

UBNURSING

NEWS FROM THE UNIVERSITY AT BUFFALO SCHOOL OF NURSING | 2022

The next chapter:

Welcoming Dean
Annette Wysocki

P.2



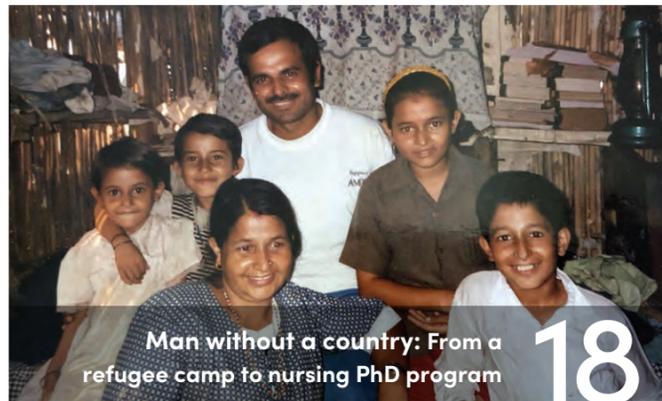
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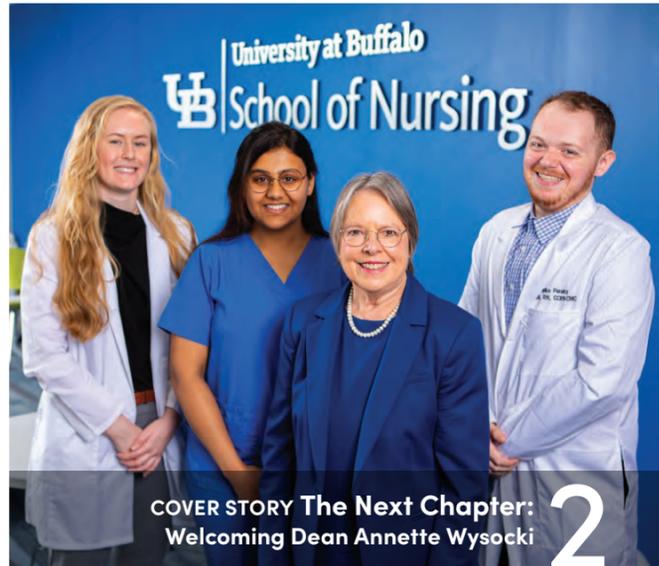
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A FOND Farewell...

Dean Marsha Lewis Retires after a Decade at the University at Buffalo

Marsha L. Lewis, who has led the University at Buffalo School of Nursing through 10 years of growth in its core mission of education, research and community service, retired from UB at the end of the 2021-2022 academic year.

In her decade with the School of Nursing, Lewis has championed a culture that exemplifies the school's values of accountability, respect and excellence while promoting collaboration, diversity and inclusion.



She created and implemented strategic plans that focus on improving health and quality of life through collaborative, interdisciplinary research and scholarship; delivering excellent nursing education programs including advancing clinical simulation, telehealth and interprofessional education; and expanding community partnerships and collaborations.

As dean, Lewis has been committed to building the school's national and international reputation for research — from discovery to translation — that improves health care delivery, outcomes and equity. She increased

administrative support for faculty scholarship, and the school has more than doubled its research expenditures under her leadership.

Recognizing that nursing is an increasingly global profession, Lewis has focused on internationalizing the school, providing students with a global perspective and unique learning opportunities that empower them to address complex health challenges. For example, the school has offered a variety of opportunities to provide health care and medical screenings to underserved populations around the world, including Haiti, Ghana, Senegal, Belize, the Philippines; refugee camps in Greece; and rural areas of the United States.

Lewis also built partnerships within UB and the local health care community to expand clinical opportunities for students and increase the school's impact through community-based research and education.

The school received grants from the Health Resources and Services Administration to expand clinical sites for students, improve nursing services to Native American and other underserved populations, and enhance its curriculum. It expanded its dedicated education units, an innovative, clinical education model designed for nursing students to gain one-on-one learning experiences in acute care and community-based settings. And the school built on its position as a national leader in interprofessional education (IPE) by helping establish an excellent IPE program for UB's Academic Health Center that prepares UB students across the health sciences to be collaborative-practice ready.

Her leadership during the pandemic helped ensure nursing students continued to receive safe and high-quality education.

Internally, Lewis created in 2015 a School of Nursing task force to focus on issues of justice, equity, diversity and inclusion, and she appointed an assistant dean for diversity and inclusion. The task force is now a standing committee named the Justice, Equity, Diversity and Inclusion (JEDI) Committee.

The school is also working with UB's health sciences schools and community organizations like Greater Buffalo United Ministries to eliminate health disparities among communities of color through the African American Health Equity Task Force and UB's Community Health Equity Research Institute.

A fellow of the American Academy of Nursing and an internationally recognized scholar and leader in academic nursing, Lewis is a specialist in psychiatric-mental health and nursing education, with expertise in curriculum and instructional systems. She is the developer of the Savvy Caregiver training program for caregivers of people with dementia, which was heralded as one of the nation's top evidence-based programs for caregivers by the U.S. Administration on Aging.

"My 10 years with the University at Buffalo's School of Nursing have been the best of my 50-year nursing career," Lewis said. "I am so proud of the great strides we have made together as a school and as a university. It is a great honor to be part of UB and the Western New York community."

—Charles Anzalone



The Next Chapter: UB and the School of Nursing Welcome Dean Annette Wysocki

BY CHARLES ANZALONE AND SARAH GOLDTHRITTE

Annette B. Wysocki, PhD, RN, FAAN, FNYAM, has been appointed dean of the University at Buffalo School of Nursing.

A. Scott Weber, provost and executive vice president for academic affairs, and Allison Brashear, vice president for health sciences and dean of the Jacobs School of Medicine and Biomedical Sciences at UB, say Wysocki brings to this role “extensive leadership experience, exceptional research accomplishments and teaching record, a deep understanding of the challenges and opportunities in the field of nursing, and strong vision for enhancing the impact and reputation of the school.”

Leadership that Drives Development

In 2019, Wysocki was appointed dean of SUNY Stony Brook’s School of Nursing. Prior to this role, she served as associate dean for research and professor in University of Massachusetts Amherst’s College of Nursing.

At UMass Amherst, Wysocki was instrumental in establishing the UManage Center, an interdisciplinary research center focused on developing technologies to manage symptoms of chronic illness. Wysocki also worked with campus leaders to secure \$95 million to establish the Institute for Applied Life Sciences. Additionally, she was on the statewide Life Science Task Force to develop a five-year plan for the UMass system that obtained \$300 million in economic development funds.

Wysocki previously was the first permanent scientific director of the National Institute of Nursing Research (NINR) and chief of the Wound Healing Laboratory at the National Institutes of Health (NIH). At NINR she started the Summer Genetics Institute, one of the most successful programs ever established at NINR.

She also served on the board of governors of the NIH Clinical Center, broke ground and was on the design team for the Mark O. Hatfield Clinical Research Center, and helped to initiate the NCI All Ireland Cancer Consortium.

Research with Impact

Wysocki’s research focuses on the pathophysiology of delayed healing in chronic wounds. She discovered that fibronectin, the major extracellular matrix adhesive glycoprotein in the body required to heal wounds, is degraded. Her research also showed matrix degradation results from both the activation and overexpression of matrix metalloproteinases (MMP2 and MMP9) and an imbalance of urokinase plasminogen activator-plasminogen activator inhibitor (uPA-PAI), and that colonizing bacteria in open skin wounds can express proteinases capable of degrading extracellular matrix proteins required for healing.

Together these findings led to the development of dressing products to promote healing as well as diagnostic tests to detect whether wounds are properly healing. Wysocki has authored more than 50 scholarly publications and presented her research findings nationally and internationally. She has been funded by the NIH, National Science Foundation (NSF), Office of Naval Research (ONR), and the American Nurses Foundation.

All in on the Top 25 Ambition

Wysocki says UB’s “Top 25 Ambition” – the University’s endeavor to become a Top 25 public research university in the U.S. – was a major driving force behind her decision to join the UB community.

“Since joining UB, I have found that there is an air of excitement in the School of Nursing and across the entire campus,” she says. “There is a common focus on knowing that we can achieve more through our collective energies, and we ask ourselves, ‘How can we innovate and create flagship success across our academic units for the faculty, staff and students?’ – and all with a focus on improving the health of our fellow New Yorkers and Americans.”

Wysocki is excited to work with a growing roster of nationally and internationally recognized faculty who have worked diligently to improve the School’s research portfolio over the past several years, including grant awards from NIH, HRSA, PCORI and AHRQ.

“This provides a wonderful runway of opportunity to continue to advance science to support nursing practice,” Wysocki says. “[Faculty] who are working either collaboratively or independently provide testimony to the intellectual capability that is the foundation of the future efforts we will pursue with robust effort to further advance the rankings of the School of Nursing in research funding.”

“This is the right time and the right place with the right people.”

Wysocki aims to continue to advance the national prominence of the School through increasingly higher national rankings and continuing to produce graduates with licensure and certification examination pass rates that exceed national benchmarks.

She also highly values leadership in service through national organizations that advance nursing research, education and practice.

“[This] is at the heart of what nurses do every day when they practice across acute, chronic and community settings – whether that is a hospital, assisted living, school, community center, mobile health initiative, health department, cancer center, urgent care center or other setting where nurses are at the forefront of care,” Wysocki says.

“The ideas, energy and excitement have provided infectious enthusiasm for the present and create the perfect context to continue to lead the School to national prominence. This is the right time and the right place with the right people.”

SUNY Grant Targets Improved Nursing Services for Rural Areas

BY CHARLES ANZALONE

The School of Nursing and Alfred State College have received funding to increase enrollment and address emerging trends in nursing education, eventually increasing medical services in underserved populations.

The \$250,000 SUNY High Needs Nursing grants supports such efforts as a program liaison to coordinate activities between campuses, workshops and training events, and telehealth-related equipment and enhancements.

“Through the efforts of both schools, we hope to increase not only RNs and NPs in the workforce, but nursing faculty hires in an effort to achieve larger enrollments,” says Pamela Paplham, DNP, AOCNP, FNP-BC, FAANP, FAAN, clinical professor and assistant dean for the School of Nursing’s clinical programs.

“Attracting nursing students from the local area and training them on the nuances of working with the local rural and medically underserved population is extremely important.”

Paplham and Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN, senior associate dean in the School of Nursing, are co-leaders of the SUNY grant for UB.

The joint program between Alfred State and UB will allow enrollment to expand in both the dual degree AAS/BS program at Alfred State and the Adult/Gerontology Primary Care Nurse Practitioner program at UB.

“There is a shortage of registered nurses throughout the country and in New York State, but this shortage is especially dire in rural areas in Western New York,” says Chang. “Working with Alfred State to address this shortage is a step in the right direction.”

Alfred State — whose immediate service area is comprised of five large rural counties — is no stranger to the nursing shortage, which is further complicated by the college’s challenge in increasing the number of student applicants from the area.

This program will be a first step in working to attract students from the area and will eventually lead to increased numbers of

both bedside baccalaureate-prepared registered nurses and doctorally prepared nurse practitioners, specifically in the rural and medically underserved areas of areas of New York State currently facing critical nursing shortages.

Nursing faculty from Alfred State agree the collaborative grant would lead to better and more care for the rural community surrounding the college.

“We hope this will create more opportunities for our local nurses to finish their advanced degrees,” says Jessica Lipka, chair of the nursing department at Alfred State, and a 2019 graduate of UB’s DNP program.

