

Teamwork saved Patient X!

UBNURSING

NEWS FROM UNIVERSITY AT BUFFALO SCHOOL OF NURSING

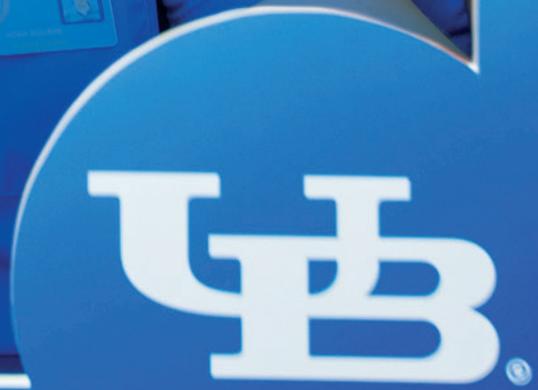
2019



Pop culture meets classroom

An interprofessional escape room teaches nursing, pharmacy students teamwork as they try to save Patient X

pg. 20



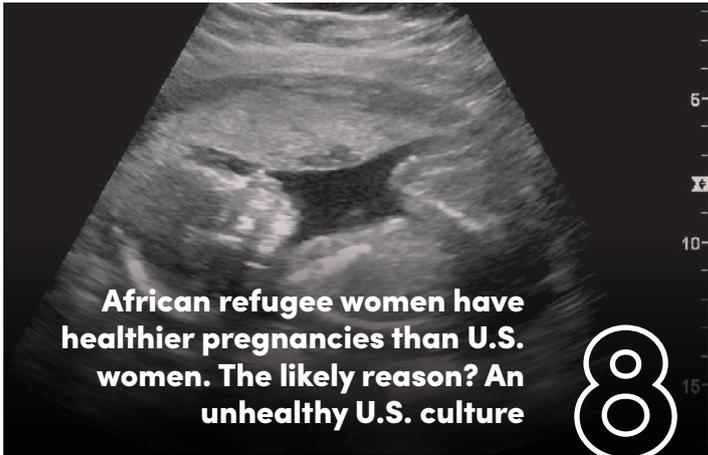
#UBuffalo #EscapeRoom

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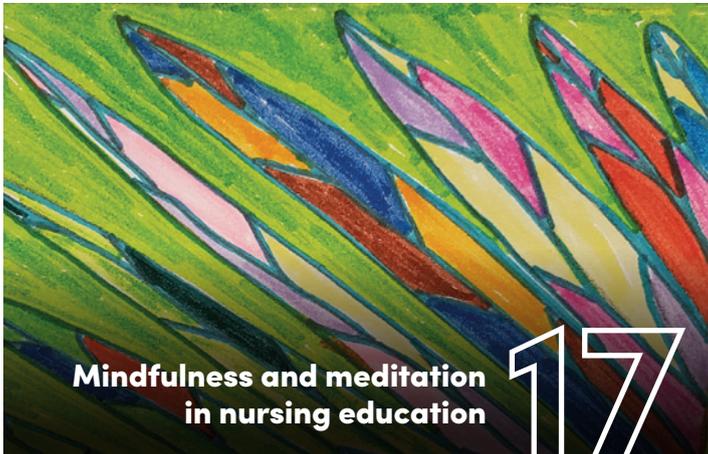
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DEAN'S MESSAGE

Dear Alumni and Friends,

Greetings!

Nursing is a dynamic profession, and the UB School of Nursing continues to work toward advancing research, education and practice. We also continue to answer the Institute of Medicine's call in the Future of Nursing report to prepare nurses for leadership roles and

full partnerships with physicians and other health professionals. As a result of these efforts, the school has undergone some exciting changes over the past year, several of which are highlighted in this issue.

Despite being the largest occupation in health care, nurses are vastly underrepresented in and underprepared for leadership positions. Preparing nurses for these leadership positions is critical to transforming our health care system and care delivery.

To increase the number of nurses in leadership and management positions, we are proud to introduce our Advanced Certificate in Nursing Leadership, created and offered in partnership with the UB School of Management. This new program will help nurses develop the leadership, business and executive skills necessary to spearhead change and innovation in a complex and evolving health care environment.

Cultural consciousness is vital to developing strong nurse leaders. Our faculty have worked diligently to develop transformative experiential learning opportunities that provide our students with skills and knowledge that inspire a global perspective. Whether it is an international or local mobile medical mission or the creative implementation of popular culture into a classroom, innovative interprofessional approaches to education and skill-building enhance the student experience, preparing future nurses to work on diverse care teams serving diverse populations.

Finally, our program of research continues to expand with the addition of several new researchers from the fields of nursing, psychology and biostatistics, and our Center for Nursing Research staff have worked diligently to support faculty in securing the most research funding in our School's history. Most notably, associate professor Grace Dean, PhD, RN, is the primary investigator on our first SON-led R01 grant, "Efficacy of Nurse-Delivered Brief Behavioral Treatment to Self-Manage Insomnia in Cancer Survivors," a \$2.2 million project funded by the National Institute of Nursing Research.

Through the pages of this issue, I invite you to explore these and other important initiatives that are helping to shape both the profession and the ever-changing global health care landscape.

As we celebrate these innovations and achievements of the past year, we continue to look toward the future – a future that is exceedingly bright, thanks to our dedicated alumni, students, faculty, staff, community partners, donors and friends.

Sincerely,

Marsha L. Lewis

Marsha L. Lewis, PhD, RN, FAAN
Dean and Professor



RANKED AMONG the BEST

Consistently ranked in the top 20% of undergraduate and graduate schools of nursing by U.S. News & World Report:

RANKED #

8

ONLINE RN TO BS PROGRAM

(Best Online Bachelor's Programs - 2019)

RANKED #

10

NURSE ANESTHESIA PROGRAM

(Best Nursing Anesthesia Schools - 2016)*

RANKED #

47

DNP PROGRAM

(Best Nursing Schools: Doctor of Nursing Practice - 2019)

RANKED #

93

MASTER'S IN NURSING LEADERSHIP

(Best Nursing Schools: Master's - 2019)

*Ranking not updated for 2017, 2018 or 2019. Ranking shown is for 2016.

UB SCHOOL OF NURSING RESEARCHER SECURES FIRST UB SON-LED R01 GRANT TO STUDY INSOMNIA IN CANCER SURVIVORS

—Marcene Robinson

University at Buffalo researchers received a \$2.2 million grant from the National Institute of Nursing Research to conduct one of the first studies on the effectiveness of behavioral therapy in treating insomnia among cancer survivors.

The five-year grant will fund the investigation of brief behavioral treatment for insomnia (BBTI) as a low cost, nurse-delivered therapy for insomnia, a sleep disorder that can have devastating effects on health, function and well-being.

“To date, little research exists on strategies to reduce insomnia in cancer survivors,” says Grace Dean, PhD, RN, principal investigator and associate professor in the UB School of Nursing.

Symptoms and side effects of cancer and cancer treatments render cancer survivors at increased risk for insomnia. The disorder affects an estimated 40 percent of patients, says Dean.

“The effects of insomnia in cancer survivors include a higher risk of depression and anxiety, an increased risk of infections, greater severity of other pre-existing symptoms and poorer overall quality of life,” says Dean.

BBTI integrates circadian science and behavioral principles of conditioned learning. The intervention focuses on strengthening the association between the bed and bedroom with sleep; restricting

time spent in bed to match the average time spent asleep; and controlling the influence of environmental factors (such as light, temperature and noise) and health behaviors (such as nicotine, alcohol and caffeine) on sleep.

While BBTI has been proven effective in treating non-cancer populations, the therapy is not widely available due to the high cost and lack of trained professionals to deliver the treatment.

The researchers will test the effectiveness and durability of the therapy in cancer populations by examining 158 cancer survivors for sleep quality, mood and quality of life. Participants will report the severity of their insomnia before treatment and at intervals of one, three and twelve months after therapy.

If successful, BBTI has the potential to lower the burden of disease for cancer survivors, as well as improve well-being, strengthen self-determination, and prevent other illnesses and complications, says Dean.

“This study is a great opportunity to determine if BBTI is a cost-effective treatment, delivered by nurses to improve quality of life in cancer survivors with insomnia,” says Dean.

Additional UB investigators include Suzanne Dickerson, DNS, RN, professor and chair of the Department of Biobehavioral Health and Clinical Sciences in the School of Nursing; and Gregory Wilding, PhD, professor and chair of the Department of Biostatistics in the School of Public Health and Health Professions. Donna Tyrpak, MS, RN, ANP, is the project coordinator, and UB SON PhD student Misol Kwon, BS, RN, is the research assistant and nurse interventionist on the study.



“This study is a great opportunity to determine if BBTI is a cost-effective treatment, delivered by nurses to improve quality of life in cancer survivors with insomnia.”

—Grace Dean, PhD, RN



WHERE THERE'S SMOKE: BULLYING LINKED TO ADOLESCENT CIGARETTE USE

-Sarah Goldthrite



“Sticks and stones may break my bones, but words will never hurt me.”

Many of us are familiar with this old adage, ourselves often chanting it as children on the playground, the school bus, the cafeteria.

It's a funny contradiction, that words don't have the power to hurt us, yet these words somehow have the power to shield us from the emotional pain caused by words.

Adults offered us this advice during that delicate time of childhood development when bullying can have a profound effect – though well intentioned, our understanding of the types of bullying, and the effects of bullying, has expanded in recent years.

Bullying goes beyond physical harm, the “sticks and stones.” Whether social, verbal or physical, bullying can also cause emotional harm. This emotional harm, in turn, can cause physical and other types of harm by way of coping mechanisms.

Jennifer Livingston, PhD, associate professor at UB School of Nursing, studies the relationship between peer victimization and adolescent substance use. She noticed that some teens who are bullied by their peers are more likely to use alcohol or other substances, while others are not. There is a lack of research to identify the conditions that lead to substance abuse and for whom – it was also unclear as to whether substance use occurs close in time to the victimization experience or develops over time.

As the primary investigator for “Peer Victimization as a Pathway to Adolescent Substance Use,” a \$1.8 million study funded by the National Institute of Alcohol Abuse and Alcoholism, Livingston's team examined the daily-level associations among bullying, negative affect and substance use among adolescents.

For 56 consecutive days, participants completed an online survey to report their experiences with bully victimization, bully perpetration, mood, and substance use, specifically alcohol and cigarette use.

“We found that on days when adolescents were victimized, they reported greater sadness and anger and were more likely to smoke cigarettes than they were on days when no victimization occurred,” says Livingston. “There was no association with alcohol use, but this may be due in part to the young age of the sample (13–16 years). This suggests that adolescents may be turning to cigarettes to cope with the negative emotions brought on by victimization.”

Bullying perpetration was not found to be linked to same-day mood or substance use.

Livingston's is one of the few studies that shows the immediate effects of peer victimization on mood and substance abuse; it also supports the self-medication hypothesis, an addiction theory that posits people often use substances – or addictive behaviors such as gambling – to relieve or manage negative emotions.

While not all bullying victims suffer serious effects of being victimized, the pervasiveness of bullying coupled with its potential to cause significant or lasting harm demands that we increase our understanding of the factors and conditions that contribute to those immediate and long term effects.

“Our next step is to examine whether we can identify which kids are most likely to turn to substances following a victimization experience, and to examine the long-term effects of bully victimization on substance use in addition to daily-level findings of this paper,” says Livingston.

Co-Investigators on the grant include Jay Derrick, University of Houston; Weijun Wang and Maria Testa, Department of Psychology at UB; Amanda Nickerson, director of the UB Alberti Center for Bullying Abuse and Prevention; Dorothy Espelage, University of Florida; and Kathleen Miller, D'Youville College.

EMBRACING A GLOBAL PERSPECTIVE IN NURSING

–Sarah Goldthrite, Molli Oldenberg, DNP, RN, FNP-C

Immigration, migration, air travel, internet, social media, cell phones – these and many other factors continue to make our world more interconnected than ever before. As national and physical geographical boundaries diminish in power to separate populations, other mountainous borders and barriers have emerged – economics, politics, culture, ideology, education – that present new challenges for quality of life and health.

Global health issues, such as infectious disease, global health security, chronic disease, and immunization, transcend national and international borders. They also tend to disproportionately affect vulnerable and underserved populations.

approached in nursing and applied to the real world, both locally and globally.

Whether in the classroom, community or clinic, nurses must embrace a global health perspective to competently function in today’s health care environment and to lead change. A global health perspective empowers nurses to advance knowledge and education, improve health care delivery, and shape policy on both national and international fronts.

Nurses, who spend the most one-on-one time with patients, are also poised to add a patient-centered perspective to efforts aimed at improving population health.

Nursing is the nation's largest health care profession, with more than 3.8 million registered nurses nationwide. –AACN

With this rapidly evolving health care environment and global population, health care professionals have a special responsibility – and a special ability – to transcend barriers to ensure individuals and communities receive the highest quality care, to work toward health equity, and to transform health care knowledge, education and delivery. Clinicians, researchers, educators and leaders must collaborate to achieve health equity for all people across the globe. And, as the largest portion of the health care workforce, nurses play an integral role in meeting global health challenges and must embrace a global perspective.

