“As a result of the readiness assurance process, students arrived to class more prepared than ever before,” she says. “Now they were able to spend classroom time having more informed discussions to solve clinical scenarios, while developing important professional competencies such as interpersonal and teamwork skills.”

This approach is important for nursing students, who face careers that are increasingly complex and demanding.

“Preparing students to recognize and appropriately respond to salient issues in patient encounters won’t happen with only the use of lecture-driven teaching methodologies. As educators, isn’t that our goal?” she says.

Addressing the Challenges

Making the transition to an entirely new classroom approach can be challenging for students, and this was reflected in their course evaluations after the first semester of TBL. While several students reported positive feedback, most did not. Specifically, the lack of a lecture presentation was cited as a barrier to their learning.

To address student concerns while remaining committed to TBL, Della Ratta added a component of the “flipped classroom” by releasing a narrated PowerPoint presentation one week prior to each TBL session. Students remained accountable for the assigned chapter reading; however, now they also had access to a lecture of sorts.

This “flips” the typical classroom experience by having students view the presentation on their own time and use class time to work with their teams on problem solving. In subsequent student evaluations, students had praise for this approach. As one student said, “I really like having the narrated presentation to go back to when I am studying for an exam or if I didn’t understand everything in class.”

Sustaining the Flipped Classroom

Implementing a flipped classroom using TBL for the first time requires considerable preparation on the part of faculty. Developing and narrating informative PowerPoint lectures can be time consuming. Preparing team application activities requires additional thought and creativity.

To support one another and share ideas, several of the undergraduate faculty members formed a faculty learning community to discuss teaching strategies.

“The evolution to an active classroom is a shift for faculty as well as students,” says Della Ratta, who co-leads this learning community with David Myers, clinical instructor and director, clinical skills lab and simulation. “Supporting one another sustains our enthusiasm and helps build momentum for this important initiative.”

And the hard work, for faculty and students alike, results in outcomes that have made TBL a time-honored approach. Teamwork that values diverse perspectives, skill sets and approaches helps to create better teachers, better students and better nurses.

By Cheryl Meddles-Torres, DNP, APRN, FNP-C

WORKING TOGETHER TO SERVE THE UNDERSERVED



THE TEAM ADMINISTERED TO MORE THAN 350 PEOPLE, PROVIDING CARE THAT INCLUDED EVERYTHING FROM PEDIATRIC CHECKUPS TO HERNIA REPAIRS.

A student and her faculty mentor join an interprofessional team of volunteers in Ecuador.

Giving back, especially to underserved populations, is a value that is enthusiastically cultivated at the Stony Brook University School of Nursing. Sometimes it is done in local communities; other times it goes far beyond.

For adult nurse practitioner student Elizabeth Bonilla, RN, and her faculty mentor, Cheryl Meddles-Torres, DNP, APRN, FNP-C, the desire to serve took them all the way to Guayaquil, Ecuador. The pair traveled on a mission with Blanca's House, a nonprofit organization that provides interprofessional care to underserved populations. Blanca's House was founded by a certified registered nurse anesthetist named Gallo Burbano, who named it after his mother. The group's hard work and dedication has brought many successful outcomes to people who would otherwise never have had the opportunity to seek modern healthcare.

The five-day mission provided both medical and surgical care to local families. The healthcare team consisted of physicians, advanced-practice nurses, physician assistants, registered nurses, pharmacists and other volunteers. Care was provided in the clinic at Blanca's House in the following specialties: general medicine, pediatrics, women's health and dermatology. The clinic also handed out gifts for "Christmas in September" to local children, and junior volunteers visited children in local orphanages to provide school supplies. More than 350 people were cared for in the three days the clinic was open, and referrals were made for future surgical missions.

The surgical mission provided a variety of procedures, including reconstructive surgery for cleft lip/palate, surgical revision of scars, laparoscopic cholecystectomies and hernia repairs. All the patients who were treated would in most cases never have had the opportunity to receive surgical interventions without the hard work of the volunteers of Blanca's House. The team provided care from pre-surgical screening/testing to pre-op, intra-op, post-op/recovery, to overnight stay and discharge.

For Bonilla, it was an incredible opportunity to work with established professionals in a unique setting. In her first clinical semester, she had the chance to provide



BONILLA (LEFT) ENJOYED THE OPPORTUNITY TO WORK WITH ESTABLISHED PROFESSIONALS TO PROVIDE SERVICES TO LOCAL FAMILIES.

primary care with the medical residents, work alongside a women's health nurse practitioner, and examine a variety of skin conditions with the dermatologist. She also worked closely with her faculty mentor — a family nurse practitioner — to provide care to the parents of the children being examined.

"It was truly a heartwarming experience," says Meddles-Torres. "As a practitioner, I was humbled by the patients I encountered. Some had traveled so far, many miles and days, to receive care."

Meddles-Torres says the experience was also invaluable to her as a faculty member.

"As an educator, it was a great opportunity to teach while working with the students in a clinical setting," she says. "You are actually showing them how you provide care, using clinical guidelines and evidence-based practice. It sets the standard of what you would expect of them in a clinical setting. With the many variances of how preceptors practice in primary care, many students are unsure of what their roles are or how much autonomy they have as nurse practitioners."

Goodwill and positive attitudes were abundant throughout the mission, which cultivated not only valuable skills in every student and provider, but also strong interprofessional relationships and avenues for learning from other health professions.

By Ken McDowell

LEADING BY EXAMPLE

A nurse practitioner draws on his own experiences to be a top-notch preceptor for students.

For nursing students, working with a preceptor is an essential and memorable part of the learning process. In nursing education literature, preceptors are often described as mentors, clinical educators and nurturers.

Preceptor Brendan Keys, RN, FNP, certainly fits that description. Keys recalls from his own education the importance of high-quality clinical placements.

“I was exceptionally lucky in finding my preceptors,” he says. “With so much learning now done on your own, a preceptor is a teacher to further explain ideas and concepts.”

Service is a value that weaves through Keys’ professional career. He was employed as a Nassau County Police ambulance medical technician and then earned a BSN from Adelphi University in 1984. Upon graduating, he began work with the New York City Fire Department, eventually retiring at the rank of captain in 2002.

“In the fire service,” Keys says, “everyone is a preceptor or mentor. It is the culture to take the new firefighters and show them the ropes. In both jobs, one can read about a task many times, but to safely perform that task with guidance is by far the best learning method.”

While serving with the fire department, Keys worked part time as a nurse in a range of clinical settings. In 2001 he was admitted to the Master of Science in Advanced Practice Nursing, Family Health, Nurse Practitioner Program, graduating in 2003 among the top in his class.



KEYS GUIDES STUDENTS LIKE KERI O'CONNELL, WHO IS IN THE ADVANCED PRACTICE NURSING IN ADULT GERONTOLOGICAL HEALTH PROGRAM.

Shortly after graduation, Keys was offered a position with a medical practice where he had enjoyed a preceptor experience the previous year. That is where he serves as preceptor for students today.

“I offer our practice as a place to set up your rotations and not have to worry about one thing,” he says.

“Guiding a student through an exam of a patient with an unusual condition, and seeing the moment the student understands what he or she is listening to, is a cherished memory for me.”

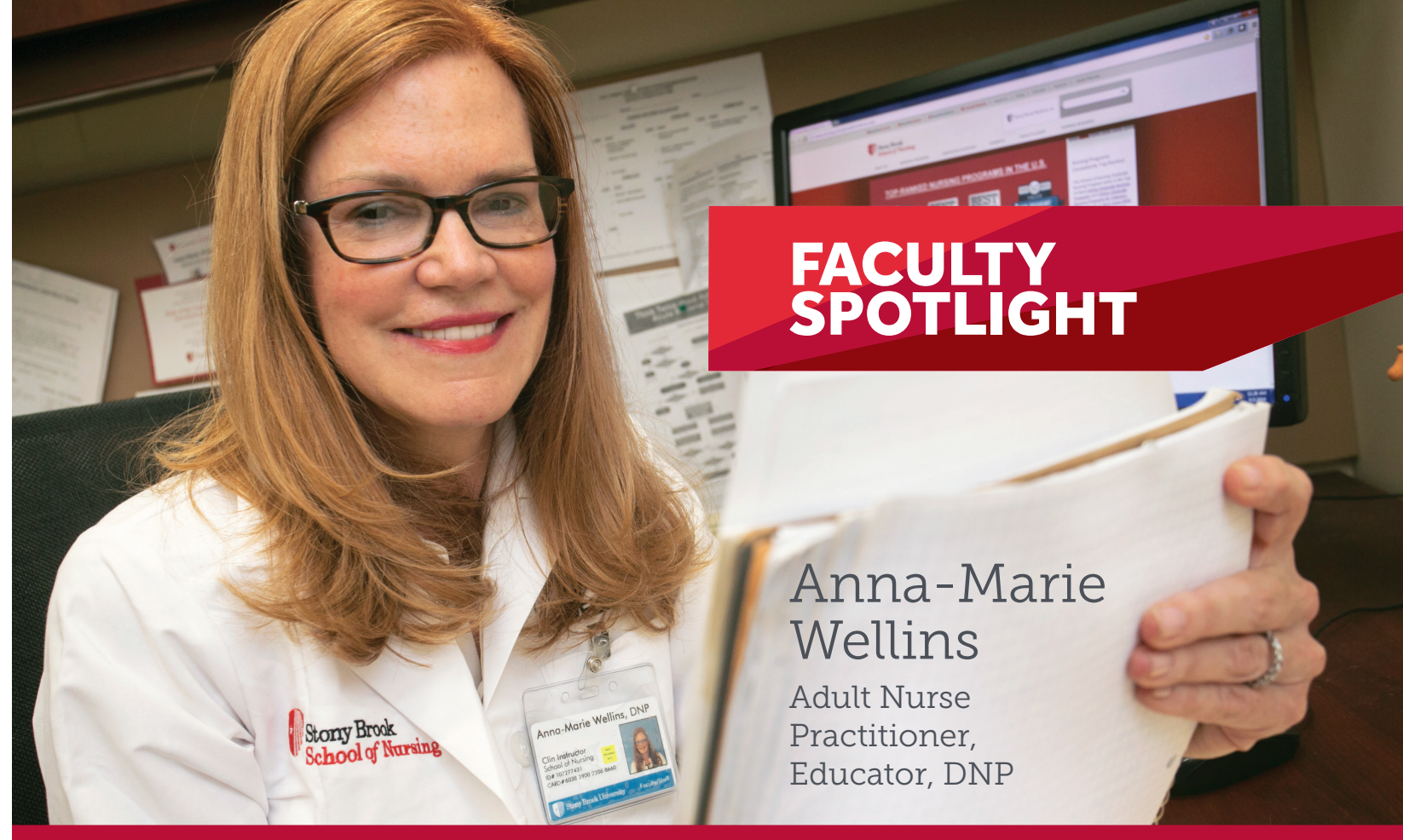
In 2013 Keys was recognized as Nurse Practitioner of the Year by the Long Island Chapter of the Nurse Practitioner Association of New York, where he is now the chapter’s president-elect. He plans to promote nurse practitioner preceptorship in his leadership there.

“The student wants to see and experience what a nurse practitioner does in real life,” he says. “By showing them your day-to-day job, you will expose them to ideas they had not seen or thought of. It is also a great way to stay current on the ideas and best practices, which are coming out so rapidly today.”

Students and faculty alike have praised Keys’ teaching and clinical skills, as well as the personal qualities that make him so good at what he does.

“I challenge them to investigate what they see and hear and it clarifies the book learning,” he says. “You have to let them stretch their wings under your guidance so that they can gain confidence for the day they are on their own.”

FACULTY SPOTLIGHT



Anna-Marie Wellins

Adult Nurse Practitioner, Educator, DNP

Anna-Marie Wellins joined the faculty of Stony Brook University School of Nursing in fall 2015 as a clinical instructor in the Advanced Graduate Nursing Education program. She had just completed her doctorate in nursing practice the year before with a project that investigated the effect of education on adherence to continuous positive airway pressure in adults with obstructive sleep apnea. Wellins now presents nationally on her work with patients who have this condition.

Wellins is teaching a freshman seminar course, “Health Disparities and Extreme Poverty,” during the spring semester of 2016 for the Undergraduate College for Global Studies at Stony Brook. Freshman seminar courses are a central part of the first-year student’s experience. National research data suggest that curricula containing small-group seminars foster meaningful student-faculty relationships. This positively influences not only student persistence and graduation rates, but also improves students’ overall satisfaction with their educational experience.

Before joining the faculty, Wellins worked full time for more than three years in primary care as an adult

nurse practitioner in Sag Harbor. In 2014, in her clinical practice she became increasingly interested in tick-borne diseases due to their high prevalence on the East End of Long Island.

She is a member of the East End Tick Advisory Council, which serves to educate healthcare professionals and the community on tick-borne disease diagnosis, treatment and prevention. She is also serving as co-investigator in a study funded by the National Institutes of Health with Rutgers University on Lyme disease, with the goal of developing an accurate blood test to diagnose the condition early and prevent potentially devastating complications.

Wellins earned her bachelor’s degree from the College of Mount Saint Vincent, followed by a graduate degree in nursing education from Teachers College, Columbia University. She completed her master’s degree in adult health at Stony Brook University.

She has volunteered for many medical missions to Zambia and Honduras, and has had extensive work experience in various roles in education, critical care and leadership.

With an enduring passion for learning, teaching, research and patient care, Wellins is an excellent example for the students she serves.



FROM LEFT: XIPPOLITOS, DUFFY AND MARINO WITH AACN'S DEBORAH TRAUTMAN, RN, PHD, FAAN, AND EILEEN BRESLIN, RN, PHD, FAAN

By Marie Ann Marino, EdD, RN, PNP, and Margaret Duffy, MS, RN, NEA-BC

AN EXEMPLARY ACADEMIC-PRACTICE PARTNERSHIP

Stony Brook University School of Nursing and
Stony Brook University Hospital honored for their alliance

October 2015 brought a great honor to Stony Brook University School of Nursing and Stony Brook University Hospital: That's when the two received the 2015 Exemplary Academic-Practice Partnership Award from the American Association of Colleges of Nursing (AACN).