Lipka says the collaboration will also lead to increased enrollment to assist with nursing shortages.

“Attracting nursing students from the local area and training them on the nuances of working with the local rural and medically underserved population is extremely important,” says Chang. She explains that research suggests that recruiting students from rural backgrounds is an effective strategy to enhance the supply of rural health care providers, as students tend to practice near their place of education.

This trend is supported by a 2018 study by the Rockefeller Institute of Government that found that 71% of SUNY graduates in the health professions and related clinical

sciences stayed in New York State to work for at least 10 years after their graduation.

“The Alfred State College and UB School of Nursing Emergency Training Program will provide a long-term benefit in addressing many of the challenges that the area is facing now and in the future,” says Chang.



Yu-Ping Chang



Pamela Paplham



Fostering Resilience Among Health Care Professionals

BY CHARLES ANZALONE

The School of Nursing will use a nearly \$2.3 million federal grant to design a “mindful approach” to reducing burnout and promoting resilience among health care workers in rural and underserved areas.

The grant, funded by the Department of Health and Human Services and awarded by the Health Resources and Services Administration, supports UB’s Health and Public Safety Workforce Resiliency Training Program.

The three-year program will develop a plan using evidence-based and/or evidence-informed strategies. These strategies are designed to reduce and address burnout, suicide and other mental health conditions, while also promoting resilience among health care students, residents, professionals, paraprofessionals, trainees and employers of such individuals in rural and medically underserved areas.

The program is especially crucial due to the strain and extra demands on health care professionals, according to university and government administrators instrumental in securing the grant.

“Addressing the mental health of our health care workforce is something we take quite seriously,” says Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN, senior associate dean in the School of Nursing and principal investigator on the grant.

“Even prior to COVID, nurses, physicians and other health care professionals were experiencing a high level of stress and fatigue,” Chang explains. “The pandemic has only added to this problem. Caring for oneself while caring for others is a demanding challenge, requiring specific attention and dedicated time to practice, which we will address through this very important project.”

Rep. Brian Higgins, whose office announced the grant, says the COVID-19 pandemic has put a considerable amount of pressure on New York State’s health care system, “especially on workers who have been on the front lines of the pandemic since day one.”

“This grant provides critical funding for training to better address burnout and mental health, while promoting resiliency among health care professionals working in underserved communities,” Higgins says.

Addressing this concern is of particular importance as New York State became the epicenter for COVID-19 infections early in the global pandemic.

According to the most recent data, New York has been the hardest hit state in terms of job losses and deaths per capita due to COVID-19, placing an especially high burden on its health care workforce.

This program will provide training that includes immediate short-term resiliency training, including an eight-week mindfulness-based stress reduction program to meet the immediate needs of health care professionals; a long-term resiliency program consisting of core training workshops; and a “train-the-trainer” program to promote long-term sustainability for each partner organization.

The program also features a steering committee to assist with curriculum

development — including monitoring and modifying for each organization’s needs — and a system-level protocol for promoting resilience, and for promoting equity, diversity and effectiveness of the program within each partner organization.

Andrea Manyon from the Department of Family Medicine in the Jacobs School of Medicine and Biomedical Sciences and Christopher Barrick from the School of Nursing are co-investigators on the grant.

“Even prior to COVID, nurses, physicians and other health care professionals were experiencing a high level of stress and fatigue.”



UB Nursing Researchers to Study Risky Alcohol Use Among LGBTQ+ Youth

BY CHARLES ANZALONE

School of Nursing researchers will explore how to address disparities in alcohol and drug abuse among sexual minority youth, thanks to a five-year, \$2.5 million grant from the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

The study, "Peer Victimization and Risky Alcohol Abuse Among Sexual Minority Youth," enables nursing professors Amy Hequembourg, PhD, and Jennifer Livingston, PhD, to study the daily and longer-term effects of peer victimization on risky alcohol use among LGBTQ+ young people.

Crucial as a means to inform future prevention efforts, their research also will identify protective factors that prevent some LGBTQ+ youth from engaging in risky health behaviors.

"LGBTQ+ youth have earlier onset and higher rates of alcohol and other substance use compared with heterosexual adolescents," says Hequembourg, associate professor of nursing, whose research focuses on understanding why sexual and gender minorities are at risk for experiencing adverse health outcomes.

"Early and intensive involvement in substance use can precipitate the development of substance abuse problems across the lifespan, making it an important public health issue," says Livingston, associate professor and

co-principal investigator, whose research focuses on the role of peer victimization in the development of adolescent substance use.

"LGBTQ+ youth have earlier onset and higher rates of alcohol and other substance use compared with heterosexual adolescents."

High rates of risky alcohol use and related problems among LGBTQ+ adults are well-documented by UB researchers and others, contributing to current health disparities. Pathways through which LGBTQ+ youth develop high-risk alcohol use behaviors are not well understood, creating obstacles to developing ways to intervene and prevent these behaviors, according to Livingston.

"Mixed methods studies are vitally needed to understand the pathways, processes and contexts through which LGBTQ+ adolescents become involved in early and high-risk alcohol use," she says, "and to inform the development of primary prevention programs that preserve the health of LGBTQ+ youth."

An estimated 3 million LGBTQ+ adolescents live in the U.S., according to Hequembourg.

The grant from NIAAA allows UB researchers to better study how early adverse experiences, particularly peer victimization, contribute to high risk health behaviors, specifically risky alcohol use, among LGBTQ+ youth.

"A mixed methods approach will be used to collect information about peer victimization experiences of LGBTQ+ youth to help us understand how sexual



Amy Hequembourg



Jennifer Livingston

minority stressors, such as discrimination and harassment, uniquely contribute to health risk behaviors," says Hequembourg.

Hequembourg, Livingston and their research team – including co-investigator Craig Colder, professor and director of graduate studies in the Department of Psychology – aim to identify protective factors that help these vulnerable youth cope with peer victimization.

"The struggles of LGBTQ+ youth are widely publicized," she says, "yet little research has examined the constellation of factors that contribute to health disparities among this population and pathways to improving health outcomes."

Nursing Researchers to Study Mental Health Among Buffalo's Underserved

BY CHARLES ANZALONE

The School of Nursing will administer \$200,000 in funding to help underserved and racial minorities find better mental health during and after COVID-19.

The award from the Patient-Centered Outcomes Research Institute (PCORI) is the second PCORI award UB's nursing school received during the 2021-2022 academic year.

UB researchers will establish a learning-community approach involving multiple stakeholders' perspectives to identify research priorities using digital health to improve mental health concerns among African Americans living in Buffalo who were affected by COVID-19.

"The impact of COVID-19 on mental health is particularly serious for African Americans, not only because they have been disproportionately impacted by the disease, but they also are traditionally less engaged in mental health treatment," says principal investigator Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN, senior associate dean in the School of Nursing.

"Although there is much research being conducted as a result of COVID, there is still a large gap in the number of African Americans participating in mental health research," Chang says.

UB researchers also identified health literacy – and especially digital health literacy – as an ongoing area of concern within the African American community.

The need to address digital health literacy is of the utmost importance, researchers say, as the pandemic has caused many mental health interventions that may have normally been delivered in person to move to a telehealth delivery method.

"There is an urgent need to build the capacity for African-American residents, especially from low-income urban communities, to be active and equal partners in research, as their involvement can shape effective, culturally responsive digital interventions and policy to promote improved mental health and social well-being," Chang says.

The project's engagement plan includes 10 key stakeholders – including patients, health care providers, community leaders and members – from African American communities in the city of Buffalo. Inclusion of African American leadership in the planning and implementation of this project has, and will continue to be, critical for its success, researchers say.

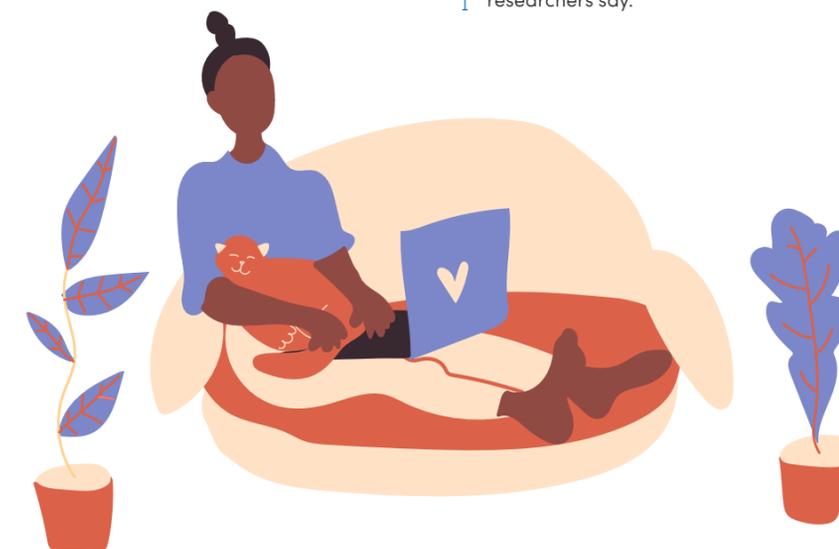


Specifically, stakeholders in the engagement project will learn about the process of generating and prioritizing research ideas by participating in a series of workshops. The team will also evaluate the use of technology for underserved populations, and will ultimately develop a toolkit that will include engagement strategies regarding patient-centered outcomes related to the use of telehealth or technology-enhanced interventions for improving mental health for Buffalo's African American community.

"Our long-term outcome is the growth and independent sustainability of an engaged and motivated community of stakeholders that actively participate in and build a comparative effectiveness research infrastructure," Chang explains. "It is the intention that this group will pursue and participate in patient-centered outcomes research on their own, or in partnership with other research entities, not limited to the University at Buffalo."

Collaborators include the African American Health Equity Task Force, the Buffalo Center for Health Equity, the UB Community Health Equity Research Institute, and Lincoln Memorial United Methodist Church. Additional collaborators will be recruited as the project moves forward.

This PCORI award comes just a few months after the nursing school received a \$2.5 million PCORI award to help adults living in low-income, racial- and ethnic-minority neighborhoods reduce stress due to the COVID-19 pandemic.



Expanding Nursing Knowledge: Selected PhD Student Publications

Transgender and Gender Diverse Nursing Care

Catilin Nye, MSN, RN, NPD-BC, and **Amanda Anderson, MSN, MPA, RN,** were published in the October 2021 issue of the American Journal of Nursing. The purpose of the column is to guide new nurses on providing affirming care to transgender and gender-diverse patients, addressing a gap in undergraduate nursing curricula across the nation.
doi: 10.1097/01.NAJ.0000079-4272.25624.e5



The Role of Telehealth and Clinical Informatics in Data Driven Primary Care Redesign

Jodie Brown, MSN, MBA, RN, was published in the December 2021 issue of the Journal of Informatics Nursing. Brown sought to evaluate the impact of a nurse-led telehealth outreach program and provider telehealth visits on inpatient, outpatient and emergency department utilization over a three-year period that included the COVID-19 pandemic. (Co-author: **Sharon Hewner, PhD, RN, FAAN**)
Journal of Informatics Nursing 2021; 6(4): 20-26.