What is a global health perspective in nursing? It is the understanding that health and wellness issues transcend geographical and national borders; it is cultural competence and consciousness – having empathy, respect, and understanding of diverse populations; it is the drive to work together toward health equity. This perspective shapes the ways in which research, education and practice are

Beyond working with increasingly diverse and global patient populations, nursing itself also looks more global than in generations past. Team-based care requires nurses to work effectively in interprofessional teams. And, as liaisons between patients and other providers, nurses’ ability to communicate and collaborate within and across disciplines and organizations is paramount to improving health globally. Gaining global health experiences through community work, medical missions and health initiatives aimed at addressing health disparities strengthen nurses and nursing students alike – it helps them to build understanding of various health systems, forge interprofessional (and international) relationships and improve cultural sensitivity.

Nurses are at the forefront of global health care. They provide individualized patient care, but they also educate, innovate and advocate for the health and well-being of whole communities, whether it is in an international setting or in their own backyard.

By thinking globally, nurses have the power to move mountains.

UB Introduces Micro-credential Program

Smaller than a minor or certificate, a micro-credential program provides students with credit-bearing opportunities to gain relevant workforce skills – such as intercultural fluency, collaboration, critical thinking and leadership – without the financial and time commitments of a degree. Students earn digital badges, which are clickable images that house information validating their newly acquired skills. These dynamic credentials can be shared on social media, digital resumes and e-portfolios.



Nursing students stand to gain invaluable skills through the program, and many have already taken advantage of the new opportunities.

In collaboration with the School of Dental Medicine, the School of Nursing offers the Addressing Public Health Disparities micro-credential. This program enables collaboration with non-profit organizations, educators, students and practitioners to function as part of a multi-disciplinary team to provide screenings, education and direct patient care.

The International Outreach badge – part of the Addressing Public Health Disparities program – was the first badge awarded by the university. Five dental students and two nursing students earned the badge in recognition of their coursework examining public health disparities and participation in a two-week medical mission trip to Senegal.

Another offering, the interprofessional collaborative practice (IPCP) micro-credential, verifies and attests that students have achieved interprofessional collaboration skills and competencies, such as teamwork, professionalism and communication. These skills are essential for today's health workforce and are highly valued by employers. As of May 2019, 22 nursing students received two of the three badges required to earn the IPCP micro-credential.

To learn more about the UB micro-credential program, visit buffalo.edu/micro-credentials



Meet Molli Oldenburg, UB SON's Global Initiatives Coordinator

Embracing a global perspective is often a result of first-hand, transformative experiences – and that is the case with Molli Oldenburg, DNP, FNP-C, clinical assistant professor and UB School of Nursing's first global initiatives coordinator.

Oldenburg participated in her first mobile medical mission – in Haiti – nearly 20 years ago as an undergraduate nursing student. Throughout her career as a student and educator, she has participated in many mission trips around the world. Not only has she learned a great deal about diverse cultures at home and abroad, she is also keenly aware of health disparities that exist in every corner of the globe – and of the power of interprofessional collaboration in addressing those disparities.

As the global initiatives coordinator, Oldenburg works to share this knowledge with nursing students.

"My goal in this role is to provide students with the opportunity to utilize their

nursing knowledge and skills in a global immersion experience," says Oldenburg. "By adopting an interprofessional approach, we can improve health equity among individuals, families, and communities, and we can educate and improve our students' interprofessional collaborative practice skills."

Oldenburg works closely with faculty in all of the health sciences disciplines at UB and the Office of Global Health Equity to plan global immersion experiences and to create training sessions for student participants. The group also works to forge partnerships with organizations in the areas to which they travel in order to improve the sustainability of their efforts.

The result of their programming is far reaching, instilling in students a global health perspective and enhanced educational experiences that empower them to address complex global health challenges, and to care for underserved populations worldwide.

Interprofessional Forums at UB

The Office of Interprofessional Education has hosted

6 Interprofessional Forums since fall 2016.

4,224 health professional students attended

239 faculty members facilitated at least one forum

15 staff members have volunteered

30 SON faculty have facilitated small student groups during forums

CANCER-RELATED HEALTH EQUITY: A NEW PRIORITY FOR THE NEW YORK STATE CANCER CONSORTIUM

-Sarah Goldthrite

Nearly 110,000 New Yorkers are diagnosed with cancer each year – with about 35,000 annual deaths attributed to the disease, cancer is the second leading cause of death in the state. The cancer incidence rate in New York is the fourth highest in the nation.

The New York State Cancer Consortium (NYSCC), an interprofessional network of over 200 volunteer individuals and organizations, seeks to strategically address the state’s cancer burden. Their vision is to implement a cancer control plan “while respecting and embracing the cultural, demographic and geographic diversity within New York State.”

Cancer’s prevalence is not evenly distributed, nor are survival rates, which vary with race, ethnicity and socioeconomic status. According to NYSCC, the complex relationship of policy, experiences and norms, coupled with economics, insurance, language and geographic location, contribute to inequity, as these factors may affect access to prevention and treatment services.

In New York – a racially and ethnically diverse, highly populated and geographically large state with a range of rural to dense metropolitan areas – cancer prevention and control efforts are complex. Consequently, cancer-related health equity has become a high priority in the 2018–2023 Comprehensive Cancer Control Plan, the third of its kind.

Darryl Somayaji, PhD, RN, CNS, CCRC, a UB SON assistant professor and cancer researcher, has volunteered with NYSCC for 10 years and is currently a steering committee member.

“When I first joined the group, it was mentioned that health equity would be incorporated into other priority areas,” says Somayaji. “We realized, as work began on the 2018–2023 plan, past plans did not emphasize enough the importance of

cancer-related health equity. It was a goal of past plans but not listed as a priority. Therefore, it became the first priority listed in the 2018–2023 plan.”

Before this addition, the plan included six priorities: health promotion and cancer prevention, early detection, treatment, survivorship, palliative care, and health care workforce.

NYSCC developed the plan with input from hundreds of organizations and individuals, including the NYS Department of Health, NYS Cancer Registry and American Cancer Society. It includes goals, measurable objectives and strategies that focus on identified priority areas, along with tracking indicators to assess the current population’s health status and to monitor how the priority objectives are being met.

To monitor progress, NYSCC developed an interactive dashboard with state-level tracking indicator data. The dashboard displays each priority area’s cancer indicators, baseline data, objectives and status. The 2012–2017 dashboard currently includes data for two priority areas: health promotion and cancer prevention and early detection. Additional tracking indicators will be added in the future.

Targeting cancer-related health equity enables the NYSCC to realize their vision by pushing to the forefront those factors that disproportionately affect certain populations – this priority is also innately intertwined with the other six.

And, Somayaji says, bringing awareness to the project adds accountability and increases the potential of the NYSCC with the addition of new members.

“The workforce aspect is important because we need experts from diverse fields to address the cancer burden,” she explains. “My dream is that part of the consortium will be a contingent of college students so we can really get that message to other students and peers.”

Characteristics Affecting NYS Cancer Burden/Need for Cancer-Related Health Equity Efforts*

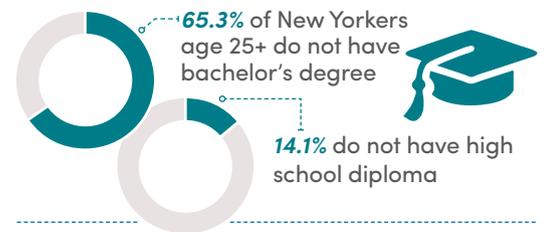
EXTREMES OF POPULATION DENSITY:

69,000 people per square mile in Manhattan

2.8 people per square mile in Hamilton County 

POVERTY:
2.9 MILLION people have incomes below poverty level 

EDUCATION:



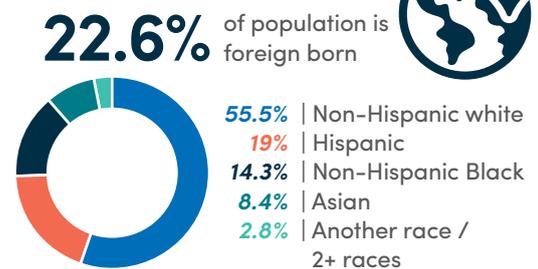
MENTAL HEALTH:
1.6 MILLION people report poor mental health 

HEALTH INSURANCE:

8% (ages 19–64) do not have health insurance 

26% (ages 21–64) use Medicaid as primary coverage

RACE/ETHNICITY/ NATIONAL ORIGIN:



LANGUAGE:
30.4% speak a language other than English 

*NYSDOH, Snapshot of Cancer in New York, 2018

To learn more about the NYSCC and NYS Comprehensive Cancer Control Program or to become a member, visit health.ny.gov/diseases/cancer/consortium. View the 2012–2017 dashboard at bit.ly/NYSCC-dashboard.

HOPE

IN THE FACE OF DISASTER

—Anna Kate Beigel

Nurses are crucial in disaster and emergency response situations – and, thanks to a national organization, nurses, students and individuals from a variety of fields have a unique opportunity to gain specialized training in disaster and emergency preparedness.

The Consortium for Humanitarian Service and Education (CHSE) is an all-volunteer non-profit organization that provides disaster and emergency preparedness training in interdisciplinary simulated drills called Hope exercises.

“The Hope exercises are a way to bring students from different disciplines, different colleges and universities to work together to either respond to a simulated disaster response or humanitarian response,” explains Joann Sands, DNP, ANP-BC, UB SON clinical assistant professor and CHSE member.

Hope takes place once a year in Florida, Missouri and New York, each with a different scenario. The various scenarios include humanitarian responses, natural disasters, and this year in Florida for the first time, an epidemiological event. Sands invites SON students to participate in these trainings.

“It is really important for nurses to be involved because nurses are the largest number of health care providers,” says Sands. “It is also inevitable that they’re probably going to be taking care of a victim of disaster at some point.”

Participants often become inspired after a Hope exercise; they see and experience things that they would not have exposure to in nursing school. The experience can be life changing and push participants out of their comfort zones, which helps them realize that they are capable of so much more than they thought before.

“Many students get emotionally invested when they participate in the exercises. It’s kind of what we hope for. Working in a mass casualty or disaster event is very stressful. We call it ‘suspending disbelief,’ where the participants are immersed in the disaster event or humanitarian response to keep the scenario as a realistic as possible,” explains Sands.

Lauren Czolgosz, BS '19 and 2018 participant, says, “Missouri Hope was one of the most terrifying, educational and fun experiences of my nursing career. It is a phenomenal experience that teaches you so much about all aspects of disaster response, not only nursing.”

“I’m so happy I went. I met so many different people from emergency management and we were put into situations that were as lifelike as possible,” says Cari Gavin, ABS '19 and Florida Hope 2019 participant. “The actors had bones sticking out of them, abrasions on their faces, and we had to treat these people. We had to think and work together as a team.”

Sands would eventually like to offer elective classes for disaster and emergency management for all disciplines at UB. Currently, she is working toward a master's degree in disaster preparedness emergency management through Arkansas State University and is expected to graduate in 2020.

“All the exercises are really life changing, and all of the students have had positive experiences. I would encourage anybody that is interested to just let me know or sign up.”

To sign up for Hope or for more information, email Joann Sands at jsnyder2@buffalo.edu.

① **Missouri Hope:**
Lauren Czolgosz, BS '19, with patient at the internally displaced persons camp.

② **New York Hope:**
Participants work to extricate and stabilize victim found under trailer.

③ **Atlantic Hope:**
Participants traveling through north-south border are questioned by military.



1



2



3

AFRICAN REFUGEE WOMEN HAVE HEALTHIER PREGNANCIES THAN U.S. WOMEN.

THE LIKELY REASON?

AN UNHEALTHY U.S. CULTURE

—Marcene Robinson

African refugee women experience healthier pregnancies than women born in the United States, despite receiving less prenatal care, found a recent University at Buffalo study.

Compared to U.S.-born black and white women, African refugee women had fewer pre-pregnancy health risks, fewer preterm births and higher rates of vaginal deliveries. Surprisingly, the refugee women were more likely to delay beginning prenatal care until the second trimester.

The disparity, says the researchers, may be tied to various unhealthy behaviors and practices present within U.S. culture. For African refugee women, acculturation may negatively impact health.

“It is often thought that refugees immigrating to the United States from war-torn nations will experience a better quality of life once here,” says Kafuli Agbemenu, PhD, MPH, RN, CTN-A, assistant professor in the UB School of Nursing and lead investigator on the study, published in February in the *Journal of Women’s Health*.

“However, some of the elements of U.S. life such as eating processed food, an increased reliance on cars or buses for transportation, extended inclement weather, a more individualistic society, and drug and alcohol use may, in fact, contribute to African refugee women having poorer reproductive health outcomes.”

Reproductive health disparities between U.S.-born white and black women are well documented, says Agbemenu. However, few comparisons have been made between African refugee women and U.S.-born women.

African refugee women are susceptible to numerous health disparities as a result of factors such as socioeconomic status, gender, ethnicity, low-levels of education and language. Another risk factor specific to their population is the high prevalence of past traumatic experiences.

These risks led researchers to believe African refugee women would have poorer reproductive health outcomes than women born in the U.S. The unexpected results reveal that the healthy immigrant effect — a phenomenon where immigrants experience healthier outcomes than native populations — extends to reproductive health.

The researchers examined electronic birth certificate data from hospitals within Erie County, an area of Western New York that resettles a large number of refugees. The data contained clinical, psychosocial, socioeconomic and demographic information, as well as the mother’s country of birth.

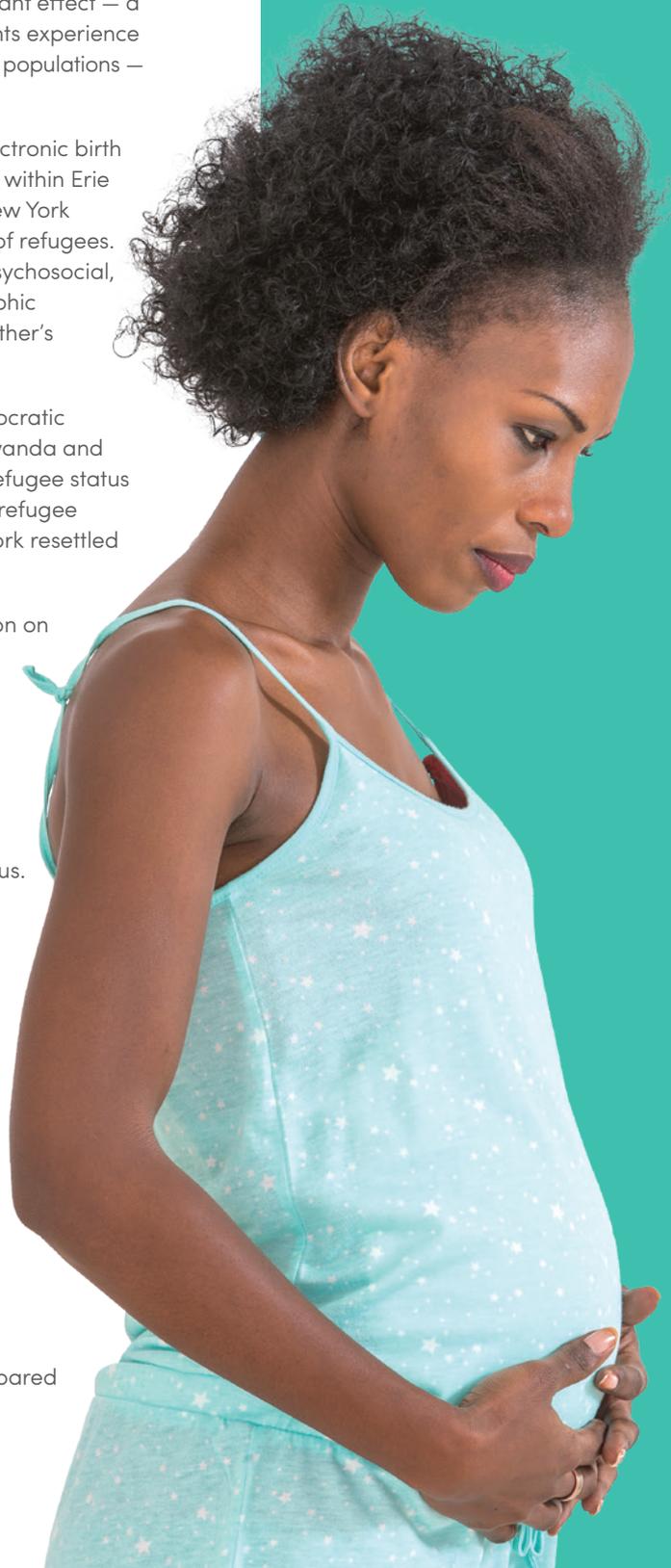
Women born in Burundi, Democratic Republic of Congo, Eritrea, Rwanda and Somalia were considered of refugee status for the study, due to the large refugee populations in Western New York resettled from these nations.

The data contained information on nearly 60,000 white, almost 17,500 black and close to 800 African refugee women who gave birth from 2007-16. The information was limited to mothers who used Medicaid to cover medical expenses to control for socioeconomic status.

Researchers discovered that African refugee women had significantly less maternal medical risk factors, such as pre-pregnancy hypertension or diabetes, compared to U.S.-born women. Refugee women experienced more vaginal births, and were less likely to undergo cesarean sections or to be medically induced into labor.

Less than 1 percent of refugee women smoked or took illegal drugs during pregnancy, compared

- African-Born Refugee Women
- U.S.-Born White Women
- U.S.-Born Black Women

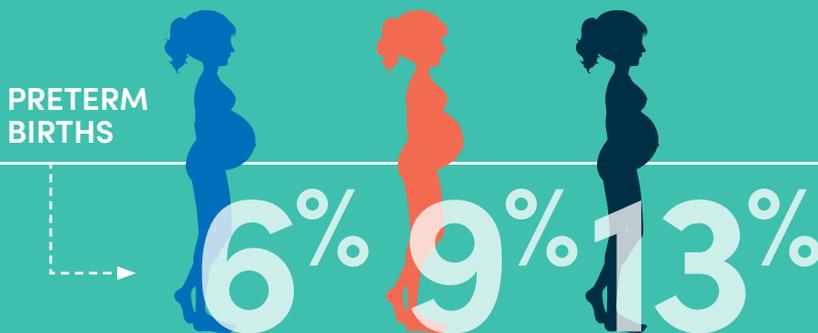
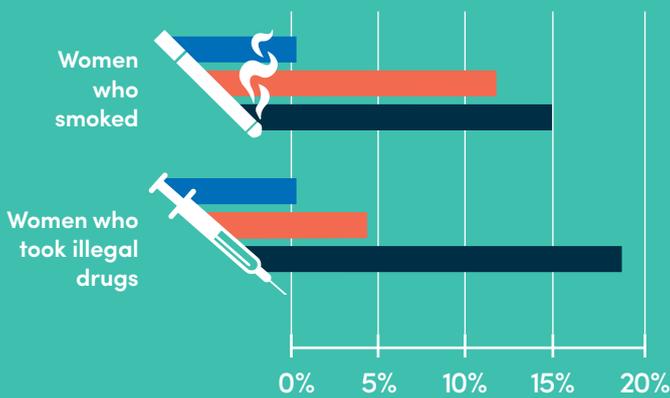


Reproductive Health Outcomes in African Refugee Women: A Comparative Study

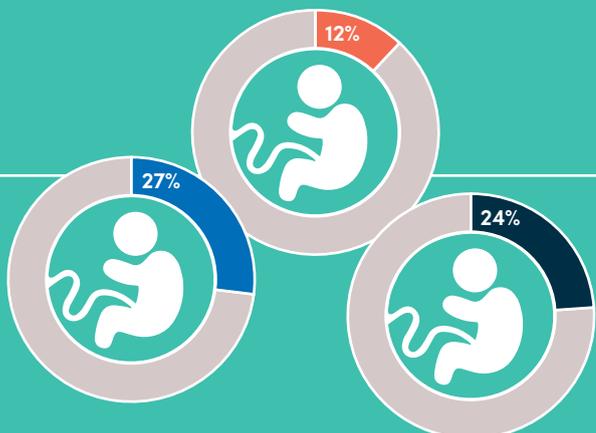


789 AFRICAN-BORN REFUGEE WOMEN
56,615 U.S.-BORN WHITE WOMEN
17,487 U.S.-BORN BLACK WOMEN
 who gave birth from 2007-16.

SUBSTANCE USE DURING PREGNANCY



INADEQUATE PRENATAL CARE



to white women (12 percent smoked, 4.5 percent took illegal drugs) and black women (15 percent smoked, 18 percent took illegal drugs).

Refugee women also had the fewest preterm births (6 percent) compared with white women (9 percent) and black women (13 percent).

While most of the women from all groups began prenatal care within the first trimester, African refugee women were more likely to delay prenatal care until the second trimester. Refugee women also scored lower on measures of prenatal care adequacy than U.S.-born women. Twenty-seven percent of refugee women received inadequate prenatal care, compared to 12 percent of white women and 24 percent of black women.

These favorable health outcomes for African refugee women also occurred in spite of the group experiencing higher rates of meconium staining, the earliest stool of an infant that when passed in the womb is a sign of fetal distress.

The low rate of appropriate prenatal care for African refugee women is troubling, says Agbemenu, and indicative of the disconnect between refugee populations and the health care community.

“These women have reported feeling ostracized and marginalized by the medical community,” says Agbemenu. “They are at times hesitant to seek care, and when they do, it is typically at a time when the problem has escalated.”

The development of culturally-targeted reproductive health education is urgently needed, she says. Health care professionals also need to understand that refugee women are likely to have histories of trauma and, therefore, need care delivered from a trauma-informed perspective.

Additional investigators on the study include Nadine Shaanta Murshid, PhD, assistant professor in the UB School of Social Work; James Shelton, clinical assistant professor of obstetrics and gynecology in the Jacobs School of Medicine and Biomedical Sciences at UB; UB nursing doctoral student Samantha Auerbach; and Ndidiamaka Amutah-Onukagha, PhD, assistant professor of public health and community medicine at Tufts University School of Medicine.



EDUCATION AND CARE THAT TRANSCENDS BORDERS: STUDENT GLOBAL MISSION TRIPS



Ghana

Two nursing students joined an interdisciplinary team that traveled to Ghana in 2019 to provide medical care for the local communities. The team set up a clinic and administered care for hundreds of people, many of whom walked five miles to visit. Kwasi Adusei, DNP '19, says, "There is always work to be done, but even if you can make a person's life better, just for one day, it could be the moment of hope that transforms their lives, but never as much as that moment of hope can transform your own."



Kenya

Charnelle Lewis, DNP '19, traveled to Kenya in January 2019 through Kenya Relief, a faith-based organization that provides medical care to the Migori community. The mission team screened over 200 patients and did nearly 75 endocrine and general surgeries in just three days. Lewis says, "Going to Kenya reinforced that being a nurse and becoming a nurse anesthetist is truly for me."

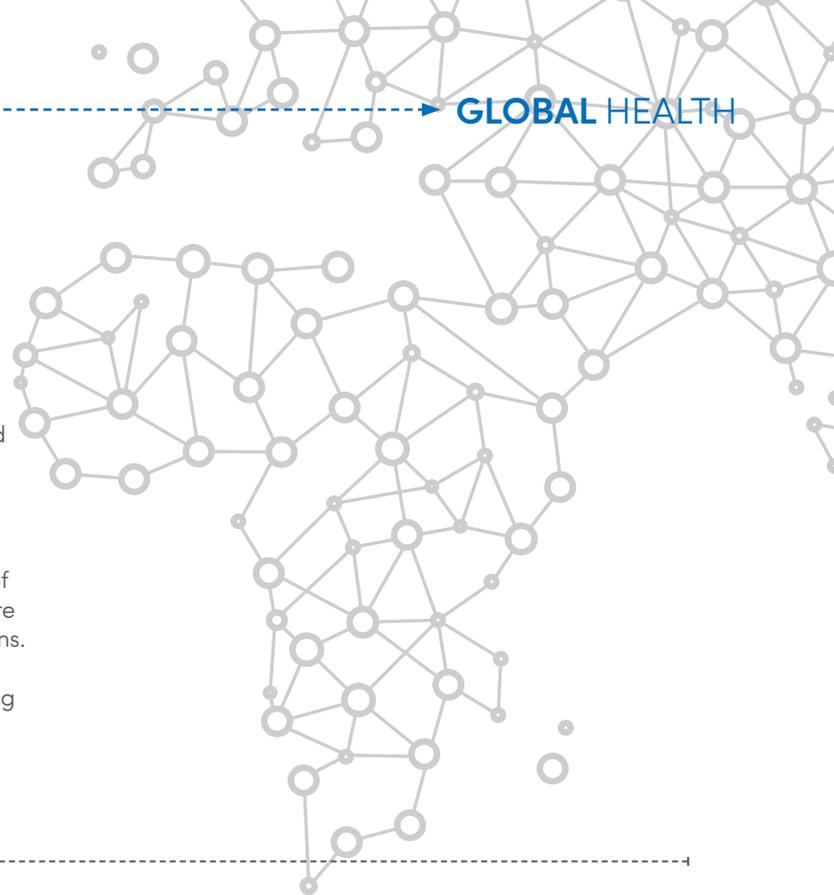
Jamaica

Six intended nursing major students and one ABS student were a part of an interdisciplinary team that spent 13 days traveling to different sites around Jamaica, observing and interacting with the general population, medical staff and patients at community clinics. During the January 2019 trip, the students studied the differences between obesity prevalence in Jamaica and United States cultures.



Hope

The Consortium for Humanitarian Service and Education Hope program provides disaster and emergency response exercises for health disciplines from colleges and universities across the country throughout the year. The exercises are offered in New York, Florida and Missouri, which give our nursing students specialized training and experience. The New York Hope exercises take place at the State Training Preparedness Center in Oriskany, New York.



Senegal

Molli Oldenburg, DNP, RN, FNP-C, UB SON Global Initiatives Coordinator and clinical assistant professor, traveled to Dakar, Senegal, in July 2018 with 20 UB students and faculty, including two nursing students. This interdisciplinary global mission was led by the School of Dental Medicine to perform dental care procedures for underserved populations. In total, they served 414 patients and performed 1,585 procedures, averaging 3.8 procedures per patient. Another interdisciplinary UB group returned in July 2019.



Peru

Students from the Multicultural Nursing Student Association (MNSA) traveled to Peru in January 2019 to provide health care, including dental and wound care. The students treated over 1,000 patients, sometimes in a medical truck and other times in abandoned buildings. Dante Hatem, BS '19, MNSA president, says, "I hope new nursing students will continue the tradition of a student-led trip around the world to enhance their cultural sensitivity and learn more about global aid."



RAM

Four students and two faculty from UB SON participated in the Remote Area Medical program in Knoxville, Tennessee, with faculty and students from the School of Dental Medicine. This is a mobile clinic service that provides general medical, dental, vision and preventive care and education to underserved populations in impoverished areas. The nursing student volunteers triaged patients, obtained health histories, and assisted in the dental clinic and in other clinic areas.



Million Hearts

UB SON nursing students contribute to the Million Hearts® initiative with Millennium Collaborative Care, providing free health screenings for the underserved populations of Buffalo and WNY. Our students volunteer multiple times per year with the organization and gain valuable experience working alongside other health-related professions.

It has been a very exciting and productive year for the School of Nursing.

The Center for Nursing Research (CNR) was happy to assist our faculty and staff in increasing research and educational funding this year. The progress made speaks directly to the outstanding efforts of our faculty and staff and for recognition of the important research and scholarly work they do on a daily basis. Playing a role in this year's success was the work that the CNR did to cultivate and build interdisciplinary collaboration for many of the externally funded projects. We will further deploy strategies in an effort to carry this success into the future, including targeting grant opportunities for all faculty based on their

expertise, further promoting interdisciplinary communication and collaboration leading to increased funding opportunities, and increasing our grant submission support to include assistance in matching specific projects with appropriate funding opportunities and increased proposal development assistance. We are looking forward to an even more productive and successful year for obtaining funding for new and exciting projects at the School of Nursing.

Yu-Ping Chang, PhD, RN, FGSA, FAAN

Patricia H. and Richard E. Garman Endowed Professor

Associate Dean for Research and Scholarship



SLEEP RESEARCH



Grace Dean, PhD, RN

TITLE:

Supplement to: Efficacy of Nurse-Delivered Brief Behavioral Treatment to Self-Manage Insomnia in Cancer Survivors

FUNDING SOURCE:

*Jean Kimber Brown Research Fund

Grace Dean, PhD, RN; Suzanne Dickerson, DNS, RN; Kelly Foltz-Ramos, PhD, RN, FNP-BC, RHIA; Carleara Weiss, PhD, RN; Cheryl Oyer, MSEd

TITLE:

RE-AIMing Nurses for Screening, Brief Intervention and Referral (Sleep-SBIRT)

FUNDING SOURCE:

*Patricia H. Garman Behavioral Health Nursing Endowment Fund

Grace Dean, PhD, RN; Suzanne Dickerson, DNS, RN; Gregory Wilding, PhD; Mary Reid, MSPH, PhD (Roswell Park)

TITLE:

Efficacy of Nurse-Delivered Brief Behavioral Treatment to Self-Manage Insomnia in Cancer Survivors

FUNDING SOURCE:

NIH/NINR - R01 (\$2.2m)

Suzanne Dickerson, DNS, RN

TITLE:

Usability and Feasibility Testing of a Self-Management Online Program (Breathe2Sleep™) to Improve Adherence to CPAP in Persons Newly Diagnosed with Sleep Apnea

FUNDING SOURCE:

*Patricia H. Garman Behavioral Health Nursing Endowment Fund

Carla Jungquist, PhD, ANP-BC, FAAN;

Lora Cavuoto, PhD; Varun Chandola, PhD; Manoj Mammen, MD

TITLE:

Early Detection of Respiratory Compromise to Prevent Harm of the Hospitalized Opioid Treated Patient

FUNDING SOURCE:

CTSI Translational Pilot Studies Program

Rebecca Lorenz, PhD, RN; Yu-Ping Chang, PhD, RN, FGSA, FAAN; Ling Bian, PhD; Heather Orom, PhD; Varun Chandola, PhD; Chin-Shang Li, PhD

TITLE:

The Pathway to Sleep Health Disparities in Middle-aged and Older Adults: The Role of Social Determinants

FUNDING SOURCE:

CTSI Translational Pilot Studies Program

Rebecca Lorenz, PhD, RN; Yu-Ping Chang, PhD, RN, FGSA, FAAN; Bianca Weinstock-Guttman, MD; Melanie Green; Wenyao Xu, PhD; Lorelee Sessanna, DNS, RN, CNS, AHN-BC; Chin-Shang Li, PhD; Varun Chandola, PhD

TITLE:

Sleep and Circadian Rhythms Intervention in Adults with Neurodegenerative Disorders (SleepWell!)

FUNDING SOURCE:

NHLBI - K12 (\$130,000)

Rebecca Lorenz, PhD, RN; Yu-Ping Chang, PhD, RN, FGSA, FAAN

TITLE:

Mindfulness-Based Stress Reduction Plus Sleep Retraining to Improve Depressive Symptoms Among Adults with Multiple Sclerosis

FUNDING SOURCE:

*Patricia H. Garman Behavioral Health Nursing Endowment Fund

BIOBEHAVIORAL ONCOLOGY QUALITY OF LIFE ACROSS THE LIFESPAN



Darryl Somayaji, PhD, RN, CNS, CCRC; Katia Noyes, PhD, MPH; Peter Elkin, MD; Manoj Mammen, MD, MS; Greg Wilding, PhD

TITLE:
Linking New York State Databases to Identify Risk Factors and Gaps in Care for Rural and Urban Health Disparities in Lung Cancer

FUNDING SOURCE:
CTSI Translational Pilot Studies Program

Laurene Tumiel-Berhalter, PhD;
Darryl Somayaji, PhD, RN, CNS, CCRC

TITLE:
Patient Voices Fights Cancer

FUNDING SOURCE:
Erie County Department of Health (\$192,345)

TITLE:
You Cannot Change Your Family History, but You Can Change What You Do With It: A Peer-Based Education Program to Reduce Breast Cancer Risk in African American Women

FUNDING SOURCE:
New York State Department of Health (\$270,000)

HEALTH SYSTEMS AND DATA SCIENCE



Sharon Hewner, PhD, RN, FAAN

TITLE:
Peer-Led Asthma Self-Management for Adolescents PLASMA Multi-Site Study

FUNDING SOURCE:
NIH/University of Rochester (\$30,000)

Molli Oldenburg, DNP, RN, FNP-C; Sharon Hewner, PhD, RN, FAAN

TITLE:
Global Health Immersion Experience

FUNDING SOURCE:
Elsie P. & Lucius B. McCowan Private Charitable Foundation (\$5,840)

Suzanne Sullivan, PhD, MBA, RN, CHPN; Catherine Mann, EdD, RN, CNE; Yu-Ping Chang, PhD, RN, FGSA, FAAN

TITLE:
Nurse's Perspectives on Identifying Changes in Condition and Facilitating Care Transitions Prior to Decision Support Tool Design

FUNDING SOURCE:
*Patricia H. Garman Behavioral Health Nursing Endowment Fund

Andrew B. Symons, MD, MS (project director); Jacobs School of Medicine and Biomedical Sciences (students); Dept. of Family Medicine (residents); Div. of General Internal Medicine (residents); **UB School of Nursing (NP/BS students; Sharon Hewner, PhD, RN, FAAN)**

TITLE:
The Buffalo Interprofessional Advanced Primary Care Training Program

FUNDING SOURCE:
HRSA (\$2.5m)

P.U.L.S.E. HEALTHY WEIGHT RESEARCH TEAM



Laura Anderson, PhD

TITLE:
Reward Signaling, Genetic Risk, and Addictive Behaviors Following Bariatric Surgery: An EEG Study

FUNDING SOURCE: UB IMPACT

TITLE:
Long-Term Bariatric Surgery Successes Versus Failures: Informing Interventions through Analyzing Electronic Medical Records

FUNDING SOURCE:
NLM Clinical Bioinformatics Fellowship (\$15,000)

TITLE: Bariatric Outcomes: Sustaining Success (BOSS)

FUNDING SOURCE:
NSF I-CORPS Site Program Phases I-II (\$6,000)

Laura Anderson, PhD; Arindam Sanyal, PhD; Jung Hun Seo, PhD; Joseph Caruana, MD; Peter Elkin, MD; Leslie Heinberg, PhD (Cleveland Clinic); Chantal Nederkoorn, PhD (Maastricht University); Albert Titus, PhD

TITLE:
Just-in-Time Technology for Supporting Patients with Severe Obesity & Binge Eating

FUNDING SOURCE:
CTSI Translational Pilot Studies Program

*Denotes those supported by philanthropy.



PROMOTING HEALTH AND REDUCING RISK IN PSYCHIATRIC MENTAL HEALTH AND ADDICTIONS

Kafuli Agbemenu, PhD, MPH, RN, CTN-A

TITLE: A Comprehensive Examination of the Reproductive Health Status of African Refugee Women Living in Buffalo, NY

FUNDING SOURCE: *Patricia H. Garman Behavioral Health Nursing Endowment Fund

TITLE: Phases 1 and 2: Family Planning in Appalachia: An Assessment of Unmet Needs in the Context of the Opioid Epidemic

FUNDING SOURCE: Society of Family Planning (through UB School of Social Work)

Yu-Ping Chang, PhD, RN, FGSA, FAAN

TITLE: Behavioral Health Integration in a Native American Primary Care Clinic

FUNDING SOURCE: HRSA (\$1.5m)

Yu-Ping Chang, PhD, RN, FGSA, FAAN; Nancy Campbell, PhD, FNP-C, CARN-AP, FAANP, FIAAN, FAAN

TITLE: Behavioral Health-focused Interprofessional Education and Practice for Graduate Students in Integrated Care Setting

FUNDING SOURCE: HRSA Behavioral Health Workforce Education and Training Program (\$1.9m)

Linda Kahn, PhD; Yu-Ping Chang, PhD, RN, FGSA, FAAN (Primary Mentor)

TITLE: UB Primary Care Research Fellowship Training Program - T32 (\$2.0m)

FUNDING SOURCE: HRSA

Timothy Murphy, MD; Yu-Ping Chang, PhD, RN, FGSA, FAAN

TITLE: Buffalo Clinical and Translational Research Center National Center for Advancing Translational Sciences (NCATS)

FUNDING SOURCE: NIH CTSA - (\$15m)

Amy Hequembourg, PhD; Jennifer Livingston, PhD; Lorraine Collins, PhD

TITLE: Identifying Sexual Assault Mechanisms Among Diverse Women

FUNDING SOURCE: National Institute of Justice (\$205,365)

Dominic Parrott, PhD (Georgia State University); Amy Hequembourg, PhD

TITLE: Proximal Effects of Alcohol on Same-Sex Intimate Partner Violence

FUNDING SOURCE: NIH/NIAAA - R01 (\$2.5m)

Linda Paine Hughes, DNP, ANP, PNP, PMHNP-BC, FNP-C; Yu-Ping Chang, PhD, RN, FGSA, FAAN

TITLE: Enhanced Integration of Behavioral Health into Primary Care Education and Practice

FUNDING SOURCE: Advanced Nursing Education Workforce (\$1.5m)

Jennifer Livingston, PhD; Kathleen Miller, PhD; Maria Testa, PhD; Jaye Derrick, PhD (University of Houston); Joe Lucke, PhD; Amanda Nickerson, PhD

TITLE: Peer Victimization as a Pathway to Adolescent Substance Use

FUNDING SOURCE: NIH/NIAAA - R01 (\$1.8m)

Amanda Nickerson, PhD, NCSP; Thomas Freely, PhD; Lyndsay Jenkins, PhD (Florida State University); Ariel Aloe, PhD (University of Iowa); Jennifer Livingston, PhD

TITLE: Creating Upstanders: The Development of Norms and Bystander Intervention Training (NAB IT!) to Reduce Bullying and Sexual Harassment

FUNDING SOURCE: Institute of Education Sciences (U.S. Department of Education) (\$1.4m)

Jennifer Read, PhD; Jennifer Livingston, PhD

TITLE: Harnessing the Power of Friends to Reduce Sexual Assault Risk

FUNDING SOURCE: NIH/NIAAA - R34 (\$648,578)

Maria Testa, PhD; Jennifer Livingston, PhD

TITLE: Brief Intervention to Reduce College Sexual Victimization Risk

FUNDING SOURCE: NIH/NIAAA - R34 (\$218,750)

Jennifer Read, PhD; Craig Colder, PhD; Jennifer Livingston, PhD

TITLE: Alcohol-Involved Sexual Assault Risk the Routines of Daily Life: A Social Goal Perspective

FUNDING SOURCE: NIH/NIAAA - R01 (\$2.2m)

Eunhee Park, PhD, RN, APHN-BC

TITLE: Participatory Media Production Intervention for Youth Smoking Prevention

FUNDING SOURCE: *Patricia H. Garman Behavioral Health Nursing Endowment Fund

Eunhee Park, PhD, RN, APHN-BC; Martin Mahoney; Yu-Ping Chang, PhD, RN, FGSA, FAAN; Maciej Goniewicz; Chin-Shang Li, PhD; Gregory Homish; Jessica Kulak

TITLE: Smoking Cessation Intervention for Young Adults with Low Socioeconomic Status

FUNDING SOURCE: NHLBI - K12 (\$130,000)

ADDITIONAL FUNDED PROJECTS



Peter Elkin, MD; Yu-Ping Chang, PhD, RN, FGSA, FAAN; Suzanne Sullivan, PhD, MBA, RN, CHPN; Rebecca Lorenz, PhD, RN

TITLE: Buffalo Research Innovation in Genomic and Healthcare Technology Education (BRIGHT Education)

FUNDING SOURCE: NIH/NLM - T15 (\$270,000)

Kelly Foltz-Ramos, PhD, RN, FNP-BC, CHSE, RHIA; Nicholas Fusco, PharmD; Jane Paige, PhD (Milwaukee School of Engineering)

TITLE: Saving Patient X: The Impact of an Interprofessional Escape Room on Teamwork and Performance in Simulation

FUNDING SOURCE: *Patricia H. Garman Behavioral Health Nursing Endowment Fund

Melinda Haas, DNP, RN, FNP-BC; Jennifer Guay, DNP, CNM; Jennifer Livingston, PhD

TITLE: Barriers to Contraceptive Counseling in Pediatric Primary Care Practices in the Buffalo Metropolitan Area

FUNDING SOURCE: *Patricia H. Garman Behavioral Health Nursing Endowment Fund

Linda Paine Hughes, DNP, ANP, PNP, PMHNP-BC, FNP-C

TITLE: Partnering to Educate FNPs for Practice in Native American, Underserved and Rural Settings

FUNDING SOURCE: HRSA Advanced Nursing Education Program (\$1.7m)

Kenneth Hepburn, PhD (Emory University); Marsha Lewis, PhD, RN, FAAN

TITLE: Developing a Distance Education System to Train Savvy Caregiver Program Interventionists: Extending Access and Capacity in Community-Based Delivery of Evidence Based Interventions

FUNDING SOURCE: NIH/NIA - R01 (\$2.1m)

Bruce R. Troen, MD; Kinga Szigeti, MD, PhD; Steven Dubovsky, MD; Daniel Morelli, MD; Marsha L. Lewis, PhD, RN, FAAN; Linda Steeg, DNP, RN, ANP-BC

TITLE: Center of Excellence for Alzheimer's Disease in Western New York

FUNDING SOURCE: New York State Department of Health (\$2.6m)

Kurt Dermen, PhD; Jennifer Livingston, PhD

TITLE: Developing a Tailored, Web-delivered, Motivational Interviewing-based Intervention to Promote Oral Health

FUNDING SOURCE: NIH/NIDCR - R21 (\$438,625)

Amanda Nickerson, PhD; Jennifer Livingston, PhD

TITLE: Randomized Control Trial of Second Step Child Protection Unit

FUNDING SOURCE: Committee for Children (\$500,000)

Joann Sands, DNP, ANP-BC

TITLE: Students' Perceptions, Knowledge and Performance in Disaster and Humanitarian Response Field Training Exercises

FUNDING SOURCE: *Patricia H. Garman Behavioral Health Nursing Endowment Fund

UNFUNDED PROJECTS



Laura Anderson, PhD; Melissa Kalarchian, PhD

TITLE: Timed Eating in Pre-Operative Bariatric Surgery Patients with Class III Obesity

Laura Anderson, PhD; Patricia Nisbet, DNP, PMHNP-BC

TITLE: Sexual Assault, Overweight and Suicide (SOS): A Replication Study Using Nationally Representative Data

Susan Grinslade, PhD, RN, PHCNS-BC

TITLE: Igniting Hope: Building a Just Community with a Culture of Health and Equity

Mary Ann Meeker, DNS, RN; Siri GuruNam Khalsa, MSN, RN; Kelly McBroom, ARNP, RN, CNM; Dianne White, MS, RN; Suzanne Dickerson, DNS, RN

TITLE: Dealing with Dying: Common Meanings of Comfort Care in Hospital-Based Palliative Care Providers

*Denotes those supported by philanthropy.

THE “IPE” IN TEAM

–Sarah Goldthrite

“IPE” is becoming one of the most important acronyms in health care – but what is it?

IPE, or interprofessional education, promotes communication and collaboration across health professions to ensure optimal patient care and outcomes. It is one of American Association of Colleges of Nursing’s nine essential outcomes that enable graduates to practice within a complex, collaborative health care environment.

For the past three years, clinical associate professor Linda Steeg, DNP, RN, ANP-BC, clinical professor Janice Jones, PhD, RN, CNS, and associate professor Patricia Ohtake, PhD, PT, also the UB assistant vice president of interprofessional education, have offered an IPE learning experience for nursing and physical therapy students. This learning experience emphasizes the collaborative efforts of the two professions to promote early mobility interventions for critically ill ICU patients.

In this learning experience, offered in the nursing course “Concepts of Complex Acute Care”, students implement the ABCDEF evidence-based care bundle to reduce ICU delirium and promote rehabilitation to prevent functional decline.

Steeg explains that ICU delirium is associated with patients’ disease processes, medication and constant environmental stimulation from lighting, alarms and ventilators that interrupt the circadian rhythm.

Patients of all ages may experience ICU delirium. The ABCDEF bundle reduces delirium by promoting early mobility and exercise – the “E” component of the bundle.

Evidence indicates that patients who are mobilized to their highest functional level daily have fewer days of mechanical ventilation, decreased incidence of ICU delirium and better health outcomes. Physical therapists, respiratory therapists and nurses work together to mobilize patients, a complex effort that ranges from bed exercises to walking, even while ventilated.

“It’s important that nurses, physical therapists and respiratory therapists collaborate to encourage patient mobility,” says Ohtake. “Sometimes it takes longer to get an intubated patient ready than to perform the intervention, but the intervention is so powerful in improving a patient’s health that it’s worth the effort.”

With a number of our students’ first nursing job being on a critical care unit, this learning experience is especially valuable.

Prior to the learning experience, students review an interprofessional article on ICU patient mobility and AACN’s early progressive mobility protocol.

Physical therapists, respiratory therapists and nurses work together to mobilize patients, a complex effort that ranges from bed exercises to walking, even while ventilated.

Working in small groups, the in-class activity begins with introductions, including discussions of professional roles and responsibilities.

After viewing an ICU mobility video, students develop an interprofessional exercise and mobility plan for an intubated ICU patient. This class concludes with discussion of their care plans and debriefing.

“This was a great experience,” says Samantha Manahan, BS ‘19. “We discussed the differences and similarities nurses and PTs have in helping patients with early mobilization. I have a better understanding

of the professional relationship that focuses on patient-centered care.”

Physical therapist student Jonathan Lau adds the experience taught him that interprofessional practice and collaboration are key to innovation and better patient care.

Jones stresses that health care professionals don’t work in silos, so students must learn to function in a collaborative care team. Steeg adds that students don’t learn these skills through lectures; they learn through experience.

UB is one of the most comprehensive Academic Health Centers in the nation,



so students and faculty enjoy more interprofessional opportunities than many other colleges and universities.

“We’re fortunate to have this range of professions at UB,” says Jones. “Many other schools cannot provide IPE because they may not have a medical school or physical therapy department, for example.”

Beyond improving care quality, IPE makes UB graduates stand out in the workforce. These hands-on activities provide concrete experience in interprofessional teamwork and communication – invaluable skills as health care systems continue to embrace a culture of collaboration.

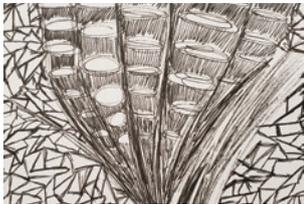
MINDING THE MIND IN NURSING SCHOOL

—Anna Kate Beigel

Mindfulness

/ˈmaɪn(d)ɪ(ə)nəs/
noun

Maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations and surrounding environment through a gentle, nurturing lens. (Klinshaw)



A nurse’s world revolves around the care of others. But who cares for the nurse? In nursing school, students learn how to provide patient-centered care, but their education is often lacking the elements of self-care and mindfulness – a practice that may aid in preventing burnout.

“Of course, happy nurses take better care of their patients, and this makes for much happier patients and probably healthier for that matter, too,” says Gale Klinshaw, MSN, RN, clinical lab coordinator at the School of Nursing.

During the Fall 2018 semester, Klinshaw and Jennifer Guay, DNP, CNM, RN to BS program coordinator and clinical associate professor, introduced mindfulness and meditation practices to students to utilize before exams and to promote self-care. As many can attest, nursing school, like nursing practice, can be extremely stressful.

“We would like to send our students out with this mindful attitude, and hopefully it will be contagious and spread to the rest of the people they are working with,” says Klinshaw. “Some of them give up their nursing careers due to stress, and we’re constantly talking about the nursing shortage. My goal is for all of them to adopt their own mindfulness practices.”

Klinshaw is currently in the Mindful Counseling for Wellness and Engagement Advanced Certificate program provided by the UB Graduate School of Education’s Department of Counseling, School and Educational Psychology. Upon completion of this program, students earn an advanced certificate in mindful counseling for wellness and engagement registered with the Division of Professional Education, New York State Education Department.

In the program, the participants evaluate their own professions for stress – Klinshaw knew in nursing, from education to practice, there is an abundance. She was able to find several studies about nursing educators’ stress but found very little research related to stress in nursing students.

“This issue needs more attention, so I decided to do my project with students,” explains Klinshaw.

She offers multiple mindfulness sessions at different times of the day to fit into students’ busy schedules. They engage in various mindfulness exercises like aromatherapy and zentangles (doodling) and always end in meditation.

“I noticed many students using the aromatherapy cotton balls during the exam,” says Guay.

“I use doodling during my exams,” says Cari Gavin, ABS ’19. “I go so fast and need to slow down – doodling helps me with that.”

Eventually, Klinshaw and Guay would like to pursue a grant to further the study of self-care for nursing students. They would like train faculty and provide additional resources for students, including a survey to determine self-care techniques students would like to learn, and maybe create a meditation room.

“I think it is really great for the exam but also really great for their careers,” Guay says. “They are going to deal with stressful situations as nurses, and I think it helps to teach self-care and how to maintain a sense of calm in challenging situations. That is an important lifelong skill.”



Gale Klinshaw looks on as students draw zentangles, a relaxing practice of creating images with repetitive patterns.

OUR PLACE TRANSFORMING WENDE HALL

Our school is a place of transformative learning and stellar classroom education. Faculty and staff continue to evolve and grow in the increasingly tech-savvy academic and health care arenas, answering the call to flourish in this interconnected world.



ATRIUM

The Wende Hall atrium was transformed into an inviting student study space. New floors and furniture, refreshed paint in UB colors and a steel school logo complete the new look. Three large television monitors were also added to keep students informed about learning opportunities, events, student and faculty achievements, academic programs, and more.

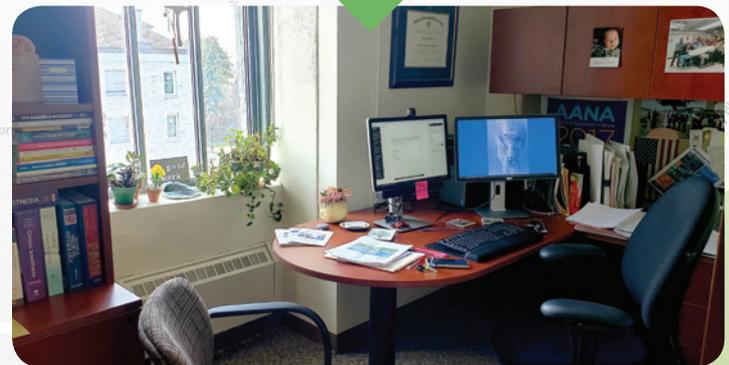
GRADUATE STUDENT LOUNGE

The graduate student lounge in 330 Wende Hall provides a quiet workspace for our hard-working graduate students, whether it is for independent study or collaboration.



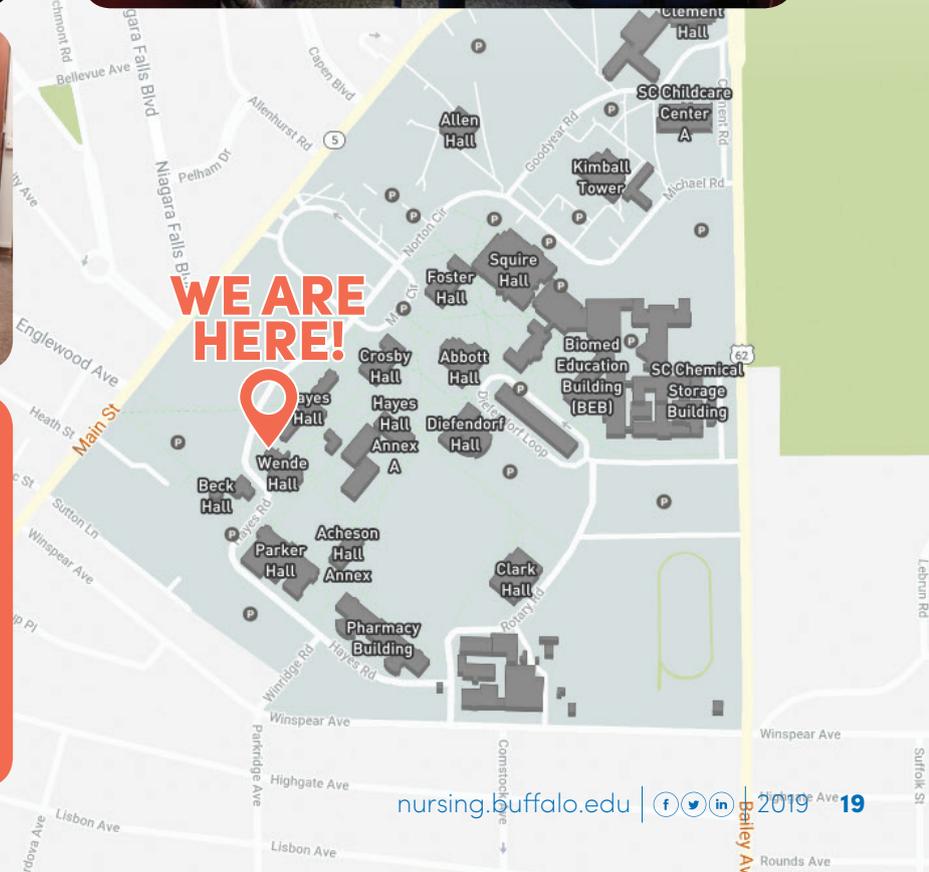
FACULTY OFFICES

Several private faculty offices and office suites were added to Wende Hall to accommodate our dedicated full-time faculty. These spaces enable faculty to mentor students in a more confidential setting and provide a quiet space in which they are able to conduct research, meetings and other work.



CLASSROOMS & CONFERENCE ROOMS

Several classrooms and conference rooms were outfitted with video conferencing technology: new software, monitors, podiums, cameras and sound enable faculty and students to collaborate with scholars across the globe. This technology expands educational opportunities and knowledge dissemination through high-quality virtual presentations and conferencing and creates an engaging learning environment for students.



UB BUILDS ESCAPE ROOM TO TEACH NURSING, PHARMACY STUDENTS TEAMWORK

-Marcene Robinson

We did it!
Teamwork saved Patient X!



#UBuffalo #EscapeRoom

Escape rooms have reached the college classroom.

To improve teamwork and communication between nursing and pharmacy students, the University at Buffalo School of Nursing and School of Pharmacy and Pharmaceutical Sciences have turned to the popular, mystery-themed game for interprofessional training.

Rather than a prison cell or abandoned home, groups of students are placed in a simulated medical clinic. Their goal: solve various puzzles to discover what ails their patient and provide the proper treatment.

The game occurs in conjunction with a home health care simulation, allowing UB researchers to study the impact of the escape room on student performance.

"Most people do escape rooms for entertainment, but they are also an objective way to evaluate teamwork and communication, something that we've struggled to do in our simulations," said Kelly Foltz-Ramos, PhD, RN, FNP-BC, CHSE, RHIA, research assistant professor and director of simulation in the UB School of Nursing.

"Our room is not meant to be overly difficult. It's meant to educate and teach students to appreciate each other's strengths. Thirty minutes is a short period of time, but if they are successful, it could make a big difference everywhere, including the workplace."

Foltz-Ramos organized the game, simulation and study with Nicholas Fusco, PharmD, clinical associate professor in the School of Pharmacy and Pharmaceutical Sciences.

"Communication is critical between nurses and pharmacists because both professionals have key information about patients that, when combined, can enhance the care that patients receive," said Fusco.

Team of nursing and pharmacy students pose for a photo after saving Patient X.

Nursing and pharmacy students use clues and collaboration to save Patient X.



“Our room is not meant to be overly difficult. It’s meant to educate and teach students to appreciate each other’s strengths.”

–Kelly Foltz-Ramos, PhD, RN, FNP-BC, CHSE, RHIA

“Nurses spend the most time among health care professionals one-on-one with their patients, and know them very well. Pharmacists have in-depth knowledge of drug therapies. When the two communicate, especially as it pertains to a patient’s treatment regimen, they can combine patient-specific and therapy-specific factors together to come up with the best possible plan of care for their patients. It’s a win-win situation.”

To design their game, the researchers consulted with 5 Wits, a company with escape rooms across the Northeast, and even attempted one of their rooms.

Similar to other escape rooms, the UB room, named Patient X, features riddles, puzzles, combination locks and invisible ink. The game will highlight critical lessons surrounding infection control, patient restraint and medication safety.

Students also take part in a simulation of a home health care meeting, similar to



what they will encounter in the field. During the meeting, students work together to understand a patient’s adverse reaction to an incorrect dosage of medication and build a plan of recommendation for health care providers. A second home care scenario involved polypharmacy – a recently discharged patient was continuing medications prescribed in the hospital, but also had several prescribed medications at home. Students work to address discrepancies and to prevent this from occurring in the future.

Of the nearly 250 students who participated during the fall 2018 semester, half completed the simulation first, and the other half began with the escape room. Students were divided into groups of four – two from each school – and received 30 minutes to solve each the game and simulation.

Participants complete a survey after the simulation, regardless of whether they completed the escape room. The results will help the researchers determine the effectiveness of team building exercises on performance and perceptions surrounding teamwork in interprofessional training.

Forty percent of these participants escaped; more importantly, the researchers found a significant increase in teamwork perceptions. There was also a shared positive experience among those who did not escape.

Foltz-Ramos and Fusco say that follow-up will inform whether these positive perceptions are sustained over time. They would like to explore team dynamics and the participants’ acquisition of knowledge and skills related to the clinical topics. They are also interested in the possibility of including additional disciplines in the future.

Fusco said, “By creating learning experiences during their training where they can interact with other professional students, they can begin to build respectful relationships, understand each other’s professional roles and responsibilities, understand the values of each profession and practice working together as a team, with the ultimate goal of improving the health and wellness of individual patients and the community.”

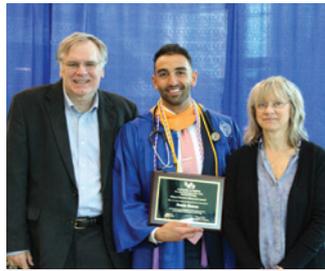
STUDENT COMMENCEMENT AWARDS

Amanda Adams (DNP '19) and **Julie Ann Hitzges (DNP '19)** received the Ruth Gale Elder Award for Excellence in Nursing Research. This award, established by the late Ruth Gale Elder, faculty emeritus, recognizes graduate students who have demonstrated outstanding knowledge and ability in nursing research.

Tijen Arslan (DNP '19) and **Lori A. Gehl (ABS '19)** received the Anne Walker Sengbusch Award for Leadership in School and Community Activities for notable service and leadership to the UB SON, university and/or community.

Max Boasiako Antwi (DNP '19) and **Alyssa Elaine Anderson (ABS '19)** received the Shirley D. DeVoe Nursing Award for Excellence in Communication. This award, endowed by UB SON alumna Shirley DeVoe, is presented to graduating students who demonstrated superior skills in communicating with clients.

Bobbi J. Blakeslee (ABS '19) received the Ruth T. McGrorey Award for Excellence in Nursing. Named to honor UB SON's former dean, the award recognizes baccalaureate students who have demonstrated outstanding knowledge of nursing theory and excellence in nursing practice.



Dante Hatem (BS '19) received the annual Ethan Christian '12 Memorial Award, which honors an outstanding University at Buffalo nursing student at graduation in memory of Ethan Christian, BS '12. The recipient demonstrates exceptional care, compassion and excellence in the practice of nursing as exemplified by Ethan Christian.

Charnelle Lewis (DNP '19) and **Leann Balcerzak (BS '19)** received the Sigma Theta Tau, Gamma Kappa Chapter Award recognizing their superior scholarship, leadership and achievement in nursing.

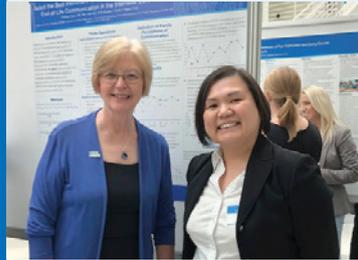
Alison Thorpe (BS '19) received the American Nurses Association, New York Chapter, Future Nurse Leader Award. This award honors a nursing student who is entering the profession and encourages continued development of leadership skills.

Alyssa C. Weissinger (PhD '19) and **Kapri Johnson (ABS '19)** received the Dr. S. Mouchly Small Award, which recognizes graduating students who have demonstrated superior knowledge and skill in psychiatric mental health nursing and who exhibit an understanding of and sensitivity to the special needs of clients and their families, as well as the ability to respond to these needs.



MORE PRIDE

Chuxin (Tiffany) Chen (BS '19) earned the Excellence in Research, Scholarship and Creativity Award at the 2019 UB Celebration of Student Academic Excellence.



Kate Chen (PhD student) earned the Excellence in Research, Scholarship and Creativity Award and the third place Sigma XI Companions in Zealous Research award at the 2019 UB Celebration of Student Academic Excellence.

Cari Gavin (ABS '19) was named UB's first Million Hearts® Fellow in recognition of her record of screening participation and demonstration of requisite skills and knowledge.

Dante Hatem (BS '19) received the 2018 L. Thomas Wolff Scholarship from the Central New York Area Health Education Center. The scholarship recipient must exhibit Thomas Wolff's spirit, integrity and dedication to providing care to those most in need.

Melissa Hiscock (PhD student) presented at the Symposium on Advanced Wound Care fall meeting in Las Vegas, Nevada, in October 2018. Her presentation was titled, "Wound Care in the Oncology Patient: What You Need to Know."

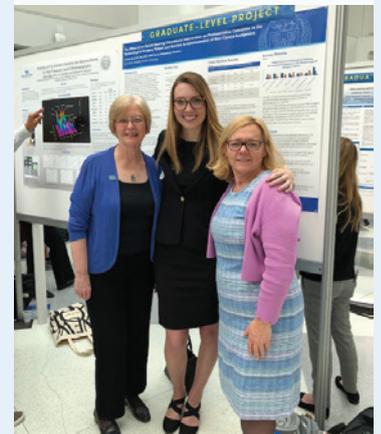
Patricia Nwaefuna (DNP student) received the Maureen R. L. Mussenden Scholarship, presented by the UB Office of the Vice President for Health Sciences.

Lana Pasek (PhD student) received a \$1,000 award for the Sigma Theta Tau International Honor Society of Nursing 30th International Nursing Research Congress in Calgary, Alberta, Canada.

June Rowe-Hill (ABS student) received the Esther Elliot Martin Scholarship from Portage Learning. UB SON was among six schools awarded this scholarship for displaying a commitment to nursing education and their students, faculty, staff and community through service and excellence.

Lauren Schmitt (DNP '19) received the 2019 Goldie Brangman Scholarship from the New York State Association of Nurse Anesthetists for "The Use of Opioid Free Analgesics for Perioperative Pain Control in Gynecological Procedures: A Systematic Review."

Lauren Schmitt (DNP '19) presented her research poster, "The Effect of an Opioid Sparing Educational Intervention on Postoperative Outcomes in the Gynecological Surgery Patient and Barriers to Administration of Non-Opioid Analgesics," at the 2019 UB Celebration of Student of Academic Excellence.



Lisa Wawrzynek (traditional BS student) and **Leann Balcerzak (BS '19)** presented their research poster titled "The Impact of Chronic Pain Self-Efficacy on Pain Interference, Anxiety, and Depression in Patients with Chronic Pain" at the 2019 UB Celebration of Student of Academic Excellence.

Beth Weslow (DNP student) was nominated for the Student Nurse Practitioner of the Year award by the board of directors of the Nurse Practitioner Association-New York (District 1).

RESEARCH DAY POSTER WINNERS

UNDERGRADUATE:
Shirley Xu and Hui Ying (Stephanie) Or (Depression Mediates the Relationship between Chronic Pain and Sleep Quality in Adults 50 years and Older)



PhD:
Melissa Hiscock (Developing a Predictive Risk Assessment Tool to Identify Unavoidable Pressure Injuries at the End of Life in the Oncology Population: A Pilot Study)



DNP/MS:
Jessica Lipa (Barriers for Prescribing Buprenorphine for Advanced Practice Registered Nurses)



ELLEN M. VOLPE MEMORIAL FUND:
Jennifer Livingston, Weijun Wang, Maria Testa and Amanda Nickerson (Peer Victimization as a Risk Factor for Adolescent Sexual Victimization)

Dena Zhang, Yanjun Zhou, Leann Balcerzak and Lisa Wawrzynek (The Use of Virtual Reality in Treatment Approaches for Substance Use Disorder: A Systematic Review)

Taylor Akins (The Effect of Guided Relaxation on Anxiety and Pain Intensity in Patients with Total Knee Replacement)

Amy Hequembourg, Jennifer Livingston, Wendy Bostwick, Jessica Blayney and Samantha Auerbach (Coping with Sexual Assault: The Unheard Voices of Sexual Minority Women)

FACULTY:
Eunhee Park, Misol Kwon, Mary Rose Gaughan, Jennifer Livingston and Yu-Ping Chang (Adolescents' Perception about E-cigarettes and Information Sources)

Kelly Foltz-Ramos and Nicholas Fusco (Escaping Patient X: The Impact of an Interprofessional Escape Room on Teamwork and Performance in an Interprofessional Simulation)

Linda Steeg, Karen Ziemianski, Mattie Rhodes, Clair Meyers, Diane Ceravolo and Catherine Mann (University at Buffalo School of Nursing Academic-Clinical Partnership: History and Future of the Dedicated Education Model)

CLINICAL PARTNERS:
Margy Donofrio, Jacob Walck, Ellen Colan, Lori Meder, Linda Butski, Ellen Cool and Rebecca Lorenz (Exploring the Effectiveness of Music on Post-Operative Pain Among Spinal Surgery Patients: A Pilot study) – Kenmore Mercy Hospital

Brenda Cramer (Intensive Care Readmissions: What Causes a Patient to be Readmitted and are there Strategies to Prevent an Unexpected Return to the Intensive Care Unit) – Kenmore Mercy Hospital

Jennifer Carroll, Melinda Lawley, Lisa Marie Hauss and Karen Ziemianski (Celebrating Success of Culture Change – Pathway to Zero Harm) – Erie County Medical Center



Here is how the view changes.

2019 ENRS ANNUAL SCIENTIFIC SESSIONS

UB SON presented 18 posters at the 2019 Eastern Nursing Research Society (ENRS) Annual Scientific Sessions. Two staff, eight faculty and 11 students attended and presented at the conference.

Kate Chen (PhD student) was awarded a \$500 travel scholarship to attend the 2019 ENRS Annual Scientific Sessions in Providence, Rhode Island.

Jessica Lipa (DNP '19) was awarded first place for 2019 ENRS Peer-Reviewed DNP Student Poster Award for "Barriers for Prescribing Buprenorphine for Advanced Practice Registered Nurses."





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1 Commencement

The School of Nursing's 79th Annual Commencement took place in Alumni Arena on May 17.

2 Class of 1969

UB SON class of 1969 alumni returned in May to celebrate their 50th class reunion.

3 Sigma Theta Tau Induction

2019 Sigma Theta Tau Gamma Kappa Chapter inductees.

4 Preceptor Reception

This year's preceptor appreciation reception acknowledged the dedication to mentorship and the profession demonstrated by our outstanding preceptors. Pictured: Melissa Zhang with her former preceptor, Jennifer Earsing (Niagara Falls Memorial Medical Center).

5 Bonnie Bullough Lecture

The 22nd Annual Bonnie Bullough Lecture featured Dorothy A. Jones, EdD, RNC, ANP, FAAN, Boston College, who presented "Building Academic-Clinical Partnerships: Opportunities, Strategies and Challenges."

6 Research Day

Our 7th Annual Research Day, themed Academic-Practice Partnerships and Clinically Meaningful Research, brought together students, community partners and faculty, who presented their research during a poster session and presentations.

7 Pinning Ceremony

The 2019 traditional and accelerated bachelor's in nursing graduates receive nursing pins during a post-commencement ceremony to welcome them to the nursing profession.



May Celebration

This year's Annual May Celebration took place at Hotel Henry on May 23.

Award Winners

From left to right:

PATRICIA H. GARMAN AWARD FOR EXCELLENCE AND SERVICE IN NURSING

Donna A. Tyrpak, MS, RN, ANP

DISTINGUISHED PRECEPTOR AWARD

Maureen Moore-Haley, BSN, HMS, RN

DISTINGUISHED ALUMNI AWARD

Martha Dewey Bergren, DNS, RN, NCSN, PHNA-BC, FNASN, FAAN

NURSE NELLE: DIVERSITY ADVOCATE FOR NURSE ANESTHETISTS

—Anna Kate Beigel

You may have already heard of **Charnelle Lewis** – but if not, you will soon.

Charnelle is a nurse and an African American woman. She also happens to be an Instagram influencer, YouTube star, business owner, mentor, diversity advocate and an all-around good person. She achieved her many successes through hard work and determination, even while facing many challenges along the way.



Charnelle knows firsthand how hard it can be to be a minority in health care. When she first started out as a registered nurse, patients would mistake her for a nurse's aide. She would have to correct them, explaining she has her bachelor's degree in nursing and is working toward her doctorate.

"They would just be floored as if it's impossible for that to happen," says Charnelle.

Based on her own and others' experiences, Charnelle has made it her mission to encourage more minorities to join the nurse anesthetist profession and to promote diversity.

"Diversity to me includes a lot of different things. It's not just the representation of one particular culture; it's a representation of all cultures and having a spectrum. I think diversity means everyone is represented in some way."

Charnelle is the only African American in her nurse anesthetist graduating class and one of a handful in her DNP program. This, she says, was challenging at times.

"In general, it's kind of tough because you always feel like you have to prove yourself to everyone. I feel like I have to do more than everyone else around me because I felt as if they didn't think I could do it because I am African American," she explains.

As a result, Charnelle has successfully taken on the part of role model.

In 2014, Charnelle created her blog, "Nurse Nelle." She reestablished the blog in 2017 when she found there was little information about applications, studying tips and tricks, general advice, and program culture for nurse anesthetist programs.

"There really wasn't much information out there, and the information that was available was from five, 10 years ago. I didn't find that to be quite applicable for now. So, I thought, I need to start something."

Charnelle designed the blog to provide relevant and up-to-date information on nurse anesthesia programs and to promote diversity. She later added Instagram and a YouTube channel after encouragement from her professors. "Nurse Nelle" has continued to grow, and now Charnelle offers mentoring services for prospective nurse anesthetist students.

"There are so many people who are down on themselves, but then they call me and say, 'I got an interview' or 'I got accepted.' It's just the best feeling in the world knowing I helped them get to that point."

Charnelle graduated from UB's DNP nurse anesthetist program in May, and she continues to inspire and encourage many as Nurse Nelle.

"I'm blessed to be in the position that I am to help others."

Check out "Nurse Nelle" and follow her journey as a nurse anesthetist at nursenelle.com.

UB SON ALUMNA AWARDED 2019 SUNY HONORARY DOCTORATE

-Sarah Goldthrite

Rebecca J. McCormick-Boyle, retired U.S. Navy Nurse Corps rear admiral and commander and UB School of Nursing alumna, was awarded a SUNY Honorary Doctorate in Science at the School of Nursing's 2019 commencement ceremony on May 17. The doctorate was presented by University at Buffalo President Satish Tripathi. McCormick-Boyle also delivered the School's commencement address.

During her distinguished 36-year career in the U.S. Navy's Nurse Corps, McCormick-Boyle was a dedicated leader who demonstrated a sustained and purposeful commitment to the health needs of the nation and its military populations. Through her outstanding achievements and expertise in quality management, diversity management and the patient experience, McCormick-Boyle made a tremendous difference not only in Navy medicine, but in how health care is delivered to our service members across the Department of Defense. Under her leadership, the Navy Nurse Corps' Strategic Objectives flourished, including the development of a professional practice model.

A fellow of the American Academy of Nursing, McCormick-Boyle credits UB School of Nursing with preparing her to serve others with care and compassion and instilling in her a passion for life, education and service. Her numerous professional accomplishments include leading early efforts to establish Navy Medicine's primary care model; playing a pivotal role in coordinating humanitarian assistance, disaster relief and contingency support activities; and planning and



providing oversight for Navy health care and readiness missions in the air, on the sea, on the battlefield and in 16 hospitals and 189 clinics.

Her ability to lead more than 5,000 nurses and establish the Navy Nurse Professional Practice Model – which ensures that all Navy nursing personnel understand their scope of practice and professional development throughout their careers – is unprecedented.

McCormick-Boyle has received a number of recognitions from the military, including Senior Healthcare Executive of the Year (2011), Legion of Merit (2009, 2014), Meritorious Service Medal (1999, 2003, 2005, 2007), and Navy Commendation (1994, 1997). She was also the recipient of the 2013 UB School of Nursing Distinguished Alumni Award and the 2015 University at Buffalo Distinguished Alumni Award.

During her commencement address, McCormick-Boyle offered this guidance to the School of Nursing class of 2019:

“Take care of yourself and pursue balance – professional, personal and spiritual. Balance is an essential nutrient for your resilience and the journey ahead.”

“I wish you the Navy’s traditional fair winds and following seas.”

McCormick-Boyle earned her baccalaureate degree from University at Buffalo School of Nursing in 1981, an MS in Human Resource Management Systems from Chapman University and an MHA from U.S. Army-Baylor University.

(A portion of this article was adapted from a University press release by Sue Wuetcher.)

1960s

Nancy Carpenter (BS '60) retired in 1994 after working in the ER at Buffalo General Medical Center, Roswell Park Comprehensive Cancer Center, Millard Fillmore Suburban Hospital, WCA Hospital (Jamestown, New York) and Englewood Community Hospital (Englewood, Florida).

1970s

Juanita Hunter (MS '74) was honored by ECMC during Black History Month. Hunter was the first African American to serve in roles such as head nurse at E.J. Meyer Memorial Hospital and president of the New York State Nurses Association.

1980s

Paula Glass (BS '81) earned her PhD from Florida International University in 2013. She currently works as a full-time faculty member at Jersey College School of Nursing and as an adjunct professor at California University of Pennsylvania for the MSN in administration and leadership global online program.

Terry Collins (BS '83) was a 2019 Professional Nurses Association of WNY Nurse of Distinction nominee.

Dianne Morrison-Beedy (MS '83) was selected for Women of Impact, a group of high-profile female executives from the health care industry. Members of this group share the goal of realigning the health care system to meet the needs of all Americans. Morrison-Beedy is also the chief talent and global strategy officer and the Centennial Professor for the College of Nursing at The Ohio State University.

Carol Glebe (BS '84) was a 2019 Professional Nurses Association of WNY Nurse of Distinction nominee.

Deborah Summers (BS '84) was named to the Buffalo Business First 2018 roster of Health Care Champions. Summers is a supervisor for the health programs and services at Erie 1 BOCES.

1990s

Jackie Andula (BS '90) was named the 2019 UB Alumni Volunteer of the Year.

Debera Thomas (DNS '93) was appointed dean of Orvis School of Nursing at the University of Nevada, Reno. She previously served as dean and professor at Northern Arizona University School of Nursing.

Sally Terreri (BS '77, MS '97) was a 2019 Professional Nurses Association of WNY Nurse of Distinction nominee.

2000s

Scott Erdley (BS '89, MS '93, DNS '00) was a 2019 Professional Nurses Association of WNY Nurse of Distinction in Education nominee.

Kimberly Esford (BS '00) was a 2019 Professional Nurses Association of WNY Nurse of Distinction in Education nominee.

Jennifer Johengen-Vogel (BS '94, MS '00) was named to the Buffalo Business First 2018 roster of Health Care Champions. She recently developed and implemented care management strategies for vulnerable populations, including BlueCross BlueShield of Western New York's fully integrated behavioral health department.

Rob Swan (BS '00) was named to the Buffalo Business First 2018 roster of Health Care Champions. He currently serves as the vice president and chief nursing officer for Millard Fillmore Suburban Hospital and DeGraff Memorial Hospital.

Kate Giglia (BS '01) currently serves as the director of the Sisters Metabolic Center for Wellness on the St. Joseph's Campus in Cheektowaga, New York. Prior to this role, Giglia ran the Catholic Health Bariatric Surgery Program at Sisters of Charity Hospital.

Jenny Bagen (PMHCRT '06) was named to the Buffalo Business First 2018 roster of Health Care Champions. Bagen is an adult psychiatric nurse practitioner and owner of Transit Psychiatry in Buffalo, New York.