This recognition is awarded to member institutions involved in highly productive academic-practice partnerships, and in acknowledgement of an innovative

and sustained relationship that extends beyond clinical placements to demonstrate measurable positive outcomes. Lee Anne Xippolitos, PhD, RN; Marie Marino, EdD, RN; and Margaret (Peg) Duffy, MS, RN, NEA-BC, accepted the award at the October 2015 Fall Semiannual Meeting of the AACN in Washington, D.C.

The foundation of this academic-practice partnership was solidified in 2010, when an agreement was implemented to address issues through mutual goal setting and sharing of

resources. Senior leadership from both entities established an organizational structure, aligning the mission and vision of the hospital and the school.

The goals of the partnership are to: 1) respond to challenges inherent in patient-care delivery; 2) develop systems improvements that increase quality and safety and reduce cost; and 3) increase research capacity through the development of a collaborative research infrastructure.

To demonstrate mutual investment and commitment, a memorandum of understanding (MOU) was established between individual academic and practice units. This MOU formalized relationships, delineated joint accountability and created opportunities for shared responsibilities, governance and decision-making.

The partnership was formalized through participation as academic and clinical partners in Nursing Faculty and Clinical Partners Improving Healthcare Together: The Dartmouth Institute Microsystem Academy. For the pilot project, the goal was to improve the process of patient- and family-centered care on an inpatient medical oncology unit. The primary aims were to improve patient-care processes and strengthen quality and safety knowledge in the undergraduate and graduate curricula. An intervention was implemented, and results indicated



THE EXEMPLARY ACADEMIC-PRACTICE PARTNERSHIP AWARD IS GIVEN TO RECOGNIZE HIGHLY PRODUCTIVE RELATIONSHIPS BETWEEN NURSING SCHOOLS AND HOSPITALS.

improvements in the rates of patient falls and unit-acquired pressure ulcers. Improvements were also noted in patient and staff satisfaction rates, patient and staff communication, and nursing workflow.

With abundant expertise in both academic and clinical arenas, the partnership enjoys a deep commitment to lifelong learning. In 2012 both entities jointly prepared for initial accreditation of the hospital's Post-Baccalaureate Residency Program by the Commission on Collegiate Nursing Education. Key members of the partner units have joint appointments on committees overseeing research, education and best practice. Sustainability of the partnership's efforts is demonstrated through a model of shared resources that includes non-salaried faculty appointments of hospital professionals to the school and offset for faculty serving in dual roles. Dedicated Education Units at the hospital provide nursing staff the opportunity to serve as clinical teachers of students on these units.

The scientific foundation of nursing has also been enhanced through joint research studies. In 2014 the hospital served as a site for the "STAR-2: Small Troubles, Adaptive Responses" national research study, which aimed to identify frontline failures to improve patient safety and quality.

By capitalizing on the extensive skill, experience and commitment represented by their respective organizations, Stony Brook University Hospital and Stony Brook University School of Nursing have forged an alliance that values seamless academic progression, innovative research, influential leadership and the utmost in quality care.

By Pat Bruckenthal, PhD, APRN-BC, ANP, FAAN

THE PURSUIT OF KNOWLEDGE LEADS TO HIGH HONOR



SELEY HAS GARNERED RECOGNITION AS A NURSE EXPERT IN INPATIENT GLYCEMIC MANAGEMENT IN THE UNITED STATES AND ALL OVER THE WORLD.



SELEY'S INDUCTION AS A FAAN IS AN HONOR BESTOWED ON LESS THAN 1 PERCENT OF ALL NURSES.

An alumnus builds her career on research and evidence-based practice, earning an induction into the American Academy of Nursing.

Invitation as a fellow into the American Academy of Nursing is one of the highest honors achieved in the nursing profession. An honor bestowed on less than 1 percent of all nurses, it represents the distinguished leadership of those who have made outstanding contributions to the profession and to healthcare itself.

Jane Jeffrie Seley, DNP, MPH, GNP, BC-ADM, CDE, CDTC, FAAN, a graduate of Stony Brook University School of Nursing, received this honor at the Academy's annual policy conference on October 17, 2015. She was among 163 outstanding thought leaders representing all 50 states, the District of Columbia and 24 countries.

Seley is a diabetes nurse practitioner and directs evidence-based practice in diabetes/hyperglycemia management at NewYork-Presbyterian Hospital. Throughout her career, she has been devoted to diabetes care and management. In 2004, coinciding with her appointment as inpatient

diabetes nurse practitioner and educator at NewYork-Presbyterian, the first inpatient diabetes position statement was published. Although recommended goals were delineated, there was little information or research on how to achieve them. Seley began to explore how hyperglycemia was managed and identified numerous barriers. She began to test her ideas through numerous quality improvement initiatives, research and consultation with colleagues across the globe.

During this time, she assumed leadership roles on interprofessional teams with the American Association of Diabetes Educators, served as lead author on the Inpatient Diabetes Position Paper, chaired the inpatient specialty practice group, provided expertise on the Endocrine Society Writing Group to develop its guidelines, and was the nurse co-lead on the Society of Hospital Medicine Glycemic Control and Care Coordination mentoring project for implementing best practices and mentoring clinicians in 10 hospitals regarding their use.

Seley's leadership and interest in technology led her to provide testimony at FDA public hearings on meaningful use of diabetes technology, specifically on the accuracy of insulin bolus calculators and home glucose meters. This led her to serve on a steering committee to develop a protocol for ongoing blood glucose meter accuracy, and discussions with the Centers for Medicare and Medicaid Services and the Food and Drug Administration regarding future accuracy standards for point-of-care glucose meters in the ICU. These activities, among others, have garnered her recognition as a nurse expert in inpatient glycemic management in the United States and all over the world.

The Diabetes Technology Society asked Seley to develop a certification course for diabetes technology clinicians and assist in writing the certification examination. This initiative launched in 2013 and has certified more than 300 clinicians throughout the world. Her doctoral project on nurse practitioners and insulin therapy has been presented at local and national scientific meetings and has changed the way diabetes education is provided to clinicians at NewYork-Presbyterian Hospital.

Academy fellows are among the nation's most highly educated citizens; more than 90 percent hold doctoral degrees. Seley's induction is a point of pride for Stony Brook University School of Nursing, where she was guided to her doctorate in nursing practice. Her career exemplifies the Academy's mission to serve the public and nursing profession through the advancement of policy, practice and dissemination of knowledge.

By Lori Escallier and Ashley Dunscomb

A TRADITION OF SERVICE, A CALL TO CARE

A veteran discovers her healthcare calling in Afghanistan, and continues her military service with a new vision.

DUNSCOMB'S INTEREST IN A HEALTHCARE CAREER WAS PIQUED IN THE AIR FORCE, WHERE SHE SAW MEDICAL PERSONNEL TENDING TO WOUNDED SOLDIERS.



DUNSCOMB SIGNED ANOTHER SIX-YEAR CONTRACT WITH THE AIR FORCE SHORTLY AFTER GRADUATING IN 2015.

For military veterans, the years spent in service offer an opportunity to build skills and gain confidence that will serve them well in any chosen career. And with a grateful nation in ever-growing need of quality healthcare, a career in nursing seems like a natural fit for many service members deciding what's next for them.

Funded by the Health Resources Services Administration (HRSA), Stony Brook's Veteran to Bachelor of Science program was designed to increase the enrollment, retention and educational success of veterans. With the collective efforts of the HRSA, Department of Defense and Department of Veterans Affairs, Stony Brook's program increases opportunities for veterans to make the transition into nursing careers.

Ashley Dunscomb was enrolled in the first cohort of students admitted to the program in 2014. Her military career had begun in October 2009, when she enlisted in the U.S. Air Force Reserve. Military service is a time-honored tradition in Dunscomb's family. Her father had been in the Navy, his father in the Army and her maternal grandfather was a pilot in the Army Air Corps, which is now the Air Force.

Immediately upon completion of basic training, Dunscomb volunteered to deploy to Kandahar, Afghanistan. Her military occupational specialty was logistics, and she became a certified load planner, working to ensure that planes were properly loaded for safe and efficient flight.

While deployed to Afghanistan, Dunscomb was responsible for the transport of high-priority items, such as blood, medical supplies, certified mail, hazardous materials, personal effects and human remains.

"I also aided in delivering medical assistance to injured military personnel," she says, "and in the movement of injured soldiers in need of medical treatment from Kandahar, Afghanistan, to Ramstein, Germany."

It was this experience, working alongside medical personnel tending to gravely wounded soldiers, that piqued her interest in a healthcare career.

"I decided then that I wanted to go back to school to become a nurse," she says.

Dunscomb graduated from the Stony Brook University School of Nursing's 12-month accelerated nursing program in May 2015. She just completed her first enlistment term, and on September 11, 2015, she signed another six-year contract with the Air Force. She passed the NCLEX exam and plans to train as a flight nurse and work with the Aeromedical Evacuation Squadron.

In October 2015, Dunscomb, along with 15 service members from McGuire Air Force Base, traveled to Port-au-Prince, Haiti, to participate in a humanitarian mission. Through a program that uses space available on military cargo planes for private donations, the group was able to bring supplies to impoverished areas of Haiti. The supplies, which included gloves, masks, bandages and 2,765 gallons of high-grade disinfectant, were donated by Englewood Hospital and Medical Center in New Jersey.

Upon arriving in Haiti, Dunscomb and her colleagues were greeted by a group called HERO Client Rescue, the only crisis response and risk management company operating in the country. The organization is a professional paramedic and rescue service that provides a 24-hour multilingual call center dispatch, rapid response medical services, security, ambulance transport, remote rescue and international evacuation services for individuals, corporations, governments and Non-Governmental Organizations in Haiti.

Dunscomb had the privilege of being one of several people working to exchange the cargo with the HERO Client Rescue. The team moved five pallets and an ambulance for a total of roughly 34,660 pounds of supplies.

In addition to providing aid, these types of missions serve to fulfill training objectives and to reinforce one of the Air Force's core values: "Service Before Self."

"It was really a great experience to know that my efforts have such a huge impact on so many people," says Dunscomb. "The appreciation and gratitude that we were shown was incredible, and it was something I was very proud to be a part of."

By Maria Milazzo, RN, MS

A TRANSFORMATIVE EXPERIENCE



Nursing students join other undergraduates for an immersion program in Tanzania.

For students, an education in nursing is full of eye-opening new experiences. And now, students at Stony Brook University School of Nursing have an opportunity to broaden their horizons in ways they never imagined in a place they never imagined — Tanzania.

In 2013 the school teamed up with the Department of Anthropology in a study abroad program overseen by Dean of the School of Nursing Lee Anne Xippolitos and Professor Emeritus William Arens.

Students of nursing join their counterparts in anthropology, biology, history, environmental studies and other programs for immersion into the local culture and healthcare systems of this East African nation.

“This program brings our nursing students in close contact with students from other Stony Brook majors,” says Xippolitos. “Partnering with anthropology and pre-medicine students establishes a common

foundation in which all disciplines learn from each other.”

The four-week program includes an intense language and cultural component to prepare students to communicate on a personal level with the people they meet in Tanzania. The Stony Brook students are warmly welcomed into the local communities, where they distribute books, school supplies and mosquito nets that were purchased through fundraising efforts here at home.

“I am consistently amazed at how adaptable they are,” says Xippolitos. “The students bring an open and curious nature with them and are willing to try new things. One specific thing that continues to amaze me is the students’ ability to speak Swahili. By the end of the trip, they are fluent in negotiating at markets in Swahili and speaking socially to the Tanzanians.”

Students visit local healthcare facilities, schools, orphanages



STUDENTS VISIT HEALTHCARE FACILITIES, SCHOOLS AND ORPHANAGES IN TANZANIA, LEARNING ABOUT THE LOCAL LANGUAGE AND CULTURE WHILE SPEAKING ABOUT DISEASE PREVENTION AND SAFETY.

and nursing schools, with a focus on personal interaction between students and the community. They learn about the health concerns of the developing world and explore strategies to mitigate risk, such as water improvement and waste management.

Examination of the healthcare systems prompted discussion of the fragility of health infrastructure. In light of current political situations, with already precarious systems of healthcare in multiple parts of the world further weakened and disrupted by war, disease outbreaks and other problems, the students gain an understanding of the implications for global health.

For example, a visit to a pediatric vaccine clinic in Arusha illuminated the challenges to immunization, such as traveling long distances on foot over dirt roads to the center and then waiting in long lines. And the recent Ebola outbreak resulted in a reallocation of resources, giving fewer children the necessary immunizations against measles and other common diseases.

A highlight of the program is a day at a nursing school in Dareda, where students are paired with a Tanzanian



nursing student to visit classes and hospital wards, tour the campus and dormitories, and share the day-to-day challenges of nursing students. Students are struck not only by the differences, but also by the similarities between nursing in their respective homelands.

This intense program includes traveling in challenging conditions, sleeping in traditional villages and community centers, while learning from and sharing meals with Tanzanian colleagues. Students who have returned from the study abroad experience say that they have become much more mindful of the precious resource of clean water and aware of “absolute quiet and darkness” at night, “only interrupted by a child coughing in a hut.” They experienced the very real disparities between home and this developing nation, prompting deep reflection about their own personal goals and plans for future service.

“The student who goes with us to Tanzania is not the same student who comes back,” says Xippolitos. “For that matter, the faculty that go to Tanzania are not the same faculty that come back. It is a transformative experience.”

By Keri Hollander, MS, Assistant Dean for IT and Academic Informatics

GETTING IT DONE



VALENTI SAYS THAT ONLINE DELIVERY OF COURSES WAS A BETTER OPTION FOR HER THAN ATTENDING CLASSES ON SITE.

A student finds online learning is the path to successfully juggling work, family and education goals.

As a working bedside nurse, as well as a wife and a mother of two, Dayle Valenti worried that the demands of pursuing a master's degree in nursing education would throw even more stress into her already hectic schedule.

But as she had learned once before, the resources and support of Stony Brook University School of Nursing would be enough to help get her through. In 2006, after graduating from Suffolk Community College and obtaining her RN license, Valenti was accepted into Stony Brook's on-site RN to Adult Nurse Practitioner Program. Two years into the program, she got married and became pregnant. With conflicting emotions, she decided to put her studies on hold and take a leave of absence to focus on her family.

When it came time to return, she consulted with Carol Della Ratta, PhD, RN, CCRN.

"Professor Della Ratta helped me tremendously," says Valenti. "She understood what I would be up against as a working mom trying to find time for my studies. She was encouraging, motivating and willing to make accommodations that gave me the confidence and courage to return to school and complete my degree."

By then a mother of two, Valenti was given the option to leave the master's track and complete her bachelor's degree. She also switched from an on-site to an online delivery of her courses. This was the accommodation she needed to be successful and manage her busy schedule.

"Online was a better option for me," says Valenti. "I was able to do my coursework on weekends when the kids were sleeping and whenever I found time was available."

Valenti successfully graduated in 2012, obtaining her Bachelor of Science degree with a major in nursing.

In 2013 the School of Nursing opened its online master's program in nursing education. Valenti, now working as a bedside nurse at Stony Brook Medicine, knew a degree in education would help her to pursue a teaching position, so she applied and was accepted. But the online format had changed and now included mandatory on-site intensives. At first, she was concerned about how she would be able to manage her work, family and school schedule with the new on-site component.

"The on-site requirement turned a good online program into an excellent program," Valenti says. "I felt more

connected to the school and my classmates. The on-site intensive dates are given in advance at the start of the semester, and they are limited to one day per month. That's just enough to feel connected. Any more would have interfered with my ability to fulfill my responsibilities to my job and my family."

The on-site intensives allow for face-to-face discussion of complex questions and hands-on clinical exercises. The full-day format forces students to commit to the entire day and make appropriate arrangements so that their other responsibilities are no distraction.

"I schedule the day on my calendar and line up child care for the day," says Valenti. "That way I can focus on my schoolwork and not feel rushed to get back home and meet the school bus."

On December 17, 2015, Valenti attended the inaugural commencement for the master's degree in nursing education as a member of its first graduating class. Her husband, Frank, and their young children, Camryn and Franky, looked on with pride.

Valenti has some words of advice for other nurses considering a return to school.

"Know that at Stony Brook there are resources and support that will help you to get through," she says. "Don't wait until the time is right to pursue your education, because either that time will never come or when all is right, your circumstances can change without notice. Life deals things you can't anticipate or plan around."

When asked what she is planning to do next now that she has graduated with her master's in nursing education, Valenti is enthusiastic.

"I plan to raise my beautiful children and continue to work part time as a bedside nurse at Stony Brook Medicine," she says. "In addition, I have accepted a part-time position as clinical adjunct professor in Stony Brook Medicine's simulation lab, and will also be teaching a clinical group on the same floor where I started my first job here at Stony Brook."

And Valenti is not done learning.

"I applied to the post-master's advance certificate program, specializing in family practice at Stony Brook. Wish me luck!"

By Marie Ann Marino, EdD, RN, PNP;
Dolores Cannella, PhD; and
Mary R. Truhlar, DDS, MS

JOINING FORCES, KEEPING SENIORS WELL

THE PACE CENTER CREATES INTERPROFESSIONAL TEAMS, EACH CONSISTING OF STUDENTS IN ADULT-GERONTOLOGY NURSING, DENTISTRY AND SOCIAL WORK.

A spirit of collaborative education helps to address gaps in preventive healthcare.

The start of 2016 also marked the beginning of an important partnership at Stony Brook, one established to address the needs of adults aged 65 and up. As one of America's fastest-growing demographics, it is also a complicated one: 75 percent have multiple chronic conditions, increasing the risk of mortality, hospitalization and other adverse events.

Preventing additional chronic conditions (and mitigating the existing ones) requires a gamut of preventive services. However, research shows that only about half of adults over age 65 years are keeping up with their recommended preventive healthcare.

This is where the PACE Center for Senior Health and Wellness comes in. Named for a successful education model — the Partnership to Advance Collaborative Education — it is a testament to the power of combined expertise. Located at the School of Dental Medicine's Dental Care Center, the PACE Center creates 170 interprofessional student-team triads, each consisting of an adult-gerontology nurse practitioner student, a dental student and a social welfare student.

Here are some of the ways these three professions can work together to improve the overall health of older Americans:

- Because dental problems can cause acute pain, they are often the only impetus for a patient to seek care of any kind. With the dental office as that patient's sole connection to the healthcare system, it is an opportunity to offer additional preventive health and social services.
- Many older adults are unaware of the association between oral and systemic health. By having nurse practitioners and dental providers working together, patients will learn about this connection and receive recommendations for treatment and referral in one convenient location.
- Older adults with multiple chronic conditions often need assistance in navigating the complex healthcare system. Including social work in the interprofessional partnership provides patients with additional resources and support to receive the care they need.

With an eye on the objectives and recommendations set forth by the federal government's Healthy People 2020 initiative, the PACE Center is positioned to improve outcomes for our oldest patients. And its collaborative nature will serve to enhance the education of students in a variety of fields, strengthening their practice in long and rewarding careers.

By Annemarie Rosciano, MSN, MPA, APRN-BC

KEEPING YOUNG HEARTS STRONG

Students work with heart-focused nonprofits to build skills and prevent untimely deaths.

It is always shocking to read news stories of young people — often athletic and vibrant, with such promise ahead of them — whose lives are abruptly ended by a heart condition they didn't even know they had. Sudden cardiac death is often the first and last sign of an underlying cardiovascular condition that might have been well controlled, if only it were identified early.

With that in mind, the Adult and Family Nurse Practitioner Graduate Department has partnered with two nonprofit organizations for a program that aims to save young lives. The Dominic A. Murray 21 Memorial Foundation and the Louis J. Acompora Memorial Foundation, both named for young men whose lives were ended in their teens by sudden cardiac arrest, work to raise awareness of this danger and promote measures that can prevent untimely deaths.

The program, Heart Screen New York, is a free community event designed to prevent tragedies through early detection of cardiac abnormalities in people between the ages of 12 and 24. On Saturday, October 17, 2015, the students participated in a screening at Seaford High School.

They performed physical exams, learned how to detect cardiac murmurs accurately, and observed the performance and interpretation of echocardiograms. They also had the opportunity to review and analyze the results of the physical exam and diagnostic testing with the cardiologist, and to participate in the discussion of



STUDENTS WORKED ON A TEAM WITH EXPERIENCED NURSE PRACTITIONERS AND CARDIOLOGISTS.

the management plan with the youth and his or her family member.

For visitors to the event, Heart Screen New York begins with a heart health survey to gather information on symptoms and family cardiac history. Blood pressure screenings, physical exams, electrocardiogram and echocardiogram procedures are all offered as needed at no cost to the participants. Cardiologists review the results on site and make the appropriate recommendations.

In addition to the screenings, all attendees are taught the basics of cardiopulmonary resuscitation and how to use an automated external defibrillator during medical emergencies.

It is a collaborative effort involving nurses, nurse practitioners and cardiologists, as well as students in a variety of healthcare fields. Participation in this screening allows the adult and family health nurse practitioner students to assess and evaluate young people, while working on a team with experienced nurse practitioners and cardiologists to broaden their experience and knowledge.

On this day alone, 359 young people were screened and educated about sudden cardiac death. Feedback from the nurse practitioner students was overwhelmingly positive. They reported pride in giving back to the community, appreciation for the opportunity to screen a diverse population of young people, and gratitude for the opportunity to work with respected professionals.

By Duante Stanton and Mary Hoffman

REWARDING OUR BEST, FUNDING OUR FUTURE

A distinguished alumnus leads the fundraising initiative for a new DNP fellowship.

Stony Brook’s nursing alumni provide care for millions of people throughout the state of New York and around the world. The alumni board annually calls for nominations to honor an alumnus who demonstrates exceptional leadership and innovation. The 2016 School of Nursing Distinguished Alumnus award recipient is Barbara Mills, RN, DNP ’09.

Mills has led the Rapid Response Team/Code Resuscitation team at Stony Brook Medicine since its inception 10 years ago. Within minutes of being called, her team of critical care experts arrives at the patient’s bedside to assess the situation, provide intensive monitoring and develop a treatment plan. Mills’ rapid response program serves as a national model.

“We are delighted that she served as keynote speaker at an all-day symposium in April,” said Lee Anne Xippolitos, dean of the Stony Brook University School of Nursing.

In addition, Mills is leading a fundraising initiative to create an endowed fellowship for Stony Brook’s Doctor of Nursing Practice (DNP) program. The DNP degree provides advanced education in evidence-based practice, quality improvement and systems leadership, and can help nurses to advance their careers as clinical leaders. An endowed fellowship will help Stony Brook continue to attract and retain the best and brightest graduate students, regardless of their financial circumstances.



BARBARA MILLS, RN, DNP, WAS RECOGNIZED AS THE 2016 SCHOOL OF NURSING DISTINGUISHED ALUMNUS.

The School of Nursing will also play an important part in Stony Brook University’s \$600 million comprehensive fundraising campaign, announced in November. The Campaign for Stony Brook will solidify the University’s status as a renowned research institution and enable it and its students to go far beyond expectations.

As a vital part of the campaign, the School of Nursing will raise \$4.7 million before July 2018. The School of Nursing alumni board will be reaching out to alumni, community partners and friends to meet the goal.

With support from the campus community, the School of Nursing will be positioned as a top-tier public nursing program recognized for excellence in research, education and practice — with accessible, high-quality undergraduate and graduate programs for diverse students.

Xippolitos has identified four priorities that will take the school to the next level of world-class education for future generations of nurses who will meet the demands of the changing landscape of healthcare needs locally and globally. These initiatives are institutional excellence, a new PhD program, improved national and global educational experiences, and research excellence.

For more information on how you can support the School of Nursing, contact Duante Stanton, development officer and philanthropic adviser, at Duante.Stanton@stonybrook.edu or (631) 444-2687.

FOR MORE INFORMATION, CONTACT:
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