Care Coordination: A Concept Analysis

Amanda Anderson, MSN, MPA, RN, was published in the December 2021 issue of the American Journal of Nursing. Anderson discusses the lack of clarity in care coordination roles across disciplines and within the nursing profession, and her analysis provides a basis for continued study of care coordination in nursing. (Co-author: **Sharon Hewner, PhD, RN, FAAN**) doi: 10.1097/01.NAJ.0000803188.10432.e1



Effect of Mental Health Collaborative Care Models on Primary Care Provider Outcomes

Ashleigh Holmes, MSN, BSN, AGPCNP-BC, was published in the journal Family Practice in March 2022. Her integrative review synthesizes evidence of the impacts of the mental health collaborative care model on primary care provider outcomes. This is of particular importance as the prevalence of mental health disorders in the United States continues to rise, coupled with a shrinking primary care provider workforce. (Co-author: **Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN**)
doi: 10.1093/fampra/cmac026



Nurses' Experience and Perception of Technology Use in Practice: A Qualitative Study Using an Extended Technology Acceptance Model

Mary Rose Gaughan, MS, RN, CNE, was published in the February 2022 issue of the Computers Informatics Nursing journal. The article provides insight into the factors identified as benefits and drawbacks of technology use by nurses and provides suggestions on improving technology based on challenges identified to improve patient outcomes. (Co-authors: **Misol Kwon, PhD '22, RN, BS; Eunhee Park, PhD, RN, PHNA-BC; Carla Jungquist, PhD, ANP-BC, FAAN**)
doi: 10.1097/CIN.0000000000000850



Sleep Deprivation and Quality of Life Among Uterine Cancer Survivors: Systematic Review

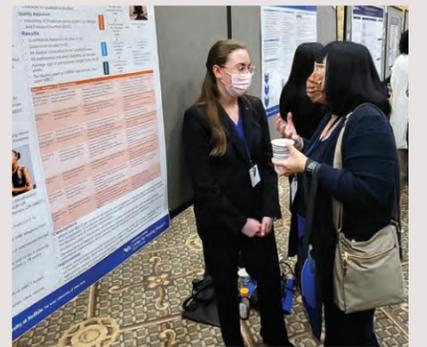
Noof Alanazi, MS, BSN, RN, was published in the September 2021 issue of the journal Supportive Care in Cancer. The systematic review aims to describe sleep patterns among uterine cancer survivors and verify factors affecting quality of life through the examination of existing data, especially from randomized control trials and cross-sectional studies. (First author: **Mashael Turki Alanazi; Co-authors: Mona Alfadeel; Busma Ahmed Bugis**)
doi: 10.1007/s00520-021-06589-9



The School of Nursing Returns to In-Person ENRS Annual Scientific Sessions

Several faculty, students and staff presented 11 posters at the Eastern Nursing Research Society's 34th Annual Scientific Sessions in Providence, Rhode Island, from March 31-April 1. This year's theme was "Charting the Path of Diversity, Equity and Inclusion through Nursing Science."

Suzanne Dickerson, professor and chair of the biobehavioral health and clinical sciences division in the School of Nursing, also co-presented during a symposium session: "Qualitative RIG Symposium: Nurse Scientists Thinking Outside the Box to Address Diversity and Qualitative Data Collection informed by a Pandemic."



PhD student Leann Balcerzak presents her poster, "An Integrative Review of African American Experiences with Mindfulness Interventions for Mental Health," which was selected for an ENRS Conference Scholarship Award. (Additional author: Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN.)

Assistant Professor **Tania Von Visger, PhD, APRN, CNS, CCNS, PCCN,** and PhD student **Yanjun Zhou, BSN,** present their poster, "Anti-Asian Sentiment's impact on Mental Health Outcomes during the COVID-19 Pandemic." (Additional authors: **Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN; Eunhee Park, PhD, RN, APHN-BC; and Amy Lyons, MLS.**)



Concept-Based Curriculum to Address Oversaturation, Prepare More Confident New Nurses



BY TERRA OSTERLING

Donna Fabry, DNP, RN, CNS, clinical associate professor and coordinator of pre-licensure programs at State University at Buffalo School of Nursing, has been a faculty member since 2010 and a nurse for 40 years. Over the span of her career, the number of medications, technologies, complex processes, and diagnoses of diseases and conditions have all grown exponentially. But how nursing students are taught has gone largely unchanged over that same period.

“After their first two years of prerequisite classes, nursing students at UB heading into their junior year are just beginning to see patients in the clinical setting,” Fabry said. “In our traditional curriculum, we would be trying to teach them everything exhaustively following a linear thinking approach.”

This meant volumes of textbooks and nightly reading assignments on top of daily clinical instruction. This oversaturation from the ever-expanding amount of content in the traditional curriculum has, Fabry said, become unsustainable. A solution is emerging from nursing education reform.

“Our undergraduate faculty have been working on developing the curricula since fall of 2017,” Catherine Mann, EdD, RN, CNS, assistant dean for undergraduate studies and clinical professor, said. “Now that we

have completed the approval process at UB, SUNY and the New York State Education Department Office of Professionals, we are excited to be implementing the concept-based curriculum in fall of 2022 with our traditional nursing students and summer of 2023 for our accelerated bachelors of science nursing students.”

When the concept-based curriculum (CBC) was first presented to the faculty, Fabry asked to be part of the committee to form the CBC at UB School of Nursing. She knew that this considerable shift in nursing education would deeply impact how and what she teaches, so to fully invest in the change she chose to be part of the entire process — for herself and for her colleagues, and for her future students.

Shifting to Big Ideas and Application of Knowledge

The School of Nursing’s new CBC is a student-centered teaching approach that relies on teaching a major concept, such as perfusion, instead of attempting to teach the over 10,000 human disease processes and conditions seen in today’s health care environment.

For students, this will mean learning how to apply their knowledge of key concepts and exemplars — correlating any condition or physiological process to any number of diagnoses made of across the lifespan.

“For example, in the past, students were taught how to detect and manage hypertension in adult patients, but now, in their first semester, they will learn the concept of perfusion and how impaired perfusion causes hypertension,” Fabry said.

Students will then apply that knowledge of impaired perfusion to the exemplar of hypertension across the lifespan, from the elderly patient to the pregnant mother with preeclampsia.

“It’s going to be about teaching the building blocks of concepts across the lifespan.”

The 46 concepts used in the UB curriculum are organized under five pillars: Health Care Systems and Processes; Wellness and Illness; Professional Nursing Practice; Person, Family, and Population Centered Care; and Evidence-Based Practice for Quality and Safe Outcomes. (The lists of concepts vary only slightly among educational institutions making the switch to a CBC.) Each of the five pillars will have a faculty ‘champion’ at UB School of Nursing; Fabry will champion concepts under the Wellness and Illness pillar.

In one example from UB School of Nursing’s CBC, the Growth and Development concept is defined as “The sequence of physical, psychosocial and cognitive developmental changes that take place over the human lifespan,” and is taught under the Wellness and Illness pillar. Relevant clinical exemplars include failure to thrive, cleft lip/palate, Duchene’s muscular dystrophy, autism spectrum disorder, ADHD, central auditory processing disorder and traumatic brain injury.

“Throughout the curriculum, students will be taught both how to apply these concepts and the inter-connectedness of the concepts in caring for patients and populations across the lifespan,” Mann said. This will apply in health promotion and disease prevention, care of patients experiencing alterations in health and end-of-life care. Students taught in this new manner will learn about broad, common health-related concepts in relationship to patient-, family- and population-centered nursing care.

Building New Nurse Confidence

The CBC is also expected to support confidence in new nurses.

In the traditional nurse education model, students rely on clinical hours for experience providing care for various diagnoses and diseases. However, this “education by random opportunity,” as Fabry calls it, could mean, for example, a nursing student may never care for an infant with a ventricular septal defect, but will be able to apply their knowledge of the concept of impaired perfusion to this type of patient in the future.

Under the new student-centered CBC model, the goal is to address such educational ambiguities by improving graduates’ ability to translate knowledge to practice in multiple settings when caring for patients at various stages of wellness, illness and life. Students will do this by tapping into higher order thinking to make clearer connections between theory and practice.

Improving Patient Outcomes

The catalyst for nursing education reform has been in acknowledging how the preparedness of new nursing graduates is affected by the ever-increasing complexities associated with modern health care. UB’s choice to develop and implement a concept-based curriculum, a shift which is gaining traction throughout the nursing education community, was in part in response to how this oversaturated traditional curriculum has translated to impact on patient outcomes.

“UB School of Nursing has a very high NCLEX pass rate, at 97%,” Fabry said. As a result of this reputation, new nurse graduates of UB School of Nursing have always been actively recruited and considered very well-prepared in the clinical setting.

“Ultimately, teaching conceptually will help improve students’ ability to improve their clinical judgment and provide quality, safe care to the patients they will serve.”

According to research, 60–70% of medical errors, which includes failure to rescue events, are made by newly graduated nurses.

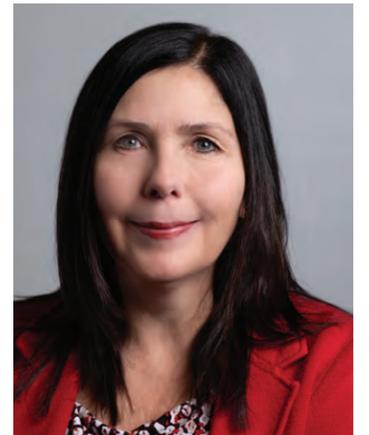
Not only are nurse educators aware of these statistics, but the National Council of State Boards of Nursing, the board that develops the nursing boards (NCLEX), has also been called to action. The NCLEX has been updated to include ‘next generation’ questions which will challenge the graduating students to apply their conceptual knowledge to these higher-level test items.

“Ultimately, teaching conceptually will help improve students’ ability to improve their clinical judgment and provide quality, safe care to the patients they will serve,” Mann said.

The faculty involved in developing the UB School of Nursing CBC included all undergraduate faculty with leads being taken by Catherine Mann; Donna Fabry; Jennifer Guay, DNP, CNM, RN to BS program coordinator and clinical associate professor; Melinda Haas, DNP, RN, FNP-BC, clinical assistant professor; and Linda Steeg, DNP, RN, ANP-BC, clinical associate professor.



Donna Fabry



Catherine Mann

TeamSTEPPS Training Teaches Health Sciences Students Vital Collaboration Skills

BY DAVID J. HILL

This spring, 89 University at Buffalo and Canisius College health professions students, representing seven health care professions, participated in TeamSTEPPS, a training program offered through UB's Office of Interprofessional Education.

TeamSTEPPS is a set of communication strategies and tools developed by the Department of Defense's Patient Safety Program and the Agency for Healthcare Research and Quality to improve patient care quality and safety. It was developed in response to reports that a majority of medical errors are caused by a breakdown in communication.

The training involves a series of online modules and small group role play; then, students applied the tools to realistic clinical situations.

"Health care is a team effort. Working closely with other health care professionals allowed us to gain mutual respect and understanding of one another's roles," says Amy Trieu, who graduated from UB School

of Nursing in May. "Our goal as health care professionals is to provide high-quality, patient-centered care. Through these interprofessional experiences, I feel better equipped to work with my future colleagues to ensure we reach this common goal with every patient."

That's exactly the point, says Kelly Foltz-Ramos, director of simulation in the School of Nursing, who led the program with Kenneth Snyder, assistant professor in the Jacobs School of Medicine and Biomedical Sciences and vice president for physician quality at Kaleida Health.

"A strength of this program is our partnership with clinicians from Kaleida Health to facilitate sessions and model interprofessional collaboration, helping

students understand the tremendous value these skills will provide in the clinical setting," Foltz-Ramos says.

Starting in fall 2022, the UB IPE TeamSTEPPS Program will be required for approximately 550 UB health professions students in medicine, nursing, pharmacy, dietetics, occupational therapy and physical therapy.

The impact of this program is substantial, says Patricia Ohtake, assistant vice president for interprofessional education and associate professor in the Department of Rehabilitation Science, School of Public Health and Health

"A strength of this program is our partnership with clinicians from Kaleida Health ... helping students understand the tremendous value these skills will provide in the clinical setting."

Professions. "By graduating over 500 health professions students each year that have these patient safety communication skills, this program has the potential to improve health care delivery in Western New York."

Health sciences students participate in a TeamSTEPPS training session in March 2022 in the Behling Simulation Center at the Jacobs School of Medicine and Biomedical Sciences.

Friday Night at the ER: Board Game Helps Health Sciences Students Learn Collaboration

BY DAVID J. HILL

Nearly 400 first-year health professions students at UB learned a vital skill — one that they'll rely on frequently when they enter the workforce — by participating in a game called "Friday Night at the ER."

UB's Office of Interprofessional Education held nine sessions of the game, which teaches the importance of collaboration, with students in the programs of athletic training, audiology, counseling psychology, dietetics, nursing, occupational therapy, pharmacy, physical therapy, physician assistant (Canisius College), public health, social work and speech language pathology.

The game provided an opportunity for new health professions students to engage in interprofessional education — learning about, from and with students in other health professions programs — during their first semester of study.

"Playing the serious game Friday Night at the ER provides our first-year health professions students with an opportunity to begin developing their teamwork and collaboration skills — skills that are essential to ensure optimal health care outcomes — and the students are accomplishing this goal in a fun environment," says Patricia J. Ohtake, assistant vice president for interprofessional education.

The game is used by Fortune 500 companies and universities to teach the principles of collaboration, innovation and data-driven decision-making. It challenges teams of four players to manage a busy hospital during a simulated 24-hour period.

"The experience focuses on collaboration, innovation and data-driven decision-making, which are all core strategies to high-functioning interprofessional teams," says Nicholas Fusco, clinical associate professor and vice chair for education, practice and service in the School of Pharmacy and Pharmaceutical Sciences.

During each simulated hour of the game, patients arrive, are transferred throughout the hospital and exit the hospital when they finish their care. The four players at each board work collaboratively to ensure high-quality health care is delivered while costs are contained.

"It is fantastic to watch nursing and other health professions students engaged around a game board, acquiring invaluable knowledge about systems thinking, including collaboration, innovation and data-driven decision-making," says Kelly Foltz-Ramos, PhD, RN, FNP-BC, CHSE, RHIA, director of simulation and assistant professor in the School of Nursing.

Martin Vidal, a 2003 alumnus of the College of Arts and Sciences, and president and CEO of Trusted Nurse Staffing, is acutely aware of the importance of interprofessional education and collaborative experiences for health care students. He generously donated \$3,500 in support of this initiative, funds that enabled the Office of Interprofessional Education to purchase a set of new game boards for the experience.

"The experience focuses on collaboration, innovation and data-driven decision-making, which are all core strategies to high-functioning interprofessional teams."



Interprofessional Education Leadership Team Receives National Award

UB's IPE Leadership Team has been recognized by the National Academies of Practice with the Interprofessional Group Recognition Award, which honors groups that have made enduring contributions to interprofessional practice and education. The 19-person leadership team develops, implements and assesses UB's interprofessional education program. School of Nursing members include Catherine M. Mann, clinical associate professor; Kelly Foltz-Ramos, assistant professor; and Amy Gische Lyons, associate director, Health Sciences Library.



Amy Gische Lyons



Catherine M. Mann



Kelly Foltz-Ramos

Alumni Make an Impact through Roswell Park Nurse Residency Program

BY TERRA OSTERLING

Roswell Park Comprehensive Cancer Center, Buffalo's 120-year-old internationally recognized innovator in multidisciplinary approaches to cancer care, is making more advances in both nurse and patient experience thanks to their Nurse Residency Program.

The program, created in 2017 with an oncology-specific curriculum, is Western New York's only Accredited Practice Transition Program with Distinction recognized by the American Nurses Credentialing Center (ANCC). The retention initiative supports new graduate oncology nurses as they transition into their first year of professional practice; one program requirement has participants complete evidence-based projects. Two projects recently completed by University at Buffalo School of Nursing alumni have made a lasting impact.

“Having the opportunity to challenge my skills and critical thinking while being a part of saving a patient is an extremely rewarding feeling, and I wish Joe and his family the best.”

“For new nurses, the requirement to do a research project at work can sometimes come as a shock, but we’ve found those who come to us from UB are very prepared for this,” said Heather Huizinga, MSN, RN, OCN, Roswell Park’s director of nursing professional development practice and research (formerly the program coordinator for the Nurse Residency Program (NRP)).

During each year-long cohort, the nurses in the NRP meet four hours monthly, spending time on clinical reflections and relationship-building, developing skills using game-based didactic methods, learning from speakers presenting on critical oncologic topics, and conducting their evidence-based projects.

The projects, Huizinga said, are part of a shift in the nursing landscape – research in the clinical setting has always been emphasized for doctors, but historically not for nurses.

“Providers dedicate time and research to evidence as part of their professional growth, and nurses deserve this, too,” Huizinga said. She also noted that new graduates arrive with an abundance of fresh ideas to share. “Our Nurse Residency Program gives them a voice and space to be respected as professionals who can, should and will continue to grow,” she said.

Helping New Nurses Transition to Practice

It was the experience of being a new nurse that informed the evidence-based project topic advanced by Jasmine Silvagnoli, BS, RN, and her project team. As a May 2020 graduate of UB School of Nursing, Silvagnoli, who had her last student clinical rotation at Roswell Park and was elated to be back, and her peers were transitioning from school to careers while enduring the unique pressures of the early months of the COVID-19 pandemic.

This inspired Silvagnoli and her colleagues to turn the lens on themselves and their fellow new nurses. Because, while healthy coping mechanisms are formally taught, the struggle to transition from school to clinical practice is rarely discussed, she said.

“The first thing we’re taught in nursing school is that to take care of people, you first have to take care of yourself,” Silvagnoli said. “Being a new nurse comes with a roller coaster of feelings.”

Stress, anxiety, feeling judged and even instances of bullying can blight a new nurse’s introduction into their career. “For my project, I thought about [what I wanted] as a brand-new nurse,” Silvagnoli said.

First, her team devised and circulated a survey among nurses in their first two years of clinical practice. Their data served to better understand the stressors that may mentally, emotionally and physically burn out new

nurses. Their findings showed that more than half of the respondents felt overwhelmed or judged at work, and nearly half felt anxiety before their workday began.

The second part of Silvagnoli’s project was to implement a specific supportive strategy: mentorship. Silvagnoli, along with her colleagues, each took on one to two new nurses to mentor during their orientation period. (To avoid bias, they mentored nurses from units outside their own.) Participants later reported that overall, the program was beneficial to their transition in a new oncology environment, and the exit survey showed reductions in feelings of judgement, being overwhelmed and anxiety.

“It is really important to show the true numbers of how new nurses struggle,” Huizinga said. “Especially in oncology, which can be extremely difficult emotionally and physically.”

Roswell Park, she said, has taken the findings of Silvagnoli’s project and formalized a mentorship program. The move is aligned with the institution’s pursuit of Magnet status, as preparing nurses for work in oncology and improving job satisfaction for nurses (and, in turn, improving retention rates) contributes to higher levels of care.

Implementing the program has been comprehensive. On the mentor side, Roswell Park designed an online course to teach the mentors their role and responsibilities. On the mentee side, new nurses voluntarily access an app that displays mentor profiles so that they can choose someone with similar interests or goals.

Improving Communication Strategies for Better Patient Care

Implementing a simple change for a high return on investment – for both patients and nurses – was also at the center of the evidence-based project completed by Paul Carbrey, BS, RN, and his team. The idea germinated while Carbrey, also a 2020 graduate of UB School of Nursing, was still a

student working as a nurse’s aide at Roswell Park: how communication across a unit can impact patient experience.

“For example, patients with a tracheotomy aren’t able to answer back after pressing the call button,” he said. Nurses answering the call board might not know of their speech limitation, often leading to patient frustration. Notes might be posted on the board, but there was no consistent or formal process for communication from shift to shift about which patients had particular needs or challenges.

Carbrey also noted other impacts of uneven communication, resulting in fevered sprints to find from which room a bed alarm may be sounding, and varying levels of awareness about which patients may be on comfort care or have a DNR/DNI. For their study, Carbrey’s team implemented posting a daily guide sheet in their unit in hopes of advancing the transfer of this type of patient care information. The

sheet, which included noting patients with tracheotomies and those on bed alarms or at high-risk for falls, became a charge task.

The results of his group’s project were astounding. Not only did 83% of staff find the sheet helpful, the unit’s average number of falls per month plummeted, dropping to 0.66 during the study from 2.16 measured over six months prior.

“It was the largest difference in fall rates we had ever seen,” Huizinga said. “The projects don’t need to be complicated ideas, but they do need to be evidenced-based, and Paul’s project worked precisely because of the insightful observance of a new nurse.”

“What made my project easier to accomplish were all the evidence-based courses I had taken at UB,” Carbrey said. “I felt very prepared for both the workplace and the nurse residency program.”

Like Silvagnoli’s project, Carbrey’s is now in regular practice at Roswell Park. The sheet has been replaced by a white board posted next to the call system, and a mid-shift huddle (part of the project’s initial recommendations) has been added to increase verbal communication. Plans to duplicate the tool across units are in the works.

In addition to the compelling evidence presented in each project, both shared other key factors that led to adoption by Roswell Park – simplicity to implement, enthusiastic buy-in from fellow nurses, and garnering the praise of management when presented at the program-end ceremony attended by Roswell Park nurses, nursing students, managers and the chief nursing officer.

Ultimately, each project also centered patients. “We have people’s lives in our hands,” Silvagnoli said. “It’s the reason behind everything we do.”



Jasmine Silvagnoli



Paul Carbrey

Remote Area Medical

COVID-19 played havoc with the School of Nursing's best-laid plans to continue Remote Area Medical field experiences for its students. But in fall 2021, students and faculty resumed their in-person service with the organization in rural and underserved areas.

Knoxville, Tennessee

UB Schools of Nursing and Dental Medicine returned to Knoxville, Tennessee, with Remote Area Medical in February 2022. Nursing students primarily assisted dental students, administered flu shots and triaged.

Alyssa Weissenger, DNP, RN, PMHNP-BC, clinical assistant professor in the UB SON, joined RAM veterans Linda Paine Hughes, DNP, ANP, PNP, PMHNP-BC, FNP-C, clinical associate professor, and Joann Sands, DNP, ANP-BC, clinical assistant professor, to add a mental health component to the care the team provides:

"The students were provided with behavioral health statistics and review of brief psychotherapeutic modalities prior to the trip," says Weissenger. "They utilized distress tolerance skills for patients in anxious distress pre- and peri- procedures, and cared for patients using trauma-informed language, as many of the patients immigrated to the region

from South America. Some of the patients presented with trauma and stressor-related symptoms, and the students were sensitive to their unique needs. They developed their understanding of ethnological psychiatry and individual cultural responses to pain and trauma."



Remote Area Medical unveiled its new mobile Panoramic X-ray unit at the Knoxville clinic, a new-to-RAM technology that allows for full 180-degree dental X-rays to be performed on-site at clinic locations.

Olean, New York

In September 2021, six UB students – including, for the first time, DNP students, under supervision of clinical associate professors Mollie Oldenberg, DNP, RN, FNP-C, global initiatives coordinator and clinical associate professor, and Linda Paine Hughes – provided free medical

care to underserved and uninsured populations in Olean. Nursing students triaged patients, performed physical exams, formulated assessments and plans, vaccinated patients, and performed testing, such as glucose monitoring.

"These experiences offer students valuable opportunities, immersing them into new and different clinical settings, which strengthens their autonomy, confidence,

physical exam and assessment skills, ability to work as a team and leadership skills," Oldenberg says.

"Their personal experience with the underserved population and health inequities that exist help them to understand the importance of their role in health care."

Nursing Students Organize Blood Drive amid National Crisis

"The NSO decided to organize this blood drive in order to assist with the shortage of blood in our local community," says Nathan Mogenhan, traditional BS in nursing student and NSO treasurer. "As health care students and future health care workers, it is important for us to contribute at a community level."

At the time of the drive, the Red Cross was experiencing "the worst blood shortage in over a decade."

Red Cross Power Red Drive

DATE
February 1, 2022

ORGANIZERS
UB's Nursing Student Organization,
American Red Cross

DONORS UNITS OF BLOOD
37 33

Nursing Students Learn to STOP THE BLEED®

In November 2021, STOP THE BLEED® trainers Bryan Goyette, EMT-P NRP FP-C, Mercy Flight, Inc.; Rebecca Marsh, EMT-P, Clinical Education Manager, Mercy Flight, Inc.; and Joseph Goyette, EMT-B, held a STOP THE BLEED® training session for UB School of Nursing students. Participants learned how to recognize life-threatening bleeding and effectively intervene to save lives.

The program was sponsored by Sigma Theta Tau, Gamma Kappa Chapter.



A nursing student practices using a tourniquet to stop bleeding.

Khloe Barlow's Journey Through the Doctor of Nursing Practice Project: 4 Tips for Success

Khloe Barlow is a 2021 graduate of UB's Doctor of Nursing Practice (DNP) program, which culminates in a final project that provides the opportunity for students to integrate newly learned skills into practice and to demonstrate how to apply principles of nursing practice scholarship.

Barlow, who has an enduring commitment to the field of women's health, examined the barriers to breast and cervical cancer screening for African American women through the nurse practitioner's perspective.

In spring 2020, Barlow identified her area of research interest and refined it in collaboration with her advisors. That summer, she conducted a systematic literature review. In the fall and winter of 2020, she conducted interviews. In spring 2021, she wrote and revised her study, and then graduated in May.

Barlow says that completing the project within this tight timeframe felt daunting – but she learned a few tips along the way that helped her to succeed.

1. Adjust to Obstacles

Barlow's DNP project timeline coincided with the COVID-19 pandemic, which affected her writing and research process. She was not able to execute her DNP project in the manner she had anticipated – Barlow had imagined herself posting flyers and conducting interviews in person, offering donuts and coffee to set the stage for a rich and personable conversation. Also, she had been accustomed to writing in the library on campus, an environment conducive to focused work. In the reality of the pandemic, she forged ahead with her work in a way the COVID-19 environment permitted – conducting interviews on Zoom and writing at her dining room table.

2. Enlist Fresh Eyes

One of the most significant assets of Barlow's project journey was that her roommate was also in the DNP program and in a parallel stage in her process. Her roommate's project, while on a different topic, had a similar structure. Therefore, they were able to organically talk out the dilemmas and obstacles they encountered.

"She understood because she was going

through the exact same thing," Barlow notes. They were also able to serve as excellent readers for each other's work. "When you read your own writing over and over again, it just kind of blurs together. You don't really know what makes sense anymore."

“Sometimes when you're in the thick of things, it can be really overwhelming and you may question why you took this step ... but you just have to remind yourself that it's worth it in the end. Just one day at a time.”

3. Embrace a New Writing Style

While her writing process went relatively smoothly, Barlow encountered the natural challenge of moving from writing in a conversational style to shifting toward a more professional academic register. That process involves tinkering with wording and style, and she found Grammarly an effective tool for helping her with adjustments. She also monitored her writing to make sure that it remained grounded in evidence, continually looping back to her references and literature during the writing process.

4. Make Time for Self-Care

In addition to remaining organized and following a strict schedule, Barlow was mindful of the quality of her downtime. She enjoyed activities that gave her mind rest, like reading or watching movies and spending time with family.

When asked what advice she might have for current DNP students, Barlow offers, "Sometimes when you're in the thick of things, it can be really overwhelming and you may question why you took this step ... but you just have to remind yourself that it's worth it in the end. Just one day at a time."

Since graduating, Barlow has relocated to Atlanta, Georgia, where she is working as a board-certified nurse practitioner in a high-risk maternal fetal medicine practice.

This article originally appeared in the UB Graduate School "Write Through" series.



Man Without a Country: Nursing Student's Road as a Refugee Ends in Citizenship, Education and Devotion to Refugee Populations

BY CHARLES ANZALONE

The photograph still moves UB nursing doctoral student Bikash Regmi to tears. It's September 1992, and 7-year-old Bikash stands surrounded by his family in the small town in Bhutan, where he grew up. It was taken just before he and his family left the country in fear.

"There was a likelihood we might be killed," Regmi says. "So we decided to give this picture to our dear and near ones — in case the worst happens, they will remember us by looking at this picture."



Seven year-old Bikash Regmi and his family before they fled Bhutan.

It's that picture, as much as anything, that rekindles the sorrow of his early life: the day the principal at his school came into the classroom and told his sister and him to go home and never return; the night his family heard neighbors crying and screaming while being tortured by government police; the afternoon his father never returned from his teaching job. His family knew he had been either kidnapped or arrested.

For 22 years, Bikash was a man without a country, one of millions of refugees whose lack of citizenship with any country takes both physical and psychological tolls. After leaving his small Asian town at dawn on Sept. 7, 1992 — "a desperate attempt to save our lives" — Bikash and his family spent 17 years in a refugee camp in Nepal with 100,000 other Bhutanese Nepalese.

His story is one of redemption and determination to make a better life. He came from the refugee camp to Syracuse, New York, in September 2009, became a U.S. citizen in 2014, earned bachelor's (nursing) and master's (family nurse practitioner) degrees from SUNY Polytechnic Institute in Utica, and married a fellow Nepali Bhutanese refugee he met while volunteering at Catholic Charities in 2012.

Bikash has compiled a litany of activism, leadership, charitable work, tireless devotion to education and media attention to become an admired figure in the School of Nursing, where he is now taking classes remotely. He expects to earn a PhD within three or four years; his research area is advance care planning/end-of-life care focusing on refugee populations, especially Bhutanese Americans.

"One of my proudest moments is achieving the college degree, despite the challenges

“I have a passport. I can go to any country without fear. If I would think about this 10 or 20 years ago, I never would have imagined this.”

I faced as child, teenager and adult due to being stateless for two decades," he says. "Nobody wants to be stateless. My father always tells me, 'Government of Bhutan snatched everything from him,' when we were forcefully evicted from our homeland. But [the] only thing he was able to bring was his education.

"UB has allowed me to continue my education, and provides me the invaluable tool for building crucial knowledge on research. It

gave me an opportunity to enhance my critical thinking skills and expand my knowledge in the interest of my research."

Escaping Ethnic Cleansing

Bikash and his wife, Kumari, survived the same horror. A new Bhutan regime in 1985 imposed a "One Nation, One People" policy, which meant the ruling elites demanded everyone in Bhutan follow their culture, language and tradition. A civil war ensued, and the government sent armies to communities like the ones in which both lived.

"We could hear people crying while they were being beaten by the police and army forces at night," says Kumari, whose family landed in a different refugee camp in Nepal with similarly harsh and unsafe conditions, also for about 17 years.

"That's when my parents and grandparents decided we should leave the country, or else we would be taken like other Nepalese people," Kumari says. "And as a 6-year-old, you don't know where you're going, but your parents are saying 'It's night, but we have to pack up whatever we can carry and we have to walk and get out of here.' You walk for many miles to get to a truck because there are no buses or cars near your home."

Kumari's memories of the refugee camp echo those of her husband.

"There were diseases we could have prevented by washing our hands, but we didn't have enough resources, like enough water and soap," she says. "I feel heartbroken about that because as a kid in that camp, I always thought I could do something to prevent those deaths."

A Life of Activism

Kumari and Bikash have two daughters, and welcomed a baby boy May 10. The list of the couple's charitable work includes promoting breast cancer awareness, health fairs, COVID vaccines and blood drives. Bikash is on several boards, including St. Elizabeth College of Nursing in Utica. Their monthly podcasts promote health awareness.



Bikash's family at the refugee camp

They have created a scholarship program for students entering the medical field, funding the scholarship by recycling water bottles, the same kind they would refill for their 15-day ration of vegetable oil in the refugee camps. Besides funding the scholarship, the campaign helps save the planet. They have been featured on a national "On Point for College" video promoting scholarship and determination.

"She does all the behind-the-scenes work," her husband says. "I just go out and speak."

It's difficult to process their lives, compared with what they have endured. "I have a place to live," Bikash says. "I have a passport. I can go to any country without fear. If I would think about this 10 or 20 years ago, I never would have imagined this.

"To my undergraduate friends, I want to tell, life is not easy. It is full of challenge. Work hard every day to promote change, peace and prosperity. As we heard many times before, changes begin from you. Don't put it off for [the] next day."



Bikash Regmi with his wife, Kumari. Eldest daughter, Arohi, holds her brother, Arpan. Youngest daughter Ariana sits on her father's lap.

National Institute of Nursing Research Director Delivers 25th Annual Bullough Lecture

Shannon N. Zenk, PhD, MPH, RN, FAAN, director of the National Institute of Nursing Research (NINR), delivered the School of Nursing's 25th Annual Bonnie Bullough Lecture on April 22. Her talk focused on NINR's new strategic plan and improving health and eliminating health inequities through nursing science.

Zenk joined NINR in September 2020, following a 14-year career as a faculty member at the University of Illinois Chicago College of Nursing and Institute for Health Research and Policy. Her background is in nursing and public health.

Zenk's research focuses on community environments as a social determinant of health and health inequities. She is an elected member of the National Academy of Medicine and was inducted into the International Nurse Researcher Hall of Fame in 2019.

View Zenk's presentation on the UB School of Nursing YouTube channel: youtube.com/UBSchoolofNursing



Student Achievements

PhD student Meg Doerzbacher received the 2nd place award for Peer-Reviewed Doctoral Posters for her poster "Barriers and Facilitators of Breastfeeding in Women on Opioid Maintenance Therapy" at the ENRS 34th Annual Scientific Sessions in Providence, Rhode Island.

Undergraduate student Nicole Finn spoke with Grand Island Central School District middle and high school students about pursuing a career in nursing at the 2022 Amelia Earhart STEM Panel.

DNP students Kristen Fitzgerald and Lynn Scott were the first two recipients of the Quality and Safety in Healthcare micro-credential. They completed the program in spring 2022.

Undergraduate student Vicky Lin received the 2022 UB Excellence in Research, Scholarship and Creativity Award (undergraduate honorees) at the UB Celebration of Academic Excellence on April 27, 2022.

PhD student Heba Mohedat received the P.E.O. International Peace Scholarship, which helps international women students to pursue graduate study in the U.S. or Canada, in fall 2021.

PhD student Danielle Nazarenko received the 2nd place poster prize at the Professional Nurses Association of WNY Research and Scholarly Activity Conference for her poster "Gaps in Parent Preparation for Navigating the Postpartum Experience in the United States: An Integrative Review."

DNP student Tyler Owitz was selected for the 2022 UB Excellence in Teaching Award for Graduate Teaching Assistants.

PhD student Cristina de Rosa received the 2022 UB Excellence in Research, Scholarship and Creativity Award (graduate honoree) at the UB Celebration of Academic Excellence on April 27, 2022.

Undergraduate student Paloma Tripathi was recognized with the SUNY Chancellor's Award for Student Excellence at a ceremony in Albany on April 26, 2022. Tripathi was also selected as an outstanding student representative of UB School of Nursing's programs at the Western New York Organization of Nurse Executives and Leaders Celebration of Extraordinary Nurses Making a Difference on May 12, 2022.

Commencement Awards

Sigma Theta Tau, Gamma Kappa Chapter Award

Meg Doerzbacher (PhD '22), Tyler Owitz (DNP '22) and Nicole Christina Finn (BS '22)

Ethan Christian '12 Memorial Award

Nicole Christina Finn (BS '22)

Shirley D. DeVoe Nursing Award for Excellence in Communication

Safet Ahmic (DNP '22) and Dandrea Rynkewicz (BS '22)

Dr. S. Mouchly Small Award

Aza Attie (DNP '22, BS '17) and Marina Alzapiedi (BS '22)

Ruth T. McGrorey Award for Excellence in Nursing

Terri Darkwah (BS '22) and Kelly Luo (BS '22)

Anne Walker Sengbusch Award for Leadership in School and Community Activities

Isabelle Figueroa (BS '22)

Ruth Gale Elder Award for Excellence in Nursing Research

Misol Kwon (PhD '22, BS '13)



SUNY Chancellor's Award for Student Excellence recipient Paloma Tripathi with family and University at Buffalo President Satish K. Tripathi at the 2022 School of Nursing Commencement Ceremony.

9th Annual Research Day Poster Awards

Undergraduate Students

1ST PLACE

Vicky Lin, Kelly Tenzek and Suzanne Sullivan, "Websites and Apps May Improve Equity in Advance Care Planning"

2ND PLACE

Kerry Koon and Rebecca Lorenz, "How the COVID-19 Pandemic Affected Mood and Sleep in Older Adults"

3RD PLACE

Nicole Finn, Sophia Overton and Sharon Hewner, "Transitional Care Plans for High Need Patients Cross-sector Care Plans"

Katie McCarthy, Lorelee Sessanna and Yu-Ping Chang, "Coping with COVID-19 Among African American Communities"

DNP Students

1ST PLACE

Tyler Owitz, Lorelee Sessanna and Pamela Papham, "Perceived Barriers, Facilitators, and Needed Resources Among Nurse Practitioner Preceptors Teaching Advanced Practice Nursing Students in the Clinical Setting: A Qualitative Study"

2ND PLACE

Jesse Mosier and Cheryl Spulecki, "Impact of the Use of Pork Derived Neuromuscular Block Models to Improve Ultrasound Guided Regional Anesthesia Simulation Training"

Anna Pashchuk, "Nurse Anesthetists Perceived Attitudes and Knowledge of Amniotic Fluid Embolism Management and Utilization of a Novel A-OK Protocol in Clinical Practice"

3RD PLACE

Michael Bamerick, "Barriers and Facilitators to Implementing an Enhanced Recovery After Surgery (ERAS) Total Knee Arthroplasty Protocol for Anesthesia Providers Working at a Teaching Hospital Practice Setting in Central New York"

Rebecca Palmer, "Evaluating the Prevalence of Unanticipated, Conventionally Difficult Airways Encountered by Certified Registered Nurse Anesthetists, Practicing in New York State, Between January 2020 and January 2021, with an Appraisal of Post Encounter Documentation"

PhD Students

1ST PLACE

Ashleigh Holmes and Yu-Ping Chang, "Effect of Mental Health Collaborative Care Models on Primary Care Provider Outcomes: An Integrative Review"

2ND PLACE

Danielle Nazarenko, Ariel Daniel and Kafuli Agbemenu, "Gaps in Parent Preparation for Navigating the Postpartum Experience in the United States: An Integrative Review"

Ariel Daniel, Samantha Auerbach, Danielle Nazarenko, Kafuli Agbemenu and Rebecca Lorenz, "Intrauterine Device Use and Bacterial Vaginosis: An Integrative Review"

3RD PLACE

Amanda Anderson and Sharon Hewner, "Expanding the Evidence for the Coordinated Care Medical Respite Model: A Cross-Sector Network Serving People Experiencing Homelessness and Medical Complexity"

Samantha Auerbach, Amy Alspaugh, Laura Swan, Kafuli Agbemenu and Gretchen Ely, "Contraceptive Stigma and Associated Factors in an Appalachian Sample"

Heba Mohedat and Darryl Somayaji, "Sleep Promotion in Hospitals: An Integrative Review of Nurses' Attitudes, Knowledge, and Practices in an Appalachian Sample"

Faculty

1ST PLACE

Amy Hequembourg, Weijun Wang, Jessica Blayney and Anna Jaffe, "Daily Associations between Mood and Alcohol Use among Diverse Women"

2ND PLACE

Suzanne Sullivan, Cristina de Rosa, Chin-Shang Li and Yu-Ping Chang, "The Association between Dementia Caregiver Burden and End-of-Life Hospitalization and Hospice Utilization"

3RD PLACE

Gail Bain-Markowski, "Improving Self-Efficacy and Nursing Knowledge in Cardiac Step-Down Unit Nurses"

From left: Undergraduate student Vicky Linn, DNP student Tyler Owitz, PhD student Cristina de Rosa and Center for Nursing Research technical assistant Yanjun Zhou at the UB Celebration of Academic Excellence.

Community Partners

1ST PLACE

Christina Mills, Cara Reilly, Candi Mahoney, Amanda Lagoda and Jerrold Lerman – John R. Oishei Children's Hospital, "A Multidisciplinary Approach to Recovery Room Extubation in Pediatric Population"

2ND PLACE

Shannon Mahar, Ann McDuffie and JoAnn Wolf – Erie County Medical Center, "Utilizing Technology to Identify Patients Risk to Reduce Hospital Acquired Conditions"

3RD PLACE

Pat Volker and Donna Koscielniak – John R. Oishei Children's Hospital, "Project Breathe"

Ellen Volpe Memorial Award

PHD STUDENTS

Yanjun Zhou, Weijun Wang and Yu-Ping Chang, "Associations Between Cigarette Smoking and E-Cigarette Use and Adolescent Suicidal Ideation and Attempts"

Audrieanna Raciti, Amy Lyons and Yu-Ping Chang, "Interventions for Loneliness Among LTC Residents: A Systematic Review"

DNP STUDENTS

Emily Glasgow, "Evaluating Stress Levels of CRNAs and Their Perceptions of Additional Support in Response to the COVID-19 Pandemic"

UNDERGRADUATE STUDENTS

Terri Darkwah, Lorelee Sessanna and Yu-Ping Chang, "The Impact of COVID-19 on African American Communities"

FACULTY

Tania Von Visger, Amy Lyons, Yanjun Zhou, Eunhee Park and Yu-Ping Chang, "Anti-Asian Sentiment's Impact on Mental Health Outcomes during the COVID-19 Pandemic"



On May 12, 2022 – International Nurses Day – Niagara Falls and Buffalo City Hall were illuminated in blue and white in honor of nurses in Western New York and across the country.

PHOTOS: DOUGLAS LEVERE



A Legacy of Innovation: Marsha and Roy Lewis Nursing Education Innovation Fund

During her 10-year tenure as dean of the University at Buffalo School of Nursing, Marsha Lewis championed the idea that if the school is to remain cutting-edge in research, it also needs to remain cutting-edge in education through outstanding faculty who are pursuing new and innovative experiences for themselves and their students.

That is why Dr. Lewis and her husband Roy established the Marsha and Roy Lewis Nursing Education Innovation Fund.

This fund will be used by the School of Nursing to support faculty pursuing innovative ideas in education that contribute to the advancement and national stature of the school.

In an increasingly global society, we are proud to have the world reflected on our campuses, and to provide all our students with the unparalleled global learning

opportunities that can only be found at a truly internationalized university. Your philanthropy will enable a richer experience for all students – including those from Buffalo, across the U.S. and around the globe.



Help us continue Dr. Lewis' legacy of innovation: scan the QR code with your mobile device to contribute to the fund.



In 2019, UB's Schools of Nursing and Pharmacy and Pharmaceutical Sciences collaborated to provide students with a unique interprofessional learning experience in the form of an escape room. Students must work together solving puzzles to save "Patient X." The activity, which helps to improve teamwork and communication between nursing and pharmacy students, represents just one of the innovative education experience Lewis supported during her tenure.

Through Philanthropy, the Philipose Family Honors Their Mother, A Dedicated Nurse

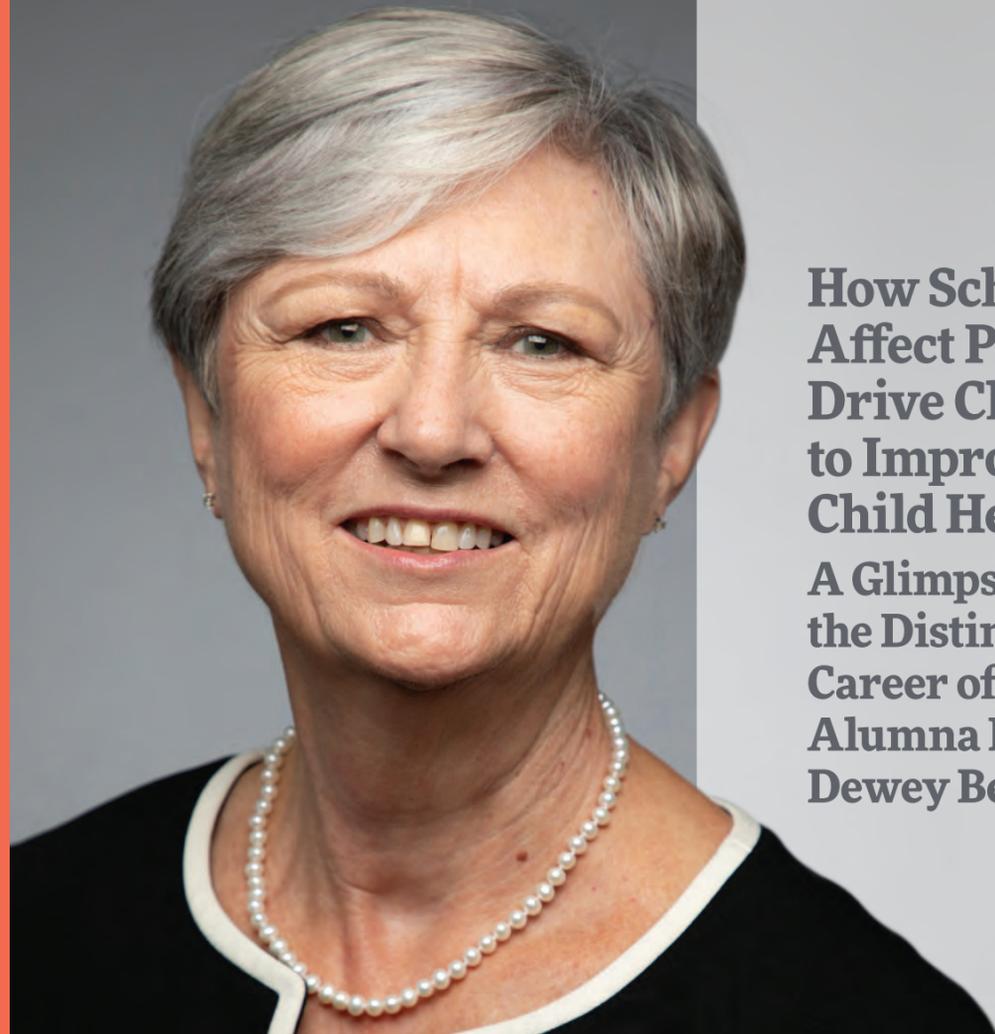
In 2021, the Philipose family – Joe, BA '95 (CAS), and wife Donna, Tom, BA '97 (CAS), and wife Diana, and father VJ – established the Anna and VJ Philipose Nursing Scholarship in honor of their family's matriarch, who was a nurse. The scholarship supports nursing students who demonstrate financial need, with preference to immigrants or first-generation children of immigrants.

The first recipient is DNP (nurse anesthesia) student Tenzin Sherab. Grateful for the support, Sherab says that the "scholarship immensely helps undo some of the financial burden associated with higher education as a full-time graduate student. It also fuels me to work harder towards my professional goals."

Long-term, Sherab says she is "committed to advancing my role as a CRNA beyond the traditional OR setting in areas of advocacy, education and mission work."



The Philipose family met Tenzin Sherab at the School of Nursing on May 26, 2022. From left: Tom Philipose, Diana Norat, VJ Philipose, Tenzin Sherab, Donna Philipose, Joe Philipose



How School Nurses Affect Policy, Drive Change to Improve Child Health: A Glimpse into the Distinguished Career of UB SON Alumna Martha Dewey Bergren

BY TERRA OSTERLING

School Nurses Mobilize to Remove Vaccination Barriers

The economy of Elko, Nevada, a small city in the northeast corner of the state, relies heavily on the state's gold mining industry. The story of an Elko mine's hiring boom turned out to be a gold strike of a child health policy opportunity for Martha Dewey Bergren, DNS, RN, NCSN, PHNA-BC, FNASN, FASHA, FAAN. Bergren, who in 2003 received her DNS and in 1992 received her Master of Science in Child Health Nursing from UB School of Nursing, served as a Change Leadership Coach for Elko's school nurses while a member of the lead faculty for the Johnson & Johnson School Nurse Leadership Program based at Rutgers University.

"The mine was constantly hiring, and most of their new hires were young families relocating from out of state," Bergren said. "But the kids can't start school until they fulfill Nevada's immunization requirements." Getting their vaccines proved to be a long and complicated process.

"We found that the Elko primary care physicians required a full physical to establish a new patient before giving vaccines, yet the average wait to get in was two months," Bergren said. Other obstacles were that new-hire health insurance had a wait period before coverage started, the local urgent care center did not offer vaccines and there was not a health department in the county.

"Kids were missing an incredible amount of school, sometimes several kids in one family, because they couldn't get their vaccines," Bergren said. The Elko school nurses in her coaching cohort acted by mobilizing their school districts to give the vaccines themselves. The nurses that held a school-based clinic one weekend vaccinated 338 children – but this wasn't a long-term solution.

The nurses went on to lead a collaboration among Elko City Council, the mining company, local physicians and the nonprofit Immunize Nevada to develop a multifaceted sustainable solution: The mining company altered their

health coverage to accommodate vaccines without the waiting period, physicians began to allow walk-in same-day immunizations, and the urgent care center also began to offer immunizations.

"The existing relationships within this smaller community was really key in bringing all these stakeholders together," Bergren said. "Everyone wanted what's best for the kids."

School Nursing Impact Reaches Beyond School Walls

That sentiment has been the common denominator in Bergren's nearly 50-year nursing career, which she began in 1976 as a primary care nurse in Children's Hospital of Philadelphia.

Bergren has gone on to teach, consult, conduct research; author or co-author 59 articles, 12 books or book chapters, and countless briefs, clinical guidelines, and commentaries, while also speaking at engagements coast-to-coast and in Asia and Europe. Yet, she is far prouder of the child-centered policy impacts on communities where she has worked either as a school nurse herself or as an educator or mentor to school nurses.

"There are so many ways to provide service as a nurse, but I always knew I wanted to be a school nurse; it was a calling," Bergren said. "But I don't think of it as 'school nursing,' – I think of it as policies that impact child health."

Her experiences have taken her across the country to roles in both school nursing and child health nursing education; along the way she has noted how the disparity in resources between urban and suburban school districts impacts child health.

"I've seen a very well-appointed school nurse's office in one well-funded high school, then traveled just 30 miles to visit a school nurse whose office was located in a converted basement utility closet that lacked a sink or toilet," Bergren said. Furthermore, suburban schools typically have one dedicated nurse per school, while in urban school districts a single school nurse is responsible for an average of four to five schools.

The inequalities, she said, are also evident in lunch menus, after school sports, and recess time, as well as access to overall community health care. "School nurses have been fighting these battles and are uniquely positioned to call out structural inequities to get policymakers to see the differences," she said.

Empowering Nurses through Policy Work

Much of Bergren's work in nurse education and child health policy has been in identifying how to empower school nurses to be change leaders in their communities. As a longtime member of the faculty of the University of Illinois at Chicago College of Nursing, she has spent years observing how policy in the Chicago public schools impacted child health – and how shifting policy there often precedes nationwide change.

Another project she mentored through the Johnson & Johnson school nurse leadership program focused on population health in Oakland, California – particularly, children with asthma.

"The nurses mapped all the elementary schools in the district and discovered that the children with the worse exacerbations of asthma were attending schools located close to the freeway," she said. The proximity to emissions created a cascade of issues – asthma events caused absences and emergency room visits, which in turn caused parents to miss work. Knowing which populations of children to target for intervention was vital.

"We were able to help those parents understand the resources available and streamline their access to them," Bergren said. This included relying on local respiratory nonprofits to help make sure asthma medications were always available, and then being alert to worsening asthma events to head off emergency room care.

School nurses have been at the forefront of child health topics ranging from school

“Nurses need to see policy as something they can change. I drive this home to my students, teaching them that with planning and skills, you can change any policy out there.”

start times to recess; in the latter, shifting it to occur before lunch to encourage students to eat more and, in some schools, advocating to get it reinstated altogether. Next is addressing disparities in discipline policies and how they contribute to the school-to-prison pipeline.

"Former United States Secretary of Health and Human Services Donna Shalala once said, 'Nurses need to see policy as something they can change,'" Bergren said. "I drive this home to my students, teaching them that with planning and skills, you can change any policy out there."

Let us know what's happening!

Tell us about your accomplishments and career moves:

nursing.buffalo.edu/happening

Follow us on Twitter! @UBNursing

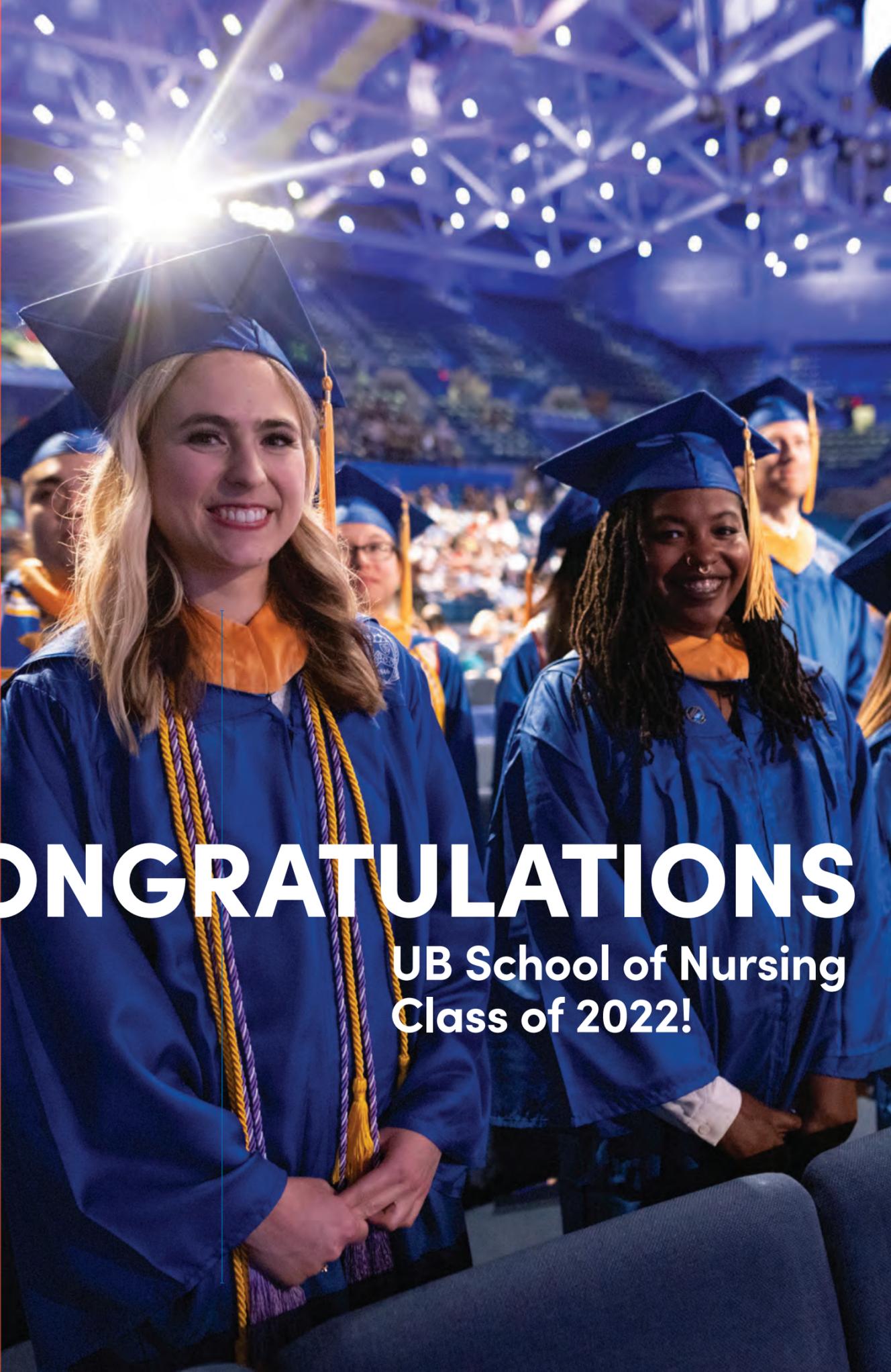
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University at Buffalo, School of Nursing

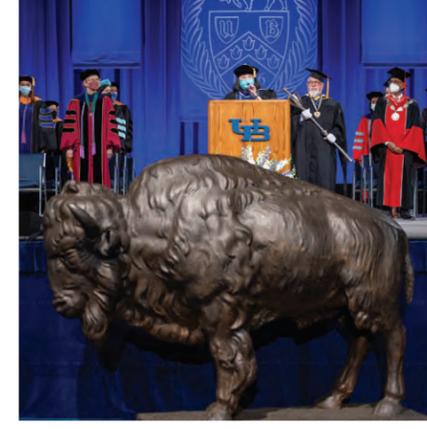
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CONGRATULATIONS

UB School of Nursing
Class of 2022!



Nursing Excellence: 2022 UB School of Nursing Awards Recipients

The awards were presented at the School of Nursing's Annual May Celebration, which was held at Reikart House in Buffalo on May 26, 2022. It was the School's first in-person May Celebration since COVID-19 curtailed events and activities at the University.

Patricia H. Garman Award for Excellence and Service in Nursing

This award is given to an individual or individuals in recognition and in appreciation of their significant support and impact on the advancement of the UB School of Nursing. The award acknowledges outstanding contributions to the nursing profession embodying the mission, vision and values of the UB School of Nursing.

The 2022 award was presented to Takesha Leonard, EdD, MSN, FNP-BC, PMHNP-S.

Leonard is a board-certified family nurse practitioner with a passion for community health and addressing health disparities in Black and Brown communities. She graduated from UB School of Nursing's baccalaureate program in 2001 and is currently pursuing a post-master's certification as a psychiatric mental health nurse practitioner here at UB.

Leonard has volunteered over 400 hours of clinical preceptorship for our FNP DNP program over the past year; has partnered with our Justice, Equity, Diversity and Inclusion Committee to present an invigorating session that focused on providing health care in inner-city communities; and has been instrumental in planning our pilot Summer Nursing for High School Students Program. Her willingness to share her clinical knowledge, immense cultural insight and professional expertise with our students, faculty and staff is a testament to her devotion to our profession and the health of our community.

Distinguished Preceptor Award

This award recognizes an outstanding clinical preceptor for the School of Nursing.

The 2022 award was presented to Rosanna Carter, DNP, PMHNP-B.

Carter graduated from UB School of Nursing's Psychiatric/Mental Health Nursing DNP program in 2015 and is a psychiatric mental health nurse practitioner at a busy certified community behavioral health clinic.

Carter has precepted for the School of Nursing since 2018 and continued to precept two to three days per week throughout the pandemic despite many challenges. When the clinic closed temporarily, she was available the minute it was safe to reopen. She continued to precept our students as the clinic transitioned to telehealth, providing them with the opportunity to learn telehealth technology and service – a skill that will no doubt continue to grow in importance in health care. As a dedicated UB alumna and volunteer preceptor, she exemplifies our UB School of Nursing spirit.



Nominate an outstanding nurse for our 2023 awards: nursing.buffalo.edu/awards

Dean Marsha Lewis with Distinguished Preceptor Award recipient Rosanna Carter (left) and Patricia H. Garman Award for Excellence and Service in Nursing recipient Takesha Leonard (right).

4 Things I Learned from My Nursing Mentor

BY ARIELLE SAMUEL

Being a part of the Justice, Equity, Diversity and Inclusion (JEDI) mentorship program has been very beneficial. [It has] helped me to foster personal and professional growth, which has helped me to become a better nursing student. I do believe that my mentor has prepared me to be a great nurse one day. Here are four things I learned from my nursing mentor.

1 How to take advantage of opportunities.

My mentor has taught me the importance of taking advantage of all the opportunities that are presented to me. I have developed a new willingness to accept challenges, [and] I have learned that I am doing myself a disservice when I decline a new opportunity due to self-doubt and feeling unprepared for a change. I should never allow fear to be the reason why I do not make the most of new opportunities. I have learned to look at opportunities as a great way to learn, gain more experience and further my skill set.

2 How to trust my intuition.

My mentor has also encouraged me to trust my intuition and to be confident in my own decisions. Trusting my intuition has allowed me to stay true to myself and helps to guide me on a path that is best suited for me. I have gained an understanding of combining logic and reason with my intuition. In clinical settings, there are many instances when something does not seem "right" with a patient. The patient's behavior may have changed or the clinical signs may not always be congruent with the patient's actual condition. Trusting my intuition allows me to take the necessary precautions to prevent further deterioration in the patient's condition.

3 The importance of self-care.

I have also learned about the importance of incorporating self-care activities into my everyday routine. As a nursing student, it's very easy to feel overwhelmed. I spend a lot of time in clinicals, completing assignments, studying and working. My mentor encouraged me to perform self-care activities to reduce stress, build resilience and protect my mental health.

[Meditation] helps me stay to stay focused; it provides mental clarity and helps to enhance my self-awareness. Meditating is my way of taking care of myself so that I can take care of others.

4 The different career paths for nurses.

My mentor has given me insight into the many opportunities that are available for nurses. Prior to conversing with my mentor, I was unaware of the many nursing career paths I could embark on. During one of our many conversations, I shared with her that I did not want to do bedside nursing for the rest of my life, [and] she shared with me the endless opportunities that I could take advantage of. For example, she told me about nurses that

have started their own businesses and have helped to provide medical care to underserved communities. With her help, I have a better understanding of what I would like my nursing career path to be.

Thank you

I would like to give a special thanks to both Sophia Overton and Shadevia Marshall. I am appreciative of all the advice and support that they have bestowed upon me. They helped me to become a better student and have provided me with the necessary tools to help me become a great nurse.

Arielle Samuel graduated Magna cum laude from UB School of Nursing's baccalaureate in science program in May 2022.

Interested in mentoring a UB nursing student from an underrepresented background? Let us know at nursing.buffalo.edu/mentor.



Arielle Samuel, BS '22, (left) with mentor Sophia Overton, MSEd, RN, clinical instructor

Faculty & Staff Spotlight

Promotions & Transitions

FACULTY PROMOTIONS

Christopher Barrick, PhD, was promoted to director for research advancement.

Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN, was promoted to senior associate dean.

Molli Oldenburg, DNP, RN, FNP-C, was promoted to clinical associate professor.

Linda Paine Hughes, DNP, ANP, PNP, PMHNP-BC, FNP-C, was promoted to clinical associate professor.

Pamela Papham, DNP, AOCNP, FNP-BC, FAANP, FAAN, was promoted to assistant dean for clinical programs.

Loralee Sessanna, PhD, RN, AHN-BC, Faith Community Nurse, was promoted to Family, Community & Health Systems Sciences Program chair.

Cheryl Spulecki, DNAP, RN, CRNA, ACNP, FAANA, was appointed to the Graduate Faculty as an associate member.

STAFF PROMOTIONS

Tanner Gelatt was promoted to assistant director of graduate recruitment.

Retirements

FACULTY RETIREMENTS



Nancy Campbell, PhD, FNP-C, CARN-AP, FAANP, FIAAN, FAAN, retired in spring 2022 after 33 years as a faculty member at UB School of Nursing. During her time at the school, she served as an associate professor; chair of the Graduate Department; director of the MS/DNP Program; acting coordinator of the Psychiatric and Mental Health Nurse Practitioner Program; and chair of the Family, Community and Health Systems Sciences Department. Campbell was instrumental in developing and leading our first DNP program and wrote the first HRSA grant for the program in collaboration with UB's School of Dental Medicine. Under her leadership, our Family Nurse Practitioner Program was the first in the country to include an addictions component that would provide knowledge and skills necessary to sit for the Certified Addiction Registered Nurse – Advance Practice (CARN-AP) credential.



Janice Jones, PhD, RN, CNS, retired in spring 2022 after 33 years as a faculty member at UB School of Nursing. Her extensive career with the school included roles as a clinical instructor, clinical professor, coordinator of the MS in Nursing Leadership and Health Care Systems Program, implementor of the Quality and Safety in Healthcare Micro-Credential and member of various school and university committees. Jones received the Open SUNY Online Teaching Ambassador award in 2019, among many other prestigious faculty awards. Jones has been a member of the Gamma Kappa Chapter of Sigma Theta Tau International (STTI) Nursing Honor Society since 1981, during which time she held many leadership roles and influenced countless faculty, students and professionals. Under her leadership with Clinical Lab Coordinator Gale Klinshaw, the Gamma Kappa Chapter earned the STTI Chapter Key Award, one of the organization's most prestigious recognitions.



Marsha Lewis, PhD, RN, FAAN, retired in spring 2022 after 10 years as dean of UB School of Nursing. You can read more about her accomplishments on page 1.



Patricia Nisbet, DNP, PMHNP-BC, retired in spring 2022 after 16 years as a faculty member at UB School of Nursing. Since she joined the school in 2006, Nisbet has served as a clinical instructor, clinical assistant professor and coordinator of the Psychiatric Mental Health Nurse Practitioner Program. Nisbet has been an active member of the Gamma Kappa Chapter of Sigma Theta Tau International since 1996 and has served on various committees to promote the success of our school, university, community and profession. She has received the WNY Clinical Specialists in Psychiatric Nursing Graduate Award, the S. Mouchly Small Award and the Dean's Award for Excellence in Clinical Scholarship.

STAFF RETIREMENTS



Gerri Kremer retired in summer 2022 after 12 years with UB School of Nursing. Kremer began her career at UB in the Office of Procurement Services in 2008. She joined the School of Nursing in 2010 and was promoted to her most recent role of director of resource management in 2015, where she played an integral role in stewarding the school's finances and ensuring compliance with university and state policies and procedures. Additionally, she has served as the co-chair of our Justice, Equity, Diversity and Inclusion committee; senator for the Professional Staff Senate (PSS); and a member of the PSS Continuous Improvement Committee. She was also the planning chair for the American Association of Colleges of Nursing Business Officers of Nursing Schools.

New Faculty & Staff

NEW FACULTY

Brian Lowe, DNP, CRNA, joined the school as a clinical assistant professor.

Gail Markowski, DNP, ANP-C, ACNP, CCRN, joined the school as a clinical assistant professor.

Sophia Overton, MEd, RN, joined the school as a clinical instructor.

Zoe Spyralatos, DNP, PMHNP, joined the school as a clinical assistant professor.

Tania Von Visger, PhD, APRN, CNS, CCNS, PCCN, joined the school as an assistant professor.

Alyssa Weissinger, DNP, RN, PMHNP-BC, joined the school as clinical assistant professor.

Faculty & Staff Achievements

FACULTY

Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN, was inducted as a Fellow of the American Academy of Nursing in October 2021.

Carla Jungquist, PhD, ANP-BC, FAAN, was selected for the 2021 Pain Management Nursing Practice Award for her article "American Society for Pain Management Nursing Guidelines on Monitoring for Opioid-Induced Advancing Sedation and Respiratory Depression: Revisions."

Catherine Mann, EdD, RN, CNS, CNE, was appointed president of the Western New York Organization of Nurse Executives and Leaders. She was also selected as a CCNE evaluator by the American Association of Colleges of Nursing.

Beth Nicastro, MS, RN, PPCNP-BC, received the 2022 School of Nursing Adjunct Faculty Excellence Award.

Cheryl Spulecki, DNAP, RN, CRNA, ACNP, FAANA, joined the Inaugural Class of American Association of Nurse Anesthesiology Fellows.

STAFF

Cheryl Oyer was awarded the Administrative Leadership Award by the SUNY Faculty Advisory Council on Teaching and Technology Excellence in June 2022.

From left: Gloria Aidoo-Frimpong, Yanjun Zhou, Sharon Hewner and Tanner Gelatt at Niagara Falls on International Nurses Day. The Falls were illuminated in honor of nurses.



pUBs

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- Sleep
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- Education Innovation
- Trauma/Victimization
- Data science/Statistics
- Nursing Workforce
- Anesthesia/Pain Management
- Global Health/Disparities/Inequity
- COVID-19

Faculty Names in BLACK
Student Names in BLUE

Margaret Doerzbacher, PhD '22, RN, NNP-BC, presents "Barriers and Facilitators of Breastfeeding in Women on Opioid Maintenance Therapy" at the 2022 ENRS Scientific Sessions.



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