

Why preceptors are so crucial and how Penn Nursing is navigating the national shortage.
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From summer camps to senior centers, Penn Nursing students are taking their skills off-campus.
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Penn Nursing

SPRING 2022

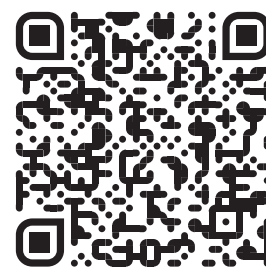
A Brighter Future

How Penn Nursing students, faculty, and alumni are zeroing in on what they do best to create a healthier, more equitable world.

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PHOTOS FROM LEFT TO RIGHT: ERIC SUGAR, DAN SCHWALM, ILLUSTRATION BY MICHAEL HOEWELER

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“This is the most timely and consequential gift not only for our university but for our country.”
—Dr. Amy Gutmann
FORMER PENN PRESIDENT,
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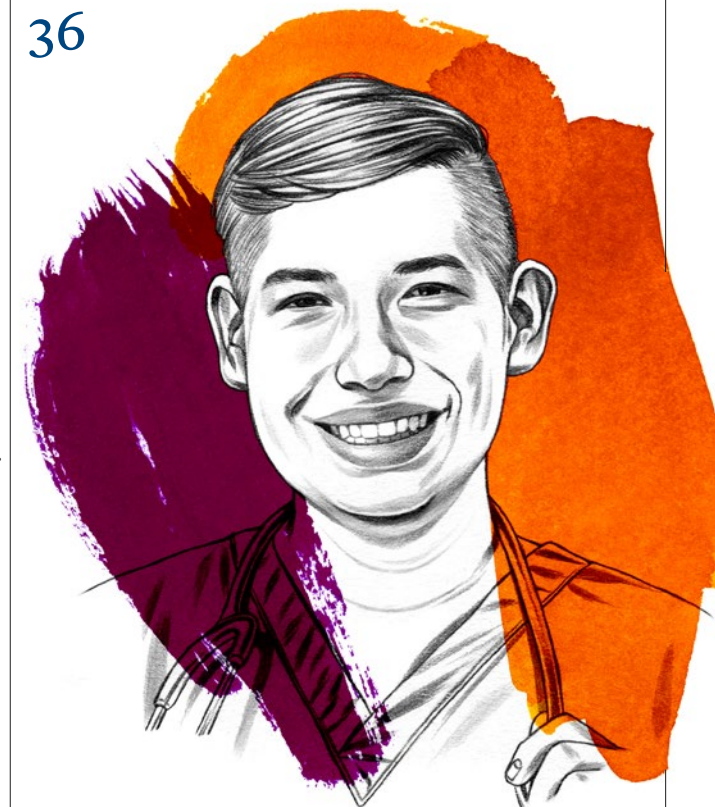
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Dean's Letter

Strong and Growing

DEAR FRIENDS and Colleagues, We are well on our way toward achieving our goal of a healthier, more equitable future—made possible by the largest gift ever given to a U.S. school of nursing to support the education of primary care nurse practitioners (NP) and select urban and rural health centers. We are incredibly grateful to Leonard A. Lauder, Chairman Emeritus of The Estée Lauder Companies, for this transformative investment in our profession at-large, and the trust it represents in Penn Nursing to lead efforts in research, practice, education, and service to provide quality care in underserved communities. The impact it will have on our students and communities around the world is immeasurable.

This new investment builds on Penn Nursing's global reputation, as it allows us to attract NP students who never considered that a Penn Nursing education would be within their reach. Student support of this type really is the great equalizer, and it brings only the best to Penn Nursing, regardless of financial situation.

It is our students—those seeking to become NPs, RNs, and beyond—that set Penn Nursing apart. They are true leaders, impacting our community before they even graduate. Nursing, community, health: that is their focus, just as it is the focus of this issue of *Penn Nursing* magazine. From Penn Nursing's Community Champions program to innovation initiatives, to ensuring that patients and families were central in the design of the new HUP Pavilion (HUP,

“We are well on our way toward achieving our goal of a healthier, more equitable future.”



Antonia M. Villarruel PHD RN FAAN
The Margaret Bond Simon
Dean of Nursing

of course, led by Penn Nursing alumna Regina Cunningham)—our students' passion for evidence-based practice and social justice amplifies their impact.

That same drive is evident in our alumni. In addition to the often-stressful work (especially during a global pandemic) in clinical settings, our alumni who practice in hospitals, clinics, and other health care settings often give back to Penn Nursing by precepting and supporting our students. I am so grateful for the wonderful nurses that engage our students in these and other critical mentoring relationships.

Penn Nursing is the force that fuels the possibilities—and our students, faculty, and alumni turn those possibilities into reality on the ground. Again, it's that focus on nursing, community, and health that is integrated into the very DNA of our School. Thanks to donors like Leonard A. Lauder who believe so strongly in nurses and their role in improving health and health care, Penn Nursing will lead the way toward revolutionizing the nursing workforce—and health care itself. The importance of nurse leaders is clear, and it is gratifying to see more people recognizing and supporting our mission. Thank you for partnering with us to create an even greater future for nursing—and for all. 🌟



The Evolving Face of Nursing depicts many Penn Nursing alumni as well as Dean Emerita Neville Strumpf.

Where Art Meets Nursing

CAN PUBLIC ART promote public health? This is the question addressed by the Porch Light Program, a collaboration between Mural Arts Philadelphia and the Philadelphia Department of Behavioral Health and Intellectual Disability Services.

To answer the question, students in NURS 380 learned about social determinants of health in a community by analyzing a Philadelphia-based mural.

In her foreword to the book *If These Walls Could Talk: Community Muralism and the Beauty of Justice*, Jane Golden, executive director of Mural Arts Philadelphia and guest-lecturer in NURS 380 wrote, “Murals are, more often than not, pictorial representations of memories, dreams, heroes, and aspirations. In Philadelphia, they are also an iterative, if incomplete, visual map of human experience in our city’s neighborhoods—and particularly in those that have seen the ills of poverty, disinvestment, drugs, and violence.”

According to Penn Nursing Practice Professor Holly Harner PhD MBA MPH RN WHCNP-BC FAAN who teaches NURS 380, “Public art, when guided by the community where it ‘lives,’ reflects how the community views itself—with a focus on its strengths. It is a strengths-based model, rather than a deficit model. This approach is often lacking when we view communities as outsiders. We don’t see the strength and the hope that community members know exists.”

For the fall assignment, December graduate Tarikwa Leveille Nu’21 chose the mural *The Evolving Face of Nursing* at the intersection of Broad and Vine. “This mural tells nurses’ stories of healing and hope,” she wrote. “The mural is meant to...bring people’s attention to health care and quality as a social determinant of health. It bridges the important relationship of art engagement, health, and wellbeing and the importance of diversity and inclusivity in those who provide health care and those who receive health care.” ❄️

News

Story Slam

On February 16th, nurses from Penn Nursing and Penn Medicine shared their true, personal stories for Penn Nursing’s annual Story Slam event. Now in its fourth year, the Nursing Story Slam, hosted by Marion Leary RN MSN MPH FAHA GNu’13 GR’14, Director of Innovation, brings together nurse storytellers from Penn Nursing and Penn Medicine to explore the breadth, depth, and diversity of nursing. The theme for this year’s event focused on Creativity. The Nursing Story Slam is supported through the generosity of Sandy Samberg, Nu’94, GNu’95, and her husband, Joe Samberg and is a partnership between Penn Nursing, Penn Medicine, and First Person Arts. The full event,

videos of the individual storytellers, and an archive of previous years are available for viewing at nursing.upenn.edu/storyslam.

First-of-its-kind Academic Social Entrepreneurship Lab

Nursing values holistic, lifespan approaches to health. Now, a new and unique initiative called the Eidos LGBT+ Health Initiative—part of a \$750 million University investment in science, engineering, and medicine, and anchored at Penn Nursing—expands this frame to address the needs of LGBT+ communities. It’s supported by the School of Nursing, Office of the President, and the Provost, and led by José Bauermeister PhD MPH, the Albert M. Greenfield Professor of Human Relations and chair of Penn Nursing’s Department of Family & Community Health. “We want to think about health not just in a physical sense but in the social and emotional sense, too,” says Bauermeister.

“The unequal treatment of sexual and gender minority communities may strain or sever loving ties between families and friends, limit educational and employment opportunities, impede personal growth and wellness, place people in harm’s way, and hinder trust in health and social services,” he says. “Our hope is that Eidos can create evidence-based health

◀ José Bauermeister
PHD MPH

solutions that are available to LGBT+ people when they need it most and that address the vulnerabilities they face at different moments in the life course.”

Healthy Aging Collaboratory

A new interdisciplinary initiative, The Penn Artificial Intelligence and Technology Collaboratory for Healthy Aging (PennAITech), seeks to explore the use of artificial intelligence and other technologies to improve in-home care for older adults and individuals with Alzheimer’s disease. The Collaboratory will leverage extensive expertise in artificial intelligence, consumer informatics and aging, access to patient cohorts and resources of Penn Nursing, the Perelman School of Medicine, and other departments across the University of Pennsylvania. “Aging in place is a priority for most older Americans. This goal can be challenged by chronic illness including Alzheimer’s Disease and Related Dementias. We need innovative solutions that will help us detect risks, address disparities, support decision making, and improve access to care,” says co-leader George Demiris PhD FACMI, a Penn Integrates Knowledge Professor with joint faculty appointments in Penn Nursing’s Department of Biobehavioral Health Sciences, and the Department of Biostatistics, Epidemiology, and Informatics in Penn’s Perelman School of Medicine. “The overarching goal of our Collaboratory is to facilitate the development and dissemination of such tools to help aging Americans live safely, in optimal health, and remain socially engaged. To achieve this, we will



▲ Linda Aiken PHD RN FAAN FRCN

develop and implement a national pilot project funding program for the development and evaluation of cutting-edge technology.” PennAITech is made possible through a grant from the National Institute on Aging (NIA), a part of the National Institutes of Health (NIH). The award is expected to total \$20 million over five years.

Increasing NPs to Address Primary Care Shortages

A new study recently published in *Health Affairs* shows that Medicare support for clinical training for nurse practitioners (NPs) would increase their numbers and address the national shortage of primary care. The study, by researchers at Penn Nursing’s Center for Health Outcomes and Policy Research (CHOPR), the Hospital of the University of Pennsylvania, and the Leonard Davis Institute of Health Economics shows that universities participating in the \$200 million Graduate Nurse Education (GNE) Demonstration significantly increased the number of primary care NPs they graduated. Co-author Linda Aiken PhD RN FAAN FRCN, Founding Director of CHOPR, said “One in four Americans, or over 80 million people, lack a primary care provider. NPs with advanced clinical training in primary care help the public obtain health care when they need it. There are plenty of qualified applicants to university NP programs but admissions are limited because we don’t have enough primary care clinicians to supervise student learners in their practices.”