Kimberly Ennis (BS '05, MS '07) earned her DNP from Yale University in 2016. She subsequently accepted the position of clinical nurse manager at Mount Sinai Hospital's Coronary Care Unit and led the opening of a new 20 bed cardiac ICU and cardiac step-down unit in 2017, which was recently recognized with the Gold Beacon Award for Excellence by the American Association of Critical Care Nurses.

2010s

Stephanie Grolemond (MS '14) is the current vice president of the New York State Association of Nurse Anesthetists.

Mimi Haskins (MS '98, DNP '15) was named Catholic Health System's first Nurse of Distinction in Education (Professional Nurses Association of WNY).

LenaMarie Johnson (DNP '15) is currently a certified registered

nurse anesthetist at the Warren H. Bower Surgical Center at Grinnell Regional Medical Center in Iowa.

Martha Metz (MS '16) is a nurse manager at Mercy Hospital of Buffalo and sits on the Professional Nurses Association of WNY board of directors.

Ron Oakes (MS '16) is currently president of the Professional Nurses Association of WNY. He is also an assistant director of nursing at Sisters of Charity Hospital.

Samantha Pudlewski (BS '16) was a 2019 Professional Nurses Association of WNY Nurse of Distinction nominee.

Mavis Faulknor (DNP '17) accepted a position as assistant professor with Dublin City University in Ireland. In this role, she will travel to Riyadh, Saudi Arabia, to teach chronic and complex care across the lifespan in the first nurse practitioner program at Princess Nourah bint Abdulrahman University.

Anastasia Scime (BS '95, MS '98, PhD '18) was a 2019 Professional Nurses Association of WNY Nurse of Distinction nominee.

Carleara Weiss (PhD '18), founder and CEO of BRASCON, received the Embassy of Brazil Award for Science, Technology and Innovation at the Second Meeting of the Brazilian Diaspora for Science, Technology and Innovation at the Brazil Embassy in Washington, DC.

Tell us about your accomplishments and career moves: nursing.buffalo.edu/happening

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CHALLENGE ACCEPTED.



UB GIVING DAY

The fifth annual UB Giving Day was the greatest in the university's history, thanks to our amazing donors. Thank you for your support!

UNIVERSITY-WIDE RESULTS:

2,340 gifts

\$1,493,678 raised

THE SCHOOL OF NURSING GIVING DAY CHALLENGE: 60 DONORS IN 24 HOURS.

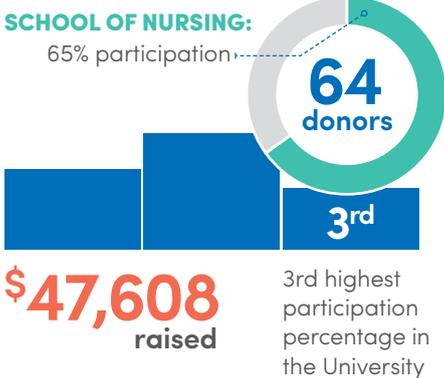
118 donors

Challenge completed: Faculty members Linda Paine Hughes, Grace Dean and Donna Fabry collectively donated an additional \$1,000

\$8,712 raised



FACULTY STAFF CAMPAIGN



STEPHANIE T. NICISZEWSKA MUCHA LEGACY TO CONTINUE AT THE UNIVERSITY AT BUFFALO AND SCHOOL OF NURSING

-Sarah Goldthrite

To say the life of **Stephanie Niciszewska Mucha** is impressive is an understatement.

The insightful and frugal Mucha was dubbed "The Oracle of Buffalo" – the WNY counterpart to Warren Buffet, the Oracle of Omaha – due to several wise investments over the course of her life. One of the most notable was purchasing stock in Medtronic shortly after the first implantable heart pacemaker was licensed to the company in the 1960s.

Mucha, who passed away at 101 years old in December 2018, has left her mark on the University at Buffalo School of Nursing, as a friend, philanthropist and supporter of the nursing profession. Before her passing, Mucha arranged to leave a \$1 million gift to the School of Nursing to support student scholarship.

Mucha also left similar gifts to UB's Jacobs School of Medicine and Biomedical Sciences, the School of Arts and Sciences, and the School of Engineering. She and her husband, Joseph Mucha, also provided scholarships to 30 students of Polish heritage.

Born in North Tonawanda, Mucha left high school at age 15 to help support her

family by working in a local family's home and physician's office. She attended Trott Vocational School of Nursing in the late 1940s and was hired as a licensed practical nurse at the new Buffalo VA hospital in 1950. In 1975, she received a civilian Purple Heart for her work with veterans. Mucha retired in 1993.

A biography of Mucha's life, "The Oracle of Buffalo: The Remarkable Life of Stephanie T. Mucha" by L.S. Stolzenburg and J.J. Przewozniak, was published in 2016. The book outlines the obstacles she encountered growing up and working in the 1920s and 1930s, her time as a nurse, her nearly four decade marriage to Joseph Mucha, and her incredible journey as an investor and philanthropist.

At the 2017 dedication of the Stephanie T. Niciszewska Mucha and Joseph J. Mucha Dean's Suite at the Jacobs School of Medicine and Biomedical Sciences, Mucha said, "I believe in the power of higher education to transform our world."

Mucha, whose profoundly giving spirit graced Western New York for decades, will continue to transform our world through education for decades to come.

NEW FACULTY AND STAFF



FACULTY

Laura Markwick, DNP, RN, FNP-C, FAANP, joined UB SON as a clinical assistant professor. She received her DNP and MS degrees from St. John Fisher College. Her areas of interest include access to care for the uninsured and underinsured populations, as well as technology use in the health care setting, specifically telemedicine.

Christopher Barrick, PhD, joined the UB SON as a research associate professor. Barrick earned his PhD in counseling psychology at UB and was previously a senior research scientist at Jacobs School of Medicine and Biomedical Sciences and the UB Research Institute on Addictions.

STAFF

Nicole Aloisio joined the Center for Nursing Research as a senior research support specialist.

Anna Kate Beigel joined UB SON as the marketing and communications coordinator.

Herby Cheung-Mayes joined UB SON as a staff assistant for academic affairs.

Sarah Hartnett joined the UB SON faculty support staff.

PROMOTIONS & TRANSITIONS

FACULTY

Donna Fabry, DNP, CNS, RN, is now the pre-licensure programs coordinator.

Jennifer Guay, DNP, CNM, is now the RN to BS program coordinator and was promoted to clinical associate professor.

Sharon Hewner, PhD, RN, FAAN, is now the family, community and health systems sciences department chair.

Carla Jungquist, PhD, ANP-BC, FAAN, is now the interim adult/gerontology program coordinator.

Catherine Mann, EdD, RN, CNE, has been appointed to assistant dean for undergraduate studies.

Margaret Moss, PhD, JD, RN, FAAN, is now director of First Nations House of Learning at the University of British Columbia, Vancouver. Moss was previously the assistant dean for diversity and inclusion in the SON.

Pamela Papham, DNP, AOCNP, FNP-BC, FAANP, has been appointed as interim assistant dean of MS/DNP programs and was promoted to clinical professor.

Loralee Sessanna, DNS, RN, CNS, AHN-BC, was promoted to clinical professor.

STAFF

Mary Glenn is now vice president for institutional advancement at Daemen College. She was with UB for nearly 20 years and most recently served as senior director of development for health sciences, working closely with the Schools of Nursing, Social Work, and Public Health and Health Professions since 2012.

Danielle Lamarre-Smith is now director of UB curriculum for general education; she previously served as UB SON's director of undergraduate student services.

Jennifer Schreier is now the director of student services; she previously served as director of graduate student services.

Barbara Stanton retired after 35 years of state service. Barb began her UB career in 1984 in the Jacobs School of Medicine and Biomedical Sciences Department of Physiology. In 2000, she moved to Kimball Tower to start her Secretary I role in the School of Nursing.

Donna Tyrpak currently serves as project coordinator for a five-year grant investigating brief behavioral treatment for insomnia as a low cost, nurse-delivered therapy. She was previously the School's director of marketing, communications and alumni engagement.

FACULTY AND STAFF ACHIEVEMENTS

Laura Anderson was selected by the National Library of Medicine (NLM) as a fellow to be featured on their funded video project at Harvard University. This video provides an overview of the career paths of NLM fellowship awardees. Anderson was also named the UB SON Diversity Officer and is a co-chair of the School's Diversity Task Force.

Diane Bartella was selected by the WNY Professional Nurses Association for the 2019 Nurse of Distinction in Education award.

Yu-Ping Chang was named a Fellow of American Academy of Nursing.

Susan Grinslade was selected as the 2019 Distinguished Alumni by Goldfarb School of Nursing at Barnes-Jewish College.

Sharon Hewner was named a Fellow of American Academy of Nursing.

Janice Jones was honored in The Buffalo News as a 2019 Nurse of Distinction in Education nominee. Jones was also named an Open SUNY Online Teaching Ambassador, which recognizes outstanding SUNY online instructors who are enthusiastic and effective in online teaching.

Carla Jungquist was selected as the 2019 recipient of the Mary Hannah Memorial Journalism Award for her co-authored article, "Preventing Opioid-Induced Respiratory Depression in the Hospitalized Patient with Obstructive Sleep Apnea."

Julie Kim-Proehl was named co-chair of UB SON's Diversity Task Force.

Andrea Proper received the William R. Greiner award for her work and passion for the Boldly Buffalo campaign.

Cheryl Spulecki finished her term as the president of the New York State Association of Nurse Anesthetists and will serve for the next year as immediate past-president.

UB SCHOOL OF NURSING FACULTY AND STAFF AWARDS



Dean's Award for Excellence in Staff Performance

Jana Blaha, Sarah Goldthrite and Andrea Proper

Mecca S. Cranley Dean's Award for Excellence in Teaching

Linda Steeg

Distinguished Mentor Award

Suzanne Dickerson

Dean's Award for Excellence in Clinical Scholarship

Patricia Nisbet

Dean's Award for Excellence in Research

Grace Dean

Dean's Award for Adjunct Faculty Excellence

Pamela McLaughlin



“Debbie was truly one-of-kind. Not many have a dedication to their job and the School of Nursing stronger than she did.”
- Andrea Proper

Debbie participating in Day of Caring.



IN MEMORY OF DEBBIE ZIELINSKI



Debbie Zielinski, a secretary in the School of Nursing, died of cancer December 20, 2018. She was 63.

A native Western New Yorker and registered nurse, Zielinski worked in various units at UB, including the Graduate School of Education and the Department of Pathology and Anatomical Sciences in the Jacobs School of Medicine and Biomedical Sciences. She graduated from UB School of Nursing's baccalaureate program in 1977 and had worked at the School since 1999.

Zielinski's colleagues in the School of Nursing called her a loving person with a big heart, a great sense of humor and an incredible work ethic.

“Debbie was truly one-of-kind. Not many have a dedication to their job and the School of Nursing stronger than she did,” said Andrea Proper, department manager in the School of Nursing and Zielinski's supervisor, noting that Zielinski made sure that faculty, staff and students had all the assistance she could provide.

“She did not care what was popular; she cared what was right and fair, and would fight tooth and nail for what she believed,” Proper said.

“No one will ever welcome me to work like she did,” said Cheryl Spulecki, clinical assistant professor. “She always made you feel you were a priority and your well-being was important to her.”

“Debbie was the warmest hug any time you needed it ... and the most responsive support anyone could ever have as a faculty requiring support,” said Deborah Matteliano, clinical associate professor and graduate clinical coordinator. “I loved going to her office, as she always had that beautiful, warm smile ready to do anything — and then some.”

A flowering tree was planted in her honor outside of Wende Hall on UB's South Campus.



pUBs

SLEEP
RESEARCH

Castner, J., Mammen, M. J., **Jungquist, C. R.**, Licata, O., Pender, J. J., Wilding, G. E., & Sethi, S. (2018). Validation of fitness tracker for sleep measures in women with asthma. *Journal of Asthma*, *56*(7), 719-730. <https://doi.org/10.1080/02770903.2018.1490753>

Dean, G., Ziegler, P., Chen, H., Steinbrenner, L., & **Dickerson S. S.** (2018). Trajectory of insomnia symptoms in adults with advanced lung cancer: A mixed methods study. *Supportive Care in Cancer*, *27*(6), 2255-2263. <https://doi.org/10.1007/s00520-018-4488-3>

Dunwoody, D., & **Jungquist, C. R.** (2018). Opioid-induced sedation and respiratory depression: Are sedation scales enough to prevent adverse drug events post-operatively? *Pain Management Nursing*. Advance online publication. <https://doi.org/10.1016/j.pmn.2018.09.009>

Dunwoody, D., & **Jungquist, C. R.** (2018). Sedation scales: Do they capture the concept of opioid induced sedation? *Nursing Forum*, *53*(4), 399-405. <https://doi.org/10.1111/nuf.12266>

Dunwoody, D., **Jungquist, C. R.**, **Chang, Y.-P.**, & **Dickerson, S. S.** (2018). The common meanings and shared practices of sedation assessment in the context of managing patients with an opioid: A phenomenological study. *Journal of Clinical Nursing*, *28*(2), 104-115. <https://doi.org/10.1111/jocn.14672>

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