“The GNE Demonstration shows that longstanding challenges in health care like the shortage of primary care providers can be successfully

addressed when health care organizations in communities band together for the common good,” added co-author Regina Cunningham PhD RN GR’03, CEO of the Hospital of the University of Pennsylvania. “Working together in Philadelphia across health systems, public clinics, private medical practices, and schools of nursing, we were able to recruit a larger number of practicing physicians and nurse practitioners to mentor NP students to help them meet their clinical training requirements of 500 or more hours thus enabling nursing schools to accept more student NPs.”

Health System Transformation

Mary Naylor PhD RN FAAN GNu’73 GR’82, the Marian S. Ware Professor in Gerontology and Director of the NewCourtland Center for Transitions and Health, and co-chair of the Culture Inclusion & Equity Action Collaborative—one of the four collaboratives under the National Academy of Medicine’s Leadership Consortium—convened experts and stakeholders across nine sectors of health, health care, and biomedical research to review how each sector responded to COVID-19, identify challenges encountered in

▼ Mary Naylor PHD RN PNP-BC



combating the pandemic, and outline opportunities to reinforce, revitalize, and transform the health system. These insights were released as nine NAM Perspectives discussion papers throughout 2021, and then bundled into a NAM Special Publication titled *Emerging Stronger After COVID-19: Priorities for Health System Transformation*, scheduled for release in Spring 2022. The NAM Special Publication will include all 9 previously published papers and a new concluding chapter that reviews cross-cutting themes and opportunities from the individual papers.

The seventh paper in this series, “Patients, Families, and Communities COVID-19 Impact Assessment: Lessons Learned and Compelling Needs,” co-led by Naylor and Frederick Isasi, Executive Director of Families USA, reviews the impact and implications of COVID-19 on patients, families, and communities, offers perspectives on the health system’s failures and opportunities for change, and elevates the direct experiences of patients, families, and communities in their own words. “The priority actions identified in [all of the other] papers in this series are absolutely necessary to transform the health and health care system but will not achieve their goal without an explicit and sustained focus on improving the experience of patients, families, and communities within the system,” said Naylor. “COVID-19 provides an opportunity for true transformation in how we deliver health and health care in this country—we cannot let it pass us by.”

Combating Health Misinformation

An article co-authored by Dean Villarruel and Penn Nursing’s Nursing Liaison Librarian, Richard James MSLIS, “Preventing the Spread of Misinformation – A Role for All Nurses”, was published online in the *American Nurse Journal* and explains how misinformation was accelerated during the pandemic and how social media platforms (SMPs) amplified the problem. It shares the critical role nurses play in reducing health misinformation harm and helping patients, families, and communities access credible, trusted sources and elaborates on how nurses can identify credible information when interacting with SMPs.

“Nurses and consumers must develop skills to evaluate information critically,” says article lead author Dean Villarruel. “A study examining the impact of trust in science found that people with high trust in science were more likely to believe and disseminate misinformation about COVID-19 and genetically modified organisms in the presence of a scientific reference compared to false claims without scientific references. These findings underscore the importance of critically evaluating information, even from trusted sources.” The article is based on a perspective paper Villarruel coauthored for the National Academy of Medicine titled “Identifying Credible Sources of Health Information in Social Media: Principles and Attributes.” It also uses research published in the *Journal of Experimental Social Psychology* from Dolores Albarracín PhD, Alexandra Heyman Nash Penn Integrates Knowledge University Professor with joint appointments in Penn Nursing and the Annenberg School for Communication.

Predicting Depression and PTSD Risk After Trauma

Patients physically recovering from traumatic injury are at risk for experiencing psychological distress, particularly depression and post-traumatic stress disorder (PTSD). Predictive screeners provide an effective way to identify those at the

highest risk for the future emergence of post-injury depression or PTSD, in turn allowing for targeted follow-up services and resources for these patients. A first-of-its-kind study from Penn Nursing and the Penn Injury Science Center has assessed the Penn Richmond Screener and the Posttraumatic Adjustment Scale (PAS) to determine their performance in a population heavily impacted by traumatic injury—urban Black men in the United States. Researchers have validated the performance of both in predicting the future emergence of depression and/or PTSD. These findings, published in *Injury*, may indicate that risk markers for adverse psychological consequences of traumatic injury share some core similarities across populations and countries. “The results provide additional support for our ability to identify, during the course of acute trauma care, those patients at highest risk for poor mental health outcomes. This allows trauma programs to target those patients most likely to benefit from follow-up assessments for the emergence of these disorders and to target potentially limited resources appropriately,” says Therese S. Richmond PhD RN FAAN GRN’95, Andrea B. Laporte Professor of Nursing and Associate Dean for Research & Innovation at Penn Nursing, and lead investigator of the study.

Childhood Critical Illness tied to Neurocognitive Outcomes

Approximately 23,700 children in the U.S. undergo invasive mechanical ventilation for acute respiratory failure annually. Although most survive, little is known if they have worse long-term neurocognitive function than children who do not undergo such procedures. A four-year sibling-matched cohort study conducted at 31 U.S. PICUs and associated neuropsychology testing centers found that children who survived PICU hospitalization for respiratory

failure and were discharged without severe cognitive dysfunction had significantly lower subsequent IQ scores than their matched siblings. “While the difference in IQ scores between patients and unexposed siblings was small, the data provide strong evidence of the existence and epidemiology of pediatric post-intensive care syndrome (PICS-p) after a single typical episode of acute respiratory failure necessitating invasive ventilation among generally healthy children,” says Martha A.Q. Curley PhD RN FAAN, Professor of Nursing and the study’s lead researcher. Results of the study, published in *JAMA*, reaffirm the importance of assessing long-term outcomes as part of any trial evaluating acute interventions in pediatric critical care and underscore the importance of further study to understand which children may be at highest risk, what modifiable factors could cause it, and how it can be prevented.



▲ Therese Richmond PhD RN FAAN

▶ Martha A.Q. Curley PhD RN FAAN



Appointments and Awards Round-Up



▲ Regina Cunningham PhD RN PNP-BC

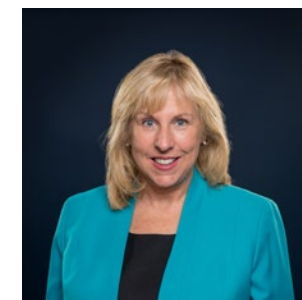
ALISON BUTTENHEIM PHD MBA, the Patricia Bleznak Silverstein and Howard A. Silverstein Term Endowed Professorship in Global Women’s Health has been named co-chair of a new National Academies of Sciences, Engineering, and Medicine (NASEM) committee that will assess future prospects for the broader use of behavioral economics in public policy.

REGINA S. CUNNINGHAM PHD RN NEA-BC FAAN, Chief Executive Officer of the Hospital of the University of Pennsylvania, Penn Nursing Assistant Dean for Clinical Practice, and Penn Nursing alumna, was awarded the 2022 Norma M. Lang Award for Scholarly Practice and Policy for her distinguished contribution to nursing through scholarly practice.

GEORGE DEMIRIS PHD FACMI, a Penn Integrates Knowledge Professor (PIK) with joint appointments in Penn Nursing and the Perelman School of Medicine, was named the Mary Alice Bennett University Professor by Dr. Gutmann earlier this year.

JULIE FAIRMAN PHD RN FAAN, Nightingale Professor in Honor of Nursing Veterans, Professor of Nursing, and Director of the Robert Wood Johnson Foundation’s Future of Nursing Scholars Program, was selected for The Rockefeller Foundation Bellagio Center Residency Program, a month-long residency in Bellagio, Italy during 2022.

NANCY HODGSON PHD RN FAAN, Chair of the Department of Biobehavioral Health Sciences, was named the Claire M. Fagin Leadership Professor in Nursing in September 2021 and has been selected for induction in the International Nurse Researcher Hall of Fame by Sigma Theta Tau International (STTI) for 2022.



▲ Nancy Hodgson PhD RN FAAN

EILEEN LAKE PHD MSN MA BSN FAAN, Professor of Nursing, was named the Edith Clemmer Steinbright Professor in Gerontology in September 2021.

Nine nursing professionals with ties to Penn Nursing were inducted as 2021 Fellows of the American Academy of Nursing (AAN) including Penn Nursing faculty member and alumna **KAREN LASATER PHD RN**, Associate Professor of Nursing.

CATHERINE C. MCDONALD PHD RN FAAN, Associate Professor of Nursing, was named the Dr. Hildegard Reynolds Endowed Term Professor of Primary Care Nursing in September 2021.

MARY NAYLOR PHD RN FAAN and **HEATHER KELLEY-THOMPSON** were honored by the Sigma Theta Tau International Honor Society of Nursing at the 2021 International Awards for Nursing Excellence, Board Awards, and Honorary Membership. Naylor received the *Nell J. Watts Lifetime Achievement in Nursing Award* and Kelley-Thompson was inducted as an honorary member.

The National Hispanic Council on Aging (NHCOA) honored **ADRIANA PEREZ PHD ANP-BC FAAN**, Assistant Professor, with its Research Recognition Award during its 2021 special awards ceremony—United for Equity—which focused on inequalities impacting health and economic security.

SUSAN RENZ PHD DNP GNP-BC, Primary Care Program Director and Practice Associate Professor, received a 2021



▲ Karen Lasater PhD RN



▲ Adriana Perez PhD ANP-BC FAAN

Distinguished Gerontological Nurse Educator award from the National Hartford Center of Gerontological Nursing Excellence (NHCGNE).

CONNIE M. ULRICH PHD RN FAAN, the Lillian S. Brunner Endowed Chair in Medical and Surgical Nursing and Professor of Medical Ethics and Health Policy and Nursing, has been elected one of 24 new Fellows of The Hastings Center.

The Association of Nurses in AIDS Care (ANAC) honored research led by **ANNE TEITELMAN PHD FNP-BC FAAN**, Associate Professor Emerita, as the 2021 JANAC (*Journal of the Association of Nurses in AIDS Care*) Article of the Year.

DEAN ANTONIA VILLARRUEL PHD RN FAAN received the 2021 Health Care Leader Award from the American Academy of Nursing. The award recognizes her incredible impact in shaping health policy and was presented during the 2021 Health Policy Conference, *Healthy Lives for All People: Advancing Equity, Science, and Trust*.

Practice & Community



▲ Penn Nursing students pack grocery bags for the HUP Food Pantry

Handknits for Project Home

The Student Nurses at Penn (SNAP) Craft Club donated approximately 20 handknit items to Project HOME at the beginning of 2022—their second such major donation, despite an

interruption by COVID-19, since the initiative launched several years ago. Penn Nursing senior Daphne Herrick, the driving force behind the club, says “I wanted to provide an opportunity for nursing students to relax and get away from their studies every week while also doing something good for the community. I am so grateful that my

hobby has turned into a way to give to those experiencing homelessness. Our club has donated mainly hats, scarves, and socks, and even some headbands and shawls!”

The Craft Club, originally called the Knitting Project, grew and was renamed to include Penn Nursing students who engaged in fiber arts other than knitting. Project HOME is a Philadelphia nonprofit that empowers adults, children, and families to break the cycle of homelessness and poverty, including through supportive housing and street outreach.

Older Adult Engagement

Penn Nursing students are volunteering for Penn Memory Center’s Time Out program to meet virtually, one-on-one, with older adults in the community who are experiencing dementia. Students provide social support, a respite for their caregivers, and—often—information about COVID-19 and safe COVID practices. Student Ella Poole, who started with the program over the summer semester, says, “My match and I discuss COVID-19 nearly every week. Because of her dementia, she is often confused about why people are staying inside more, when she should wear a mask, whether she has received enough doses of the vaccine, etc. We talk about the virus and safe COVID-19 practices as I try to reorient her to the situation.” The Penn Memory Center, supported in part by the National Institute on Aging, offers state-of-the-science diagnosis, treatment, and research, focusing on individuals with Alzheimer’s disease, mild cognitive impairment (MCI), and other age-related progressive memory disorders.

Camp No Worries

Community clinical work is part of the educational experience for Penn Nursing students, but the pandemic has—in many cases—necessitated virtual work. For new community partner Camp No More, Inc., that virtual work was incredibly helpful. Kasey Massa, Camp No Worries Executive Director, has nothing but praise for the nurse practitioner students who engaged in virtual work with the organization.



▲ ABSN student Diane Garcia

She says, “All students gave their time, thought, and expertise in developing policies and presentations that will help for many years to come.” Five nurse practitioner students (all of whom completed their NP programs in 2021) had placements at the organization: Rachel Nicole Kirk, Kiara Packham, Alexis Kalargheros, Evelyn Kurpiewski, and Shay Markert, overseen by clinical director Heather Carlino MSN CRNP. Kalargheros—now an oncology NP at CHOP—was involved in creating camp policies regarding the needs of transgender youth and adolescent, and she participated in a virtual camp last June. “At the time of my placement,” she says, “I was also working as an oncology RN, seeing kids at their sickest and receiving chemotherapy—it was such a great experience to see children effected by cancer in an environment that allowed them not to focus on their illness or treatment.”

Camp No Worries is a summer camp created solely to give children with cancer and their siblings an opportunity to relax, enjoy themselves, and forget about their troubles for one week each summer.

HUP Food Pantry

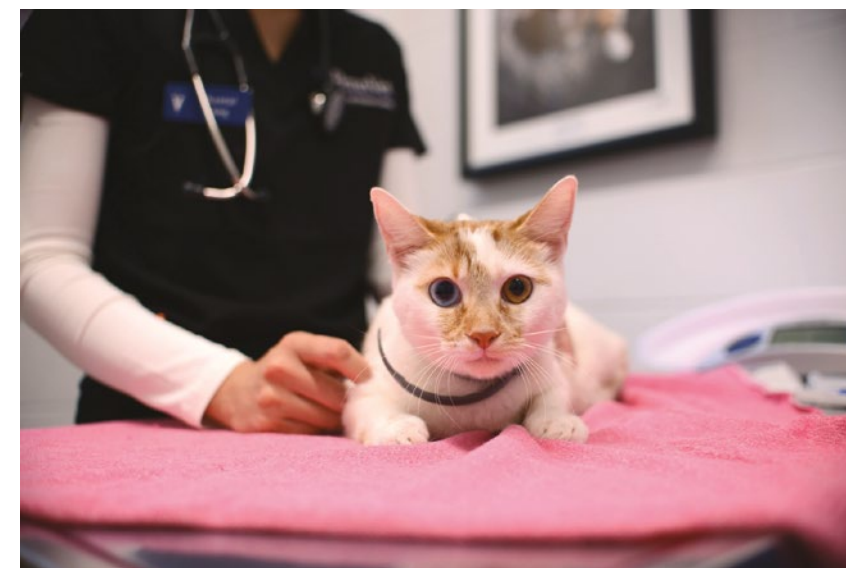
Penn Nursing students are addressing food insecurity issues through the Hospital of the University of Pennsylvania (HUP) Food Pantry. Penn Nursing’s Community Champions program links student volunteers to the initiative, which provides packages with

breakfast, lunch, and dinner items—as well as referrals to other community resources to fight food insecurity. Dianne Garcia, a third-semester ABSN student at Penn Nursing has been volunteering with the pantry since October 2021. In addition to packing and distributing grocery bags, unpacking food pallets, stocking pantry shelves, and collecting donations, she’s able to put her education to use—she says, “With my background in health education, I am helping to develop a handout on healthy eating to be given with every grocery bag. And as a nursing student who has experienced food insecurity myself, I know how important it is to receive support.”

The Hospital of the University of Pennsylvania (HUP) Food Pantry opened in May 2020 to help address food insecurities experienced by the HUP community that have been brought on by the pandemic.

Penn Vet Collaborations

Penn Nursing students collaborated this year with Penn Vet in observance of the Martin Luther King Jr. Day of Service. Students distributed KN95 masks and fliers advertising a nearby Penn Medicine COVID-19 vaccination clinic to people bringing their four-legged friends to Penn Vet’s Ryan Veterinary Hospital for a free vaccination and



▲ One of the four-legged friends attended to at the MLK Day Penn Nursing/Penn Vet collaboration.

“All students give their time, thought, and expertise in developing policies and presentations.”

low-cost microchip clinic. This is not the first time Penn Nursing and Penn Vet have worked together to improve community health—an initial joint effort for MLK One Health Day 2020, during which nursing students provided blood pressure screenings for visiting pet owners, resulted in a study published in the November 2021 issue of the *Journal of Nursing Education and Practice*. The study, titled “A Veterinary and Nursing Collaboration to Increase Access to Care,” included Shuzhen Chee MSN CRNP GNP’20 and Aaron Ahlgren Huntley MSN CRNP GNP’20 as co-authors. Huntley notes, “As an animal lover, it was rewarding to witness the link between human and pet health. I look forward to the future of interdisciplinary collaboration supported by the University of Pennsylvania.”

Community Engagement Barriers

Work carried out through Penn Nursing's Community Champions program translated to original published research for several now-graduated leaders in that program. Evangeline Chen Nu'20; Naun Kim Nu'20; and Emily Webster Nu'21 co-authored a study titled "Nursing Student Community Engagement Barriers, Facilitators, and Satisfaction: Perceptions of Community Champions," published in the July 2021 issue of the *Journal of Nursing Education and Practice*. The study found that those who participated in the program rated it highly for the personal and professional benefits, as well as the positive impact on community health, but also identified areas for improvement. Chen, now an RN at Johns Hopkins Hospital, says, "Participating in Community Champions allowed me to see how existing institutions in Philadelphia are in the special position to promote health and wellness, and connect people in the local community to health resources. I have come to believe through this experience that their role is equally important, if not more, to the work that nurses do in the clinics and hospitals to keep people healthy."



^ For more on students' work with Community Champions, turn to page 46.

Census Efforts Evaluation

Penn Nursing students played a role in engaging the Philadelphia community in the 2020 U.S. Census through a collaboration with PhillyCounts, a government office overseeing the local Census. That collaboration sparked a follow-up publication titled, "Evaluation of an Anchor Institution-City-Community Partnership to Improve Census Enum-



^ Alumni PEP winners Marcus Henderson and Ian McCurry while students at Penn Nursing.

eration in Philadelphia," in which Penn Nursing students Evangeline Chen Nu'20 and Kelly Kim Nu'20 were co-authors, among others. The evaluation indicates that the collaboration was a success, and the report notes that PhillyCounts, with support from Penn Nursing, is replicating the Census Champions model to provide COVID-19 information and vaccine clinic outreach to Black and brown communities that have been most deeply impacted by the pandemic. Terri Lipman PhD CRNP FAAN, Assistant Dean for Community Engagement, says, "Penn Nursing is proud to continue our partnership with the City of Philadelphia and PhillyCounts."

Alum Study on Homelessness

Penn Nursing is one of the schools with the most wins when it comes to the President's Engagement Prize at the University of Pennsylvania—since the prize's inception in 2015, Penn Nursing students have been among the winners every year but one. Marcus Henderson Nu'17 and Ian McCurry Nu'17 received the Engagement Prize in 2017 for their project on integrating health care case management into a local nonprofit's (the Bethesda Project) services for people experiencing homelessness—and recently published a paper related to their project. "Experiences of Adult Men Who Are

Homeless Accessing Care: A Qualitative Study" was published in a 2021 issue of the *Journal of Transcultural Nursing*. The study makes the case for integrating person-centered health care into homeless care models, in addition to the traditionally-centered housing needs.

Community Resources

Through a new Penn Nursing Community Engagement Partnership with Children's Hospital of Philadelphia (CHOP) called the CHOP Family Connects program, 25 Penn Nursing students in the Community Champions program are engaged in understanding social determinants of health for families who visit the CHOP Emergency Department (ED). Nursing students, as well as Penn medical and social work students, interview families and match them to a range of available resources, from housing to food to baby supplies and beyond. Penn Nursing ABSN student Gina Huh, who has been involved with Family Connects since August 2021, says, "The program

offers resources for tangible change and touches hearts during an individual's most vulnerable moment. The moment I realized how special the program is was while helping a family in the ED—the mother broke down crying over the amount of support she received and told me that if not for COVID-19 protocols she would give me a 'big fat hug' and show me how big her smile is under her mask."

ACTION Network

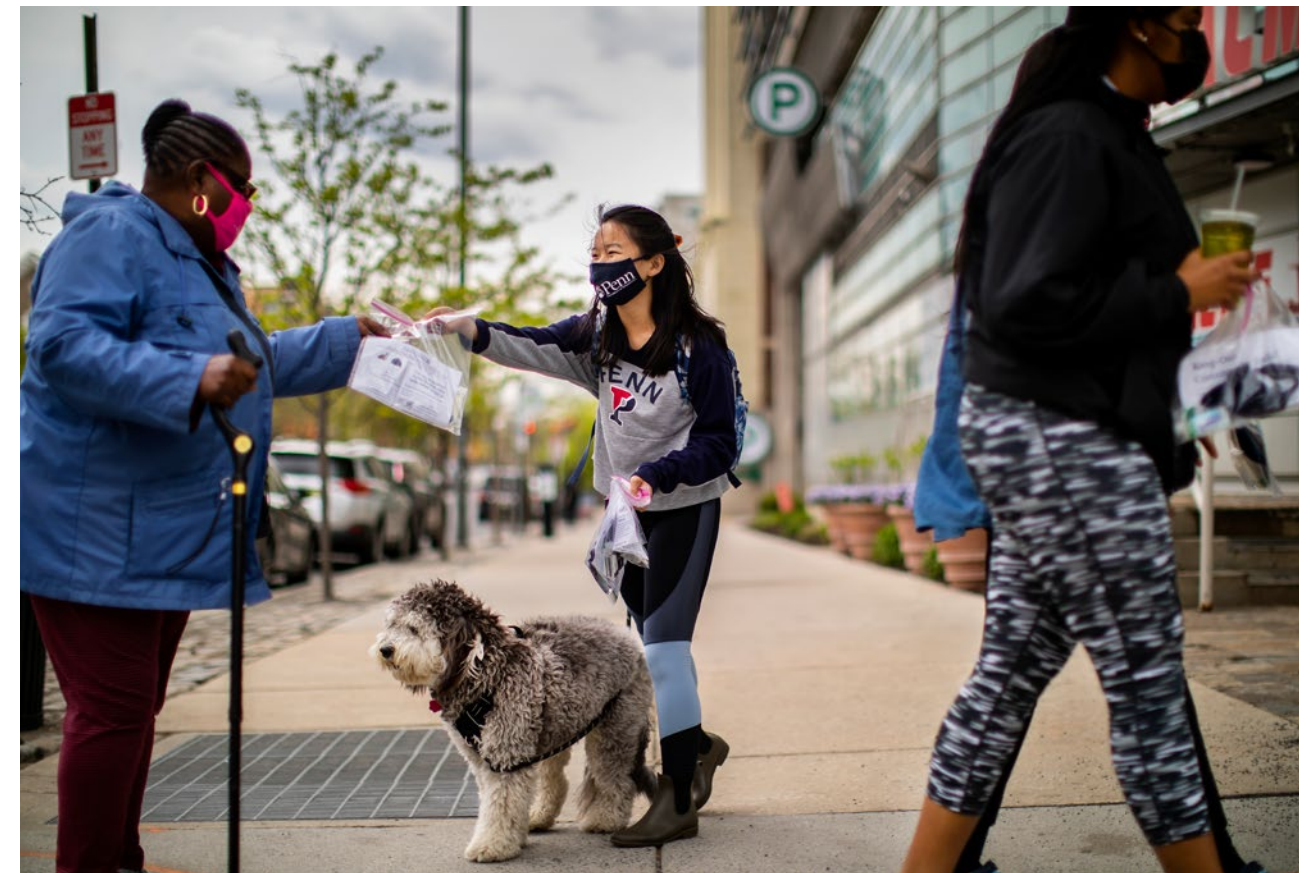
Penn Nursing faculty have partnered with the Department of Family Medicine and Community Health to bring support and care to areas in the community where access to medical services is limited, and in many cases, nonexistent, as part of the ACTION Network. The ACTION Network aims to train providers to conduct quality improvement projects to address barriers their health center patients may face due to social determinants of health. Providers are pulled from several federally-qualified community health centers in West Philadelphia, including Sayre

Health Center, Spectrum Community Health Center, GPHA Woodland Avenue Medical Center, Puentes de Salud, and Prevention Point Philadelphia.

COVID-19 Efforts

During summer and fall 2021 semesters, approximately 90 Penn Nursing undergraduate students—roughly one-quarter of all students—engaged in some form of COVID-19 work, according to Community Engagement leadership. This engagement spanned a number of avenues, including Vaccine Champion trainings and subsequent distribution of vaccination information; work with MASCUP, a nationwide initiative to distribute information and masks while observing public behavior that is led by the U.S. Centers for Disease Control; information phone banking; in-person vaccine information and COVID-19 kit distribution at local senior centers and high schools; and testing and vaccine clinics, both on and off campus. Penn Nursing is committed to playing a part in mitigating the effects of the pandemic in our local community. ❖

^ Penn Nursing student Lily McDowell participates in the nationwide-initiative MASCUP.



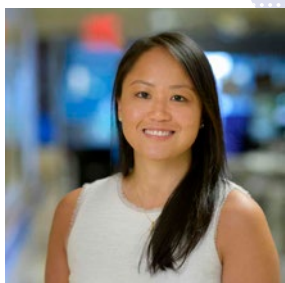
Around the Globe

Global Women's Health Award

Guatemala

Gabriela Meléndez-Peláez, a Guatemalan nurse-midwife, maternal health advocate, and the Founder of Asociación Corazón del Agua, became the fifth person to receive the Penn Nursing Renfield Foundation Award for Global Women's Health, recognized for her tireless work in addressing maternal health inequities in Guatemala, a country where Indigenous Mayan women are twice as likely to die from pregnancy and childbirth-related complications than non-Indigenous

women. Asociación Corazón del Agua, in partnership with Galileo University, began the country's first university-level midwifery degree program and recruits Indigenous Mayan students into its direct-entry midwifery program. Meléndez-Peláez says, "I am proud to receive the Penn Nursing Renfield Foundation Award, which highlights the critical role of midwives as change agents for maternal health improvements in Guatemala." The award ceremony was held virtually on March 29, 2022.



Global Health Nursing Fellowship

Peru

Stephanie Chu MPA BSN RN CCRN-K NE-BC Nu'10 recently completed a three-month Global Health Nursing Fellowship in Cusco, Peru. Working on the ground with NGO CerviCusco (the organization founded by 2020 Penn Nursing Renfield Foundation Award for Global Women's Health recipient Daron G. Ferris, MD) and Peruvian orphanage Azul Wasi, she helped implement an electronic medical record and pediatric primary care service for underserved and

vulnerable children, among several other projects. Chu, a Penn Nursing alum who has been a clinical care nurse for over a decade, says of the experience, "We travel to see the world through the eyes of another. Taking part in the global health fellowship allowed me to do just that and so much more. I will be forever grateful for this opportunity to open my eyes, expand my perspective, and connect with the beautiful souls I grew to know and love in Cusco."

The Return of Global Travel

International

Penn Nursing courses with a focus on global health care are back after COVID-19 closed borders and canceled flights the past two years. Spring semester includes six global health care courses, four of which include international travel as part of the curriculum. Twenty students will be visiting Thailand for a two-week field experience as part of the Comparing Health Systems in an Intercultural Context course, taught by Wendy Grube PhD CRNP FAAN GNu'82 GR'10, former Afaf I. Meleis Director of the Center for Global Women's Health. Hanne S. Harbison MHSP MSN WHNP-BC Nu'02 GNu'03, Director of the Women's Health-Gender Related Nurse Practitioner Track, will also be accompanying the group. Penn Nursing senior Katelyn R. Bottcher completed the course in a prior semester, but with travel off the table, she wasn't able to get the full experience—until now. She says, "Penn Nursing recognizes the importance of global perspectives and cultural immersion, something that drew me to the School in the first place. I am more excited now than ever to be given another chance to seize those opportunities, explore Thailand, and grow as a nurse through the experience."

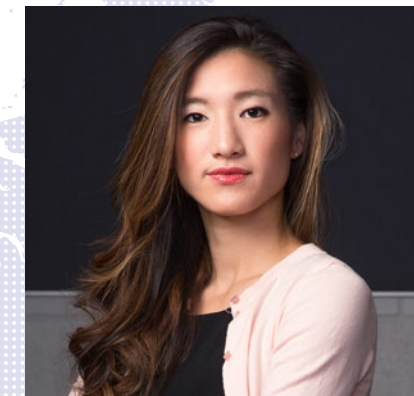
A number of Penn Nursing students will also be visiting Spain, Mexico, and France this semester as part of their coursework, all in collaboration with Penn Global to ensure student safety.

Penn Nursing Fellowship Mentors

Botswana

Ariana Chao PhD CRNP, Assistant Professor, and Monique Dowd MA RD LDN CDE CSG, Senior Lecturer, recently served as mentors to Mpho Petros, a Mandela Washington Fellow—Petros completed the fellowship with Penn Nursing virtually from her home in Botswana. The Mandela Washington Fellowship for Young African Leaders is a program of the U.S. Department of State, started in 2014 under the Obama administration to empower young people in Sub-Saharan Africa through academic coursework, leadership training, and networking.

Dowd says, "It was a pleasure and a privilege to work with Mpho. This unique opportunity was an effective collaboration that brought a global perspective of nutrition and public health to the classrooms at Penn." Petros—who has over five years of experience in the area of Health and Nutrition with the Ministry of Health and Wellness and UNICEF—adds, "Being hosted by the School of Nursing was fulfilling. I am now a better leader, and I have created long-lasting professional networks and life-long friendships. This has been the opportunity of a lifetime."



5

Number of countries compared in the Collaborative Online International Learning (COIL) class, "Comparative Health Systems-Nursing and Midwifery Responses" taught by Sarah Kagan PHD RN FAAN FGSA AOCN GCNS-BC, Lucy Walker Term Professor and Professor of Gerontological Nursing.

Pandemic Racism

With hate crimes against people of Asian heritage still on the rise in the United States, postdoctoral student Fanghong Dong PhD MSN MA GR'20 and PhD student Yeji Hwang MSN RN presented a Global Bites session at Penn Nursing in September 2021 titled "Rethinking Diversity, Belonging, and Justice: The Pandemic and Vulnerable Populations." Dong and Hwang shared the results of their research into racial discrimination, social isolation, and mental health among Asian international graduate

students during the pandemic. The project was developed in summer 2020, sponsored by the Office of the Provost Campaign for Community Grants. "Racial discrimination is recognized as a social determinant of health," Dong says, "and threats on vulnerable populations, especially racial discrimination in minority groups, have never been more apparent than during the pandemic." Hwang adds, "We hope that Global Bites attendees are rethinking racial justice as nurses, health advocates, and educators."

Media Spotlight

A Historic Investment in Nursing

A record-setting \$125 million gift from Penn alumnus Leonard A. Lauder will be used to create a tuition-free program to recruit, train, and deploy nurse practitioners.

By Susan Snyder

WHEN PENN NURSING announced the Leonard A. Lauder Community Care Nurse Practitioner Program to recruit and prepare a diverse cadre of expert nurse practitioners to provide primary care for individuals and families in underserved communities across the U.S., it became the largest gift ever to an American nursing school. The \$125 million donation by Leonard A. Lauder, Chairman Emeritus of The Estée Lauder Companies and a Penn alumnus, will create this first-of-its-kind, tuition-free Program and comes at a time when the COVID-19 pandemic has magnified the nation's acute shortage of primary care providers and persisting inequities in access to health care. "This is the most timely and consequential gift not only for our university but for our country. It is unprecedented in its potential to address America's most critical need of providing primary health care to all who currently lack it by investing in nurses," said former Penn President Amy Gutmann.

The Inquirer's Susan Snyder reported on the gift, the philanthropist behind it, and its potential long-term value for nurses, their patients, and health care at large. The full story, published in The Philadelphia Inquirer on February 14, 2022, is reprinted here.



▲ Leonard A. Lauder W'54

AFTER ANTONIA M. VILLARRUEL got her master's degree at the University of Pennsylvania in 1982, she wanted to work in a community-based clinic, helping the underserved, specifically in the working-class neighborhood in Detroit where she grew up.

But she had loans to pay and the salary wasn't enough. She couldn't afford it.

On Monday, the University of Pennsylvania, where Villarruel is now dean of the nursing school, announced it has received a \$125 million gift for a tuition-free program to recruit, train

and deploy a group of nurse practitioners to work in underserved communities across the country. The gift from Penn alumnus Leonard A. Lauder, chairman emeritus of The Estée Lauder Companies, is the largest ever for an American nursing school, Penn said.

Students selected for the new two-year graduate program will finish debt free.

"I understand the work that people are doing in communities a lot of times with less resources," Villarruel said. "For us to develop a program, because

there are people like me out there that want to do the same thing, means everything to me."

Penn's program is unique in that it will provide money to students up front, rather than through loan forgiveness, and contribute funding to some of the community-based health sites in the Philadelphia region that will help train the students, she said.

The gift was in planning before the coronavirus, Villarruel said, but the pandemic underscored its need even more, highlighting the already severe shortage of primary care physicians and large disparities in access to quality healthcare. According to the Association of American Medical Colleges, the United States could experience a shortage of between 37,800 and 124,000 physicians by 2034, both in primary and specialty care.

Nurse practitioners, who have higher levels of education and training than nurses with bachelor's degrees, can diagnose patients, order and interpret tests, and prescribe medication. They provide primary care, help manage chronic illnesses, and serve in leadership roles, sometimes managing or operating community clinics.

"Now more than ever, the country needs greater and more equitable access to quality primary care—and highly skilled nurse practitioners are the key to making that happen," Lauder said in a statement. "The program will ensure that more Americans receive the essential health care services that everyone deserves."

Lauder, 88, a billionaire who made his fortune through the cosmetics company founded by his parents, is a graduate of Penn's Wharton School. With a net worth of \$31.58 billion as of Saturday, according to the daily Bloomberg Billionaires Index, Lauder is the 43rd richest person in the world.

The first cadre of 10 fellows in the Leonard A. Lauder Community Care Nurse Practitioner Program will start

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"The program will ensure that more Americans receive the essential health care services that everyone deserves."

in the fall. More will be added in subsequent years, increasing to 40 per year.

"This will give us a chance to course correct as we move forward, a chance to develop and strengthen the curriculum and to work on training with and for our community partners," Villarruel said. "They have things to teach us as well."

During the full-time primary care program, fellows will do at least half their clinical education at community-based

Program Growth

10

Fellows will be selected for the first cohort in 2022

20

Fellows selected in 2023

30

Fellows selected in 2024

10

Participating community partner sites by the year 2026

40

Annual enrollment target, which will be reached in 2026 and continue in perpetuity

sites in the greater Philadelphia area that provide direct patient care. It could be a federally qualified health center or in a school or through Project Home.

And upon graduation, they must practice or serve in an underserved community, anywhere in the country for two years. Once accepted to the graduate nursing program, the primary criteria for selection as a fellow is a commitment to work in underserved neighborhoods and a desire to promote health equity, Villarruel said.

The gift will cover students' tuition and fees — currently \$78,720 annually — as well as stipends for living expenses for those with financial need, Villarruel said. It also will pay for a professor who will oversee the program, including helping with curriculum and supporting the community sites where fellows work.

And it will provide funds to some community partner health sites for their help with the clinical education of the fellows.

"All schools of nursing are having issues finding clinical training sites, so we wanted to make a similar investment in communities to be sure that they were involved," Villarruel said. "It's a very different setting when you have to deal with illness, but also illness in the context of not good housing, lack of transportation, and food insecurity."

She said she hopes the gift inspires others to want to contribute to nursing education.

"This is the most timely and consequential gift not only for our university but for our country," former Penn president Amy Gutmann said in a statement. "It is unprecedented in its potential to address America's most critical need of providing primary health care to all who currently lack it by investing in nurses."

Stephen P. Fera, executive vice president of Independence Blue Cross, which supports a network of community-based clinics and will be one of the program's partners, said adding high-quality nurse practitioners will improve access to care.

"This is a key priority of the Independence Blue Cross Foundation," he said in a statement. "The program will build and strengthen our individual and collective efforts toward improving the health and well-being of communities." ❄️

Policy

Thinking Globally and Working Locally

Holly Harner and Monique Howard have ambitious plans for the Center for Global Women's Health centered on three strategic priorities: violence and victimization, maternal morbidity and mortality, and gender equity and inclusion.

By Michele Berger

PENN NURSING SENIORS Andrise Alzuphar and Audrey Henderson had a kernel of an idea. Inspired by a lecture in which they'd learned about the dearth of resources often available to women and children in marginalized groups, the pair—lab partners, close friends, both excited about women's health—started talking.

“We decided we needed to do whatever we could to help,” says Alzuphar, from Haverstraw, New York. Unsure of how to actually do that or where to begin, they reached out to their professor, Holly Harner, the Afaf I. Meleis Director of the Center for Global Women's Health, which she co-runs with Monique Howard.

“They initially wanted to do an infant formula drive,” says Harner PhD MBA MPH RN WHCNP-BC FAAN GNu'97 GR'01, Practice Professor of Women's Health. Harner suggested they might instead focus on another important issue: period poverty. She connected

them to No More Secrets, a community-based Philadelphia nonprofit that gathers and distributes free menstrual products.

“We sat for hours discussing this,” Alzuphar recalls. “Period poverty is one of those things that we automatically associate with third-world countries. We rarely think it's something happening in our own backyard, so of course, we're not going to make resources for it.” Yet in the United States, it affects as many as one in five people—maybe more.

That initial conversation led to an outreach plan and eventually, six large bags full of products, which Alzuphar, Henderson, and Howard donated to No More Secrets in early February. Such work is exactly the kind Harner and Howard say they hope the Center for Global Women's Health can foster. “We're thinking globally, but working locally,” says Howard, EdD, MPH, the inaugural Senior Director of Women's Health Initiatives in the School of Nursing.

Though the center is more than a decade old, founded by former Dean Afaf I. Meleis in 2011, the tenure of its newest leadership team began less than a year ago. The two have big ideas. They created a three-pronged strategic plan that they'll carry out over the next three years focused on violence and victimization, maternal morbidity and mortality, and gender equity and inclusion. They want to engage students from Penn

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“It's absolutely critical that we have this kind of center in a school of nursing the caliber of Penn. Where we go, other people follow.”

Nursing and across campus, and make the center the worldwide gold standard for research into and education around global women's health. Given their energy and experience, along with backing from the institution and elsewhere, they're poised to make a real impact, fast.

ROOTS OF CHANGE

Harner and Howard have known each other for years, working together first at LaSalle University. “I was leading a public health program. She taught our leadership and ethics course and was also part of our advisory board,” Harner says. “That's how we met.” Each had previous stints at Penn, too: Howard worked as an intervention specialist while earning her Doctorate of Education in human sexuality education. She returned in September 2021, about a year after Harner, who had earned a master's degree and PhD from Penn and had worked as a postdoc in the Center for Health Equity Research before joining the School of Nursing faculty in 2020.

In conversations with them both, their mutual respect and genuine warmth quickly emerge. They share a passion for women's health, having dedicated a combined half century or so to topics like maternal and child health, sexual violence, and women and HIV, Harner in a range of nursing and nurse leadership roles, Howard in the public health arena.

They bring that expertise to the center, where Howard is the first full-time staff member. In less than two months on the job, she secured her first grant, \$30,000 from It's On Us PA, a state-wide campaign aimed at ending sexual assault. “We're looking at economic justice, reproductive justice,” she says, “and being a victim will always prevent that.”



The CGWH Dream Team:
Holly Harner (L) and
Monique Howard (R)

Photograph by Colin Sachr



▲ Supplies to combat period poverty.

Together, the duo also facilitated selection of the center’s latest Renfield Foundation Award, a \$100,000 prize for global women’s health leaders; this year it went to Gabriela Meléndez-Peláez, a Guatemalan nurse-midwife and maternal health advocate. And after a months-long process that began in Fall 2020 and included identifying the priorities of students, faculty, staff, and external stakeholders, Harner and Howard finalized a strategic plan that will guide the Center for Global Women’s Health for the next three years and beyond.

“It is absolutely critical that we have this kind of center in a school of nursing, particularly in a school of nursing the caliber of Penn. Where we go other people follow,” Harner says. “Being a leader in this role will hopefully help other universities take up this same mantle.” The mission is ambitious: to promote the health and empowerment of women, girls, and people of diverse genders and sex characteristics from birth through death.

VIOLENCE AND VICTIMIZATION

One way they plan to do that is by addressing the social determinants that perpetuate violence against women. Statistics here are staggering. According to the Centers for Disease Control and Prevention (CDC), more than 52 million women in the U.S., or 43.6%, experience some form of sexual violence in their lifetime. For about 44 million, that equates to groping or other unwanted sexual contact, and about one in three goes through this with an intimate partner.

Harner has extensively studied incarcerated women and sexual violence. “About 90% of them have past histories of violence and victimization,” she says. “Just being incarcerated is traumatic, too.” Howard has worked on human trafficking, the nature of which makes it tricky to quantify accurately, though she describes it as more significant in the U.S. than most might suspect.

“Women are always second-class citizens someplace,” she adds. “Part of that is oppression and victimization. We’re trying to figure out, how do we solve for that. How do we solve issues of domestic violence here and elsewhere? How do we activate young people to become active bystanders and help reduce the incidence of sexual violence?”

The money from It’s On Us PA will

go toward that latter effort, through a new program that trains Penn Nursing undergraduates and high school students on how to identify risk factors of such violence and safely intervene. The initiative, called “The Successful Bystander Program,” aims to tear down societal norms that might stop young people from standing up to these unwanted interactions, for themselves and others.

“Violence against women is really hard to deal with,” says second year Jessey Yang, from Knoxville, Tennessee. “It’s not always easy to get out of a situation. To make it easier for these women to seek help, it’s so important to become more knowledgeable, so that we can identify danger signs and know how to navigate those situations well.”

The center is working on this type of education. This past January, for example, during Human Trafficking Prevention Month, Howard moderated a webinar on the subject, in partnership with the Penn Women’s Center, the Ortner Center on Violence & Abuse, and several other university and public partners. “I’m excited about our efforts thus far,” Howard says, “yet I know there is so much more work that needs to be done to reduce the incidence of human trafficking.”

“I’m challenging myself and future clinicians to think about how not everyone who gives birth identifies as a woman and a mother.”

MATERNAL MORBIDITY AND MORTALITY

A second broad focus for the center is maternal morbidity and mortality. “All over the country, we know that we’re in a maternal mortality crisis,” Harner says, “and we know that Black and brown women are disproportionately affected by this due to a host of factors, including past history of discrimination and racism.”

In the U.S., some 700 people die annually from pregnancy- and child-birth-related complications, with Black people who give birth three times more likely than whites to face this risk, according to CDC data. “If there’s a deep sense of distrust in the provider, why would anyone go? If there are biases around pain, around substance use, why would anyone go?” Harner adds. “What can and should we be doing to improve outcomes?”

A virtual conference the center hosted in April 2021 touched on some of this, with a keynote on racism in maternity care and with speakers from Penn Nursing, the Philadelphia Department of Public Health, the Institute for Medicaid Innovation, and Irth, an organization founded by activist Kimberly Seals Allers dedicated to “equalizing the experience of giving birth in this country for every person.”

The center is also engaging with students like Stephanie Acquaye, a Penn Nursing Hillman Scholar, on community-based programs, most still early on in their planning phases. One area of interest is access to doula care.

“We focus a lot on the medical aspect of birth, but I think it’s really interesting to see what happens when you pay

attention to the physiological aspect of birth, too,” says Acquaye, a trained doula herself. “Doula care is the flip side of the coin from the medical side. It’s statistically shown that doula care, even though it’s not inherently medical, still improves medical birth outcomes.”

That’s not true just in the U.S., Acquaye adds. “I feel like I’m always talking about doulas but it’s amazing that doulas can be such a resource. Globally they have the potential to provide a lot of support and could decrease maternal mortality rates.”

Gabriela Meléndez-Peláez is working toward that same goal in Guatemala, through an organization she founded in 2014. Asociación Corazón del Agua advocates for maternal health on a national stage there and trains midwives to incorporate traditional Mayan practices into the work they do. The idea is to increase both the maternity care workforce in Guatemala and the likelihood that those in the indigenous Mayan community will utilize such a resource.

For that work, Meléndez-Peláez became the fifth recipient of the center’s Renfield Award, established in 2012 by the Beatrice Renfield Foundation and aimed at honoring leaders in global women’s health. In March, Harner and Howard presented her with the prize during a virtual ceremony.

GENDER EQUITY AND INCLUSIVITY

The final prong of the center’s strategic plan centers around gender equity and inclusivity. On its face, that might seem at odds with a group that has the word “women’s” in its title, but Harner doesn’t see it that way.

“This is really a catchall looking at gender roles, norms, identities, and how that influences human health,” she explains. “I’ve been talking about ‘pregnant women’ my whole life. But that’s not an inclusive viewpoint. I’m challenging myself and future clinicians to think about how not everyone who gives birth identifies as a woman and a mother.”

Some such future clinicians belong to the Penn chapter of Nurses for Sexual and Reproductive Health, a student-run group for which Harner is an advisor. Junior Tara Teipel, from Pittstown, New Jersey, is its founder and president.

Taking a broader approach, specifically to facets like the language providers use to describe their patients, brings

into the health care fold many groups often left outside of it, Teipel says. “I’m thinking especially of LGBTQ health and addressing transgendered men and women. I feel like not doing that contributes to the current mistrust in the health care system, especially gynecology and the exclusivity that patients might perceive.”

Really, gender equity and inclusivity overlaps with the other strategic initiatives, and Howard and Harner say it’s hard to parse each one in isolation. At their intersection lies the mission of the CGWH. Harner says, “If you think about this conceptually, the social determinants of health wrap around them.”

‘HALF PAST THE RIGHT TIME’

Since the conversation about period poverty, Andrise Alzuphar has been all in with the center. “They’re stuck with me for good,” she says. “I want to be attached to everything they do.”

Students like Alzuphar—and Yang, Acquaye, Teipel—motivate Harner and Howard to keep rethinking and reshaping the center, responding to the moment rather than standing still. “They are demanding change,” Harner says. “They are demanding to be part of the process.” For that reason, since she began, Howard often reaches out to students to understand where their passions and the center’s goals transect; they’ve helped shape the blueprint for the center, she says.

By their own admission, Howard and Harner have set the bar for success remarkably high. “I want to hear a student say they wanted to come to Penn Nursing because of the Center for Global Women’s Health. To me, that means we made it,” Howard says. “That’s what I’m working on. That means we’ve done some really significant work to heal and help people here and in other places.” Adds Harner: “It’s half past the right time for this work. The right time was 100 years ago.”

They’re not starting from scratch, of course, but rather building on the strong foundation laid by Meleis and the center’s previous directors Marilyn Sommers and Wendy Grube. If they continue their current trajectory, many more people will live safer and healthier lives, and many more partners like No More Secrets will receive bags of donated good collected by enthusiastic and passionate future nurses. ♡

Mission Strategies

Holly Harner, the Afaf I. Meleis Director of the Center for Global Women’s Health, and Monique Howard, inaugural Senior Director of Women’s Health Initiatives in the School of Nursing, recently released a strategic plan for the Center.

“Rather than focus on particular geographic areas, we really wanted to focus on issues of global concern,” Harner says. “No matter where you go on a map, you’re going to face violence and victimization, maternal morbidity and mortality, and gender-based health issues. Whether in our backyard or across the globe, these issues affect everyone.”

To meet the goals of this new plan, Harner and Howard will use five diverse strategies:

- 1 Promoting and delivering quality, timely educational opportunities and training.
- 2 Championing rigorous, interdisciplinary work that addresses issues affecting the Center’s target population.
- 3 Growing and strengthening a diverse population of health care providers dedicated to the struggles of the people who the Center serves.
- 4 Leveraging the strength of Penn Nursing and colleagues to champion changes in service to women, girls, and people of diverse gender or sex characteristics.
- 5 Building relationships that engage partners dedicated to improving the lives of individuals, families, and communities around the world.

Shifting the PhD Program Paradigm

A program Penn Nursing pioneered provides a template for accelerating nursing PhD education...and a way to solve the nursing leadership gap.

“YOU’RE DESTROYING PhD education!” It was an accusation Heather Kelley-Thompson, Deputy Director of the Robert Wood Johnson Foundation Future of Nursing Scholars (RWJF FNS) program, heard more than once as the initiative launched in 2015. The nationwide program—headquartered at Penn Nursing—aimed to put the Institute of Medicine’s 2011 Future of Nursing report directive to double the number of nurses with doctorates in the United States into practice—through a three-year course in which participating Schools created accelerated curricula. This would upend traditional PhD programs that typically take five to seven years.

“In the end,” Kelley-Thompson says, “even those people who were suspicious of the program could agree that we were committed to doing what’s best for students—and what’s best for health care.” The need for more PhD-prepared correlates to older generations of nursing leaders leaving the workforce and creating a leadership void. The RWJF FNS program, which sunsets this year, proves an accelerated PhD, while tough (most participants cannot work full-time while in the program), is viable: 202 nurses have earned their PhD or will be graduating shortly.

Julie Fairman PhD RN FAAN GNu’80 GRN’92, the Nightingale Professor in Honor of Nursing Veterans at Penn Nursing and Director of RWJF FNS says, “[The program] has been wildly successful. Those who have gone through [it] are primarily landing in postdoc and academic positions, helping to address the nurse faculty shortage. We have graduates of the program who have gone into

government, into public policy. Some have started their own businesses.”

She adds, “The mission of the program was not just to develop scientists and the faculty of the future, but to give graduates the skills to be true leaders.”

Shoshana (Shoshi) V. Aronowitz PhD MSHP FNP-BC GR’19 GR’21 is a graduate of the RWJF FNS program—and is now an Assistant Professor at Penn Nursing. She points to the network of co-scholars and mentors, as well as the yearly conferences, as what makes the program special. “I felt incredibly supported. The atmosphere was encouraging and not, in my experience, competitive,” she says.



2018 graduate Ashley Ritter PhD APRN Nu’07 GNu’10 GR’18

202

Number of PhD-prepared nurses who will have completed the RWJF FNS program by the end of this year.

Aronowitz was mentored in the program by Therese S. Richmond PhD RN FAAN GRN’95, the Andrea B. Laporte Professor of Nursing and Penn Nursing’s Associate Dean for Research & Innovation. Richmond says, “The human and financial resources available to Shoshi through this program allowed her to focus fully on developing as a scholar. I am so pleased to have been a part of her journey.”

While the RWJF FNS program comes to a close, the three-year PhD option will continue at Penn Nursing and many other schools. Additionally, the program has produced a body of

knowledge that will inform the future of nursing PhD education: Fairman and her team will produce several papers on program outcomes and recommendations for PhD education going forward.

Fairman says, “The RWJF Future of Nursing Scholars program shifted the paradigm, and it’s made Penn Nursing a leader in envisioning PhD education. We’ve had great support from Dean Villarruel—she is committed to innovation on so many levels. Other nursing schools are also changing the way they look at their PhD programs in terms of curricula, length of program, and leadership content. It’s very exciting.” ❄️

Where Are They Now?

We checked in with Penn Nursing’s first FNS graduates for an update on their careers and where they are now.



Stephen Perez PhD RN CRNP ACRN GR’17
Nurse Epidemiologist at Centers for Disease Control and Prevention

A commissioned officer in the United States Public Health Service, Stephen is currently a nurse epidemiologist in the Division of HIV Prevention’s Detection and Response Branch at the CDC. His work there centers on using multiple methodologies to detect and respond to HIV clusters and outbreaks across the country—a key component to ending the HIV epidemic in the U.S.



Liz Novack Wright PhD MS RN GR’17
Family NP Student at Thomas Jefferson University

Currently pursuing a Family Nurse Practitioner degree as a compliment to her years of nursing research experience, Liz hopes to develop additional tools to work with individuals at the patient level, and broader communities and systems at the public health level.

Classroom Inclusivity: Lessons Learned and Strategies Moving Forward

Dalmacio Dennis Flores PhD ACRN, Assistant Professor of Nursing in the Department of Family and Community Health, reflects on what inclusivity means in an academic setting—and why it's so essential in education...and beyond.

AN UNDERGRADUATE student in one of my social determinants of health class that I typically teach wrote in her course evaluation “more than expecting for us to be great students, I appreciate that he just really wants us to be good humans.” This was from a student who prefaced her comment with an admission of disengagement with online classes in general. And thus, with a sense of satisfaction, I concluded my online case study class with 18 students in spring 2021 and looked forward to the summer. Unlike many students prior to the pandemic who rarely let on that they were struggling in their classes, I found many more were letting their guards down during the last year and a half and being willing to share their struggles due to the stress they have been under.

However, as we get back to in-person classes, surely, we can get our students to be comfortable and to authentically engage with us, right? I believe we can help students bring their authentic selves if we are intentional about making space for those selves by creating a more inclusive class. Inclusivity, for me, means making students feel a sense of belonging in the class where they can feel safe and know that feeling overwhelmed is understandable. Despite the bravado of students' Penn face pre-pandemic, creating an inclusive classroom

is an important way to signal to students that being overwhelmed is OK. With 13% of Penn's Class of 2024 being the first in their families to go to college and 54% self-identifying as students of color, the topics we covered in the fall of 2021 semester may not be abstract issues for students but ones they may be wrestling with on campus or ones that their families contend with back home. From discussions about social determinants of health to navigating tricky issues about human sexuality and health, Penn students' day-to-day experiences are often not very far removed from the contents of my syllabus.

Thus, going forward, inclusivity means encouraging students' personal reflections or insights about a phenomenon and exploring factors that determine their engagement with the material. Inclusivity, in its very essence, means appreciating students' intersecting identities and creating an environment where they can come to class as their full selves—to the extent they choose to—and not a sanitized version deemed palatable for Ivy League consumption. Inclusive strategies in our pedagogy frees up student energy needlessly expended when they hold on to their insecurities and allows them to redirect their focus on the college experience and all the intellectual stimulation it offers.

So how have I tried to foster inclusivity in my seminar class of 20 students or large lectures for 80 undergraduates? Inclusivity in our pedagogy, I have learned, starts with intentionality. Inclusivity essentially begins when the class content is being planned out before a semester begins. This involves examining the syllabus and incorporating works on the reading list authored by individuals from a variety of backgrounds in the hopes of broadening and deepening student interest. A rule of thumb: one can never have too many readings by women, scholars of color, or LGBTQ

individuals. Inclusivity can also occur in the verbalization of perspectives that are unaccounted for in the assigned readings. Inclusivity involves inviting guest lecturers who don't share my same background but ones who can provide alternative worldviews. Inclusivity is modelling to students how the T.A. is treated not as a glorified assistant but one who is deputized to actively contribute and enrich class proceedings. Inclusivity also requires figuring out how class objectives can be made plainly salient to students in the context of their current lives and future careers. Inclusivity is centering students' past, present, and future storylines.

At the beginning of each semester or the first few minutes of a lecture, I solicit personal details or opinions from students and later loop those details in to underscore key points. If the class I teach is a required one for their degree, I query students on how they think it will be useful in their future professional

“Whether in person or online, when students see our consistent efforts at inclusivity, they will be primed to participate.”



life. If they signed up for an elective, I ask them why they chose to do so and incorporate their reasons as best as I can throughout the semester. For example, during the two-day lecture on emergency preparedness, students are asked about where their dream jobs out of Penn might be only to be quizzed later about the common types of disasters they should expect to respond to in e.g., Phoenix, AZ or in Miami, FL (wildfires and hurricanes, respectively). When I refer to students by name later and use those tidbits of personal details, they appreciate the way their seemingly random life factoid was heard, and more importantly, incorporated in an educational concept.

Inclusivity also means going back to basics and motivating students to come to class prepared to engage. This means keeping tabs on students' performance across the semester and providing opportunities for engagement. Since it is not uncommon for one's class to respond

to a random question with silence, on say, how Legionnaire's disease was discovered, it is therefore perfectly OK to pick on one of the disengaged students to come back next week to answer the question and therefore bravely save the class' honor. Making it look like you're enlisting a co-conspirator or calling for reinforcements minimizes the stakes while serving students a subtle notice about expectations around active participation.

From my experience, spontaneity works even if it's rehearsed on the part of the faculty. To illustrate, in our community immersion class, I'll deviate from the assigned readings and compel students to instead examine breaking local news, such as the health impact of the oil refinery explosion in South Philadelphia and its subsequent closure in 2019 or the impossibility of social distancing in multigenerational homes in North Philadelphia, as more apt contexts for a given week's discussion.

As we shift from remote to in-person this spring, I will remind myself that inclusivity can also be a (semi) contact sport. This will include elbow bumps and eye contact with students who are trudging in half-awake for those 8:30 a.m. classes. It will involve a series of air high-fives with students who utter profound statements relating to the material or a dramatically raised hand to silence the class after a particularly cogent argument has been made. Student buy-in can be encouraged with an approving wink to a group of juniors whose members are keen on elevating the class discussion into the realm of graduate-level colloquia. Inclusivity also means verbal praise that specifies the student's class contribution. I will make a big deal out of someone's stellar discussion post on Canvas by spotlighting it during the in-person class or publicly asking a student if I may use their paper in a future class as an exemplar. Because inclusivity and engagement go hand in hand, I will also provide unsolicited feedback on how well they're progressing in class. I will also not make course problem notices the first time a possible concern emerges.

Whether in-person or online, when students see our consistent efforts at inclusivity, they will be primed to participate. Ultimately, inclusivity models for students the many ways that they themselves can connect with others beyond the four walls of the classroom or the nebulous boundaries of the online university. Beyond the course content covered with them by their professors at Penn, inclusivity is an ingredient in the university experience that might just support them in becoming decent humans. ❄️

Dr. Flores received the Department Award for Exemplary Teaching in May 2021 and received the Trustees' Council of Penn Women Award for Undergraduate Advising in fall 2021. This essay continues the series, 'Talk About Teaching and Learning', that began in the fall of 1994 as the joint creation of the College of Arts and Sciences, the Center for Teaching and Learning and the Lindback Society for Distinguished Teaching. It originally appeared in Penn's Almanac on January 25, 2022, vol. 68, issue 20.

Discovery & Innovation

Putting Community First in a New Social Justice Initiative

The Community Collaboratory for Co-Creation, led by Penn Nursing and Penn Engineering, will focus on research and education as well as community engagement and outreach.

MORE THAN a year ago, George Demiris PhD FACMI and Mark Yim PhD began a conversation that included many of their colleagues from Penn’s School of Nursing and School of Engineering and Applied Science.

Beyond the challenges wrought by the pandemic, that moment had also highlighted the health equity and social justice struggles faced by many. “Structural racism was affecting health outcomes. So was climate change,” says Demiris, a Penn Integrates Knowledge professor with appointments in Penn Nursing and the Perelman School of Medicine. “It became pretty clear that we needed to rethink how we innovate, problem-solve, and engage people who are immediately affected by the processes we design.”

From those initial discussions came the Community Collaboratory



for Co-Creation, which Demiris co-leads with Yim, a Penn Engineering professor and director of the GRASP Lab. The first three years of the new initiative, which officially began in October, will focus on research, education, and community engagement and outreach.

Penn Today spoke with Demiris and Yim about the collaboratory’s goals and what they see for its future. What follows is a reprint of that conversation.

Why is now the right time for this initiative?

YIM: COVID has made it very apparent that there are communities getting hit harder than everybody else. This is an area that we can really make an impact by having the Nursing School make connections with the community—they really understand the health needs. Then Engineering can help by developing technical solutions.

DEMIRIS: To that end, we often design for populations that are not at the table with us. We want to create a paradigm shift that allows us to get vulnerable populations, marginalized communities at the table. None of the problems they face are new problems, but the current situation, exacerbated by the pandemic, made it clear that we have significant societal challenges that can be addressed only by doing things differently than we’ve done before.

What does it mean to ‘do things differently’?

DEMIRIS: For one, we want to make an impact on research. The collaboratory will be funding pilot grants as seed money for investigators on the Penn campus and community members to work together. We are planning to fund about three to four projects each year. The first round will come in early 2022.

We also want to be a connector for investigators. Many people at Penn do innovative research, but they don’t necessarily have community partners or the right connections to get into communities. We hope to have an active community engagement board who can help us identify needs and people from the larger Philadelphia community who can be actively involved. **YIM:** Another priority for us is education. The curricula for the two schools look very different, so we’re trying to figure out how to get Nursing and Engineering students to work together more. We were able to start this semester. We have a couple senior design teams in Engineering who have connected with Nursing students on projects like an idea for an autonomous toilet, which could help people who would be better off with a bathroom on the first floor.

What has the reaction to this initiative been so far?

YIM: Enthusiasm. I’ve been shocked at the level of enthusiasm. Everyone is super excited, including the students, particularly when they learn that health equity and justice are the underlying priorities.

What does success look like to each of you?

DEMIRIS: Successful projects where we could demonstrate the power of community engagement, really learning

from the communities we serve. They are the experts on their conditions and their problems. With education, it would be great to see a cohort of Nursing and Engineering students who have been exposed to co-creating with the community. Finally, as we increase awareness, it would be great if this collaboratory could be seen as the place researchers and community could come together to think of innovative solutions.

YIM: I can imagine a success story would be if we can point to something that’s an inspiration for other people. For example, a project with engineers and nurses working together for the community to solve a real problem. Often, getting out of the classroom to help even just one person can be a powerful inspiration. Another vision of success would be people talking to each other more: Engineers talking to nurses. Nurses talking to the community. Engineers talking to the community. The social aspect of people interacting, that will be invaluable. ❁

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“We have significant societal challenges that can be addressed only by doing things differently than we’ve done before.”

GEORGE DEMIRIS PHD FACMI is the Mary Alice Bennett University Professor and a Penn Integrates Knowledge University Professor who holds joint faculty appointments in Penn Nursing and Penn Medicine. **MARK YIM PHD** is the Asa Whitney Professor of Mechanical Engineering, director of the GRASP Laboratory, and faculty director for the Design Studio at Penn Engineering.

This piece was written by Michele Berger and originally appeared in Penn Today on November 29, 2021.

A Blueprint for Change

The Community Collaboratory for Co-Creation (Penn4C) is based on the recognition that technological solutions should be designed with active engagement of marginalized communities with the explicit goal to challenge rather than reproduce or exacerbate structural inequalities as technology often does. Penn4C focuses on the health care needs of low-resource, high-need populations and marginalized groups. We work with a Community Board with members of groups or organizations that can provide the perspectives of low resource, high-risk communities as well as advice on critical issues of social justice and serve as advocates as we broaden and deepen our community outreach. The priorities of the Collaboratory focus on three areas: Research, Education, and Community Engagement and Outreach.

RESEARCH

In order to facilitate research activities that address social justice through designing and implementing solutions to improve health, well-being, and safety, we fund research projects that will require engagement of faculty and students as well as active community engagement.

EDUCATION

Our long-term goal is to foster interdisciplinary educational activities and synergies for students in SEAS and SON (as well as other disciplines) at all levels (undergraduate, graduate and post-doctoral).

COMMUNITY ENGAGEMENT AND OUTREACH

We invite Community Members to actively serve on our Board. Additionally, we aim to increase awareness of the Collaboratory both within and beyond the Penn Campus so as to allow researchers in the two Schools and on campus to identify and build community partnerships and create a platform that fosters co-creation.

To learn more, visit www.penn4c.org

CASE STUDY

First Place Goes to...

An initiative to reduce food insecurity for pregnant women took the top spot in the 2022 Penn Nursing Innovation Accelerator.

PROBLEM: Approximately 23 percent of Americans experience food insecurity each year—for food-insecure pregnant women, this is a path to a host of health issues, including anemia, low birth weight babies, and even death, especially among women of color. Pregnant women are dying because of health inequities, including food insecurity. Exacerbating the issue is the traditional approach to pregnancy care that typically includes limited perinatal health visits, delivery, and a post-partum visit, after which new mothers are no longer formally engaged with health care providers.

SOLUTION: Food for Health, an innovative program that partners with pregnant women, Community Health Workers, and nursing students, addresses the many factors related to food insecurity. This enhanced approach, proposed by a team led by Sofia Carreno MSN RN, Nursing Community Engagement Coordinator at the Hospital of the University of Pennsylvania (HUP), expands care for women across the continuum during and after pregnancy, through the engagement of Community Health Workers (CHW).

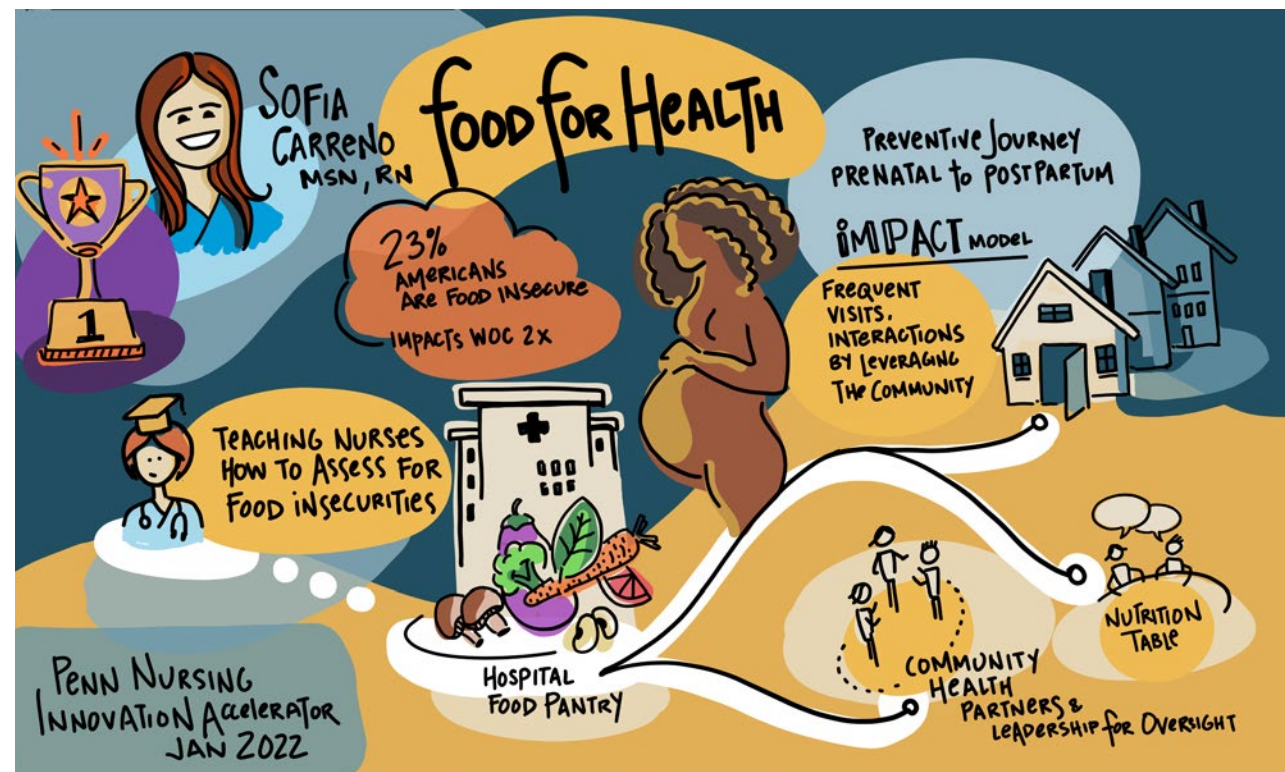
CHWs are pivotal parts of the care team, providing frequent connections with clients and assistance in identifying and accessing community resources. They also mentor nursing students who are focused on nutrition and community engagement, preparing them to better recognize and address inequities.

During the initial test model of the program, the Food for Health team developed the HUP Food Pantry, solidified relationships with community partners, engaged the nursing student workforce, and acquired executive leadership

support. The Penn Center of Community Health Worker's IMPaCT program has shown proven results: 65 percent fewer hospital stays, 12 percent increased access to post hospital primary care, and 13 percent increase in care quality scores—benefiting patients, insurance payers, tax-payers, hospitals, nursing schools, and students.

Carreno says, “The funds awarded through the Innovation Accelerator will go toward establishing and formalizing our program. It is the collaboration and contributions across health sectors and community partners that will make this successful. It truly takes a village.”

Penn Nursing's Innovation Accelerator program, now in its third year, prioritizes innovation and entrepreneurship, offering students and faculty an opportunity to compete for much-needed early-stage seed funding to move inventive and ambitious products forward. This year, all three projects that were pitched to judges were awarded some level of funding and will receive mentorship through the 10-month accelerator program. ❄️



The Penn Nursing Innovation Accelerator is supported by the generosity of Carolyn E. Bennett Nu'91 and Thomas L. Bennett; Seth Ginns C'20 and Jane Ginns; and Andrea B. Laporte Nu'69.

Illustration by Rachel Acker of Health Hero



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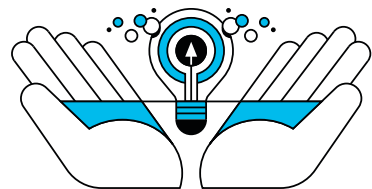


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The Case for Innovation Education in Nursing School

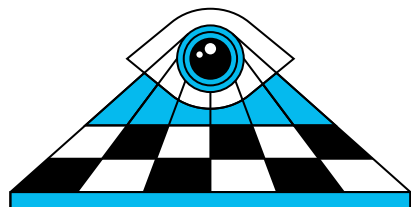
At a moment when so much in the health care world is ripe for disruption, there are more reasons than ever to include innovation and entrepreneurship as part of nursing curricula. Here, Jonathan Zhu Nu'23 lays out seven of the best.

By Jonathan Zhu



1 BECAUSE NURSES CAN SOLVE PROBLEMS AT A HIGHER LEVEL

A core principle of the nursing curriculum is developing strong critical thinking skills. When interacting with patients, nurses need to be prepared for a variety of situations, requiring the ability to think on their feet, consider multiple perspectives, and adjust accordingly. These critical thinking skills are reflected in the nursing process: conducting an assessment of the patient, diagnosing the main problems, creating a plan of care, implementing nursing interventions, and evaluating if the interventions were successful in achieving the planned outcomes. Interestingly, the stages of the nursing process correspond almost identically with the stages of the design thinking process, which are empathize, define, ideate, prototype, and test. As nursing students learn and experience the nursing process through their clinical experiences, they are also simultaneously acquiring skills that will help them to better follow the principles of human-centered design. Patient interaction and interviewing develops empathy, synthesizing patient data informs the diagnosis/definition, care plan development requires ideation, nursing interventions usually follow a prototypical model, and evaluations are conducted in close conjunction with testing.

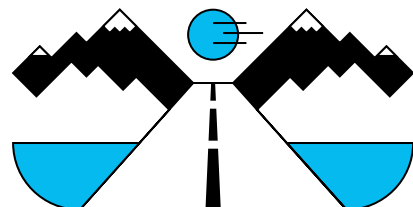


2 BECAUSE PERSPECTIVE MATTERS

Understanding current approaches to health and health care innovation is important for nursing students so they can implement similar approaches or build upon them in their own experiences. Initially, innovation often seems like a daunting prospect for nursing students due to its associations with complex technological solutions and application development. On top of that, there are an overwhelming number of health and health care issues to solve. However, by learning that health and health care issues are often tackled by interdisciplinary teams and typically start with a very specific focus, engaging in innovation becomes more realistic. Penn Nursing's *Amplify Nursing* podcast is a great resource for students to learn more about how nurses can design solutions for clinical inefficiencies that they notice on their units. In addition to interviews with nursing leaders, many episodes highlight the journeys of nurses as their clinical experiences inspired them to pursue innovation projects.

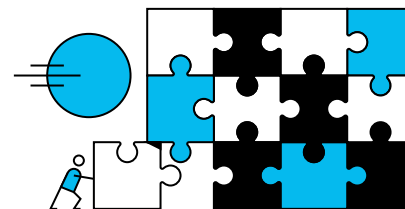
For example, Ernesto Holguin, critical care nurse turned innovator, noticed that IV lines frequently got tangled or mixed up on the floor, which presented a trip hazard and higher risk of accidental dislodgement. He designed the iLine IV

holder, a simple contraption that keeps IV lines together in place. It is good for nursing students to keep in mind that designs do not necessarily need to be complex in order to facilitate meaningful improvement.



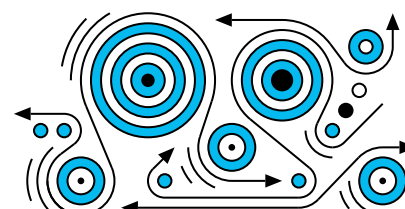
3 BECAUSE NURSES' SKILLS MIRROR THE SKILLS INVOLVED IN HUMAN-CENTERED DESIGN

Upon entering nursing school, most students are primarily concerned with learning and developing techniques to prepare them for clinical practice by the bedside. While this is undoubtedly the core of the profession, nursing is a broad profession and clinical expertise, clinical thinking, and patient-centered care are skills that can be implemented in a variety of settings. This is a point of emphasis in the American Nurses Foundation's Reimagining Nursing Initiative, where one of the main goals states: "Practice-Ready Nurse Graduates pilots will support innovations in competency validation and clinical preceptorship that ensure newly-graduated nurses can immediately contribute to and succeed in a continuously transforming health delivery system." As the American health delivery system evolves, nurses are presented with an opportunity to step into new areas to plug in gaps that are consequential to quality of care. These positions may include roles in health care innovation planning, health care management, health policy, clinical education, health research, consulting, and many more. Exposing nursing students to this wide array of possibilities early on in their preprofessional careers can help them make the most of their available resources, and to consider career paths beyond clinical practice.



4 BECAUSE OPPORTUNITIES EXIST BEYOND CLINICAL PRACTICE

Clinical rotations are arguably the most influential piece of nursing education in terms of informing future professional practice. These clinicals have the potential to make strong impressions on nursing students, such as shaping preferences for working on different units. Oftentimes, clinical experiences also afford students the opportunity to see gaps in treatment and areas for improvement in health care. However, without a background knowledge of health care innovation, students can feel unequipped to address these gaps. This can be frustrating and translates into a significant lost opportunity, as they may become conditioned to think that there is nothing they can do as nurses to implement upstream change, which is far from true. By teaching students about how nurses are also qualified to work in innovation and entrepreneurship, stigma surrounding the role of nurses as purely bedside clinicians can be reduced.

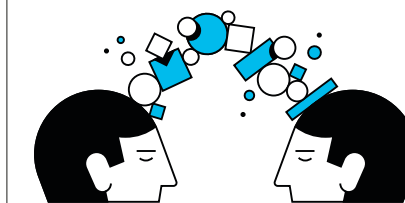


5 BECAUSE THE INFRASTRUCTURE IS THERE

As nurse-led innovation grows in recognition, more resources have been developed to train and guide health care professionals in the various processes involved in innovation and entrepreneurship, including innovation

fellowship programs, accelerators, educational courses, and more.

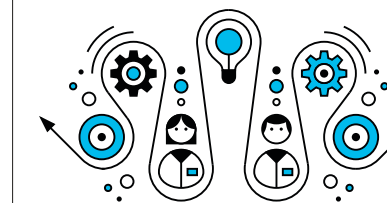
At Penn Nursing, there are many great innovation opportunities available to students. The Design Thinking for Health website is a free platform that provides a design thinking course, case studies with nursing leaders/innovators, and a collection of articles, videos, and podcasts related to health care innovation. Additionally, the Penn Nursing Innovation Accelerator is a program that provides funding, access to innovation resources, and expert mentors to help students navigate the creation and testing of early-stage solutions. Penn Nursing also hosts innovation colloquiums, and an annual story slam where nurses and nursing students share their unique experiences.



6 BECAUSE THERE ARE RICH OPPORTUNITIES FOR COLLABORATION

In addition to innovation resources, many communities and events dedicated to promoting nurse-led health care innovation are also available for nursing students. SONSIEL (Society of Nurse Scientists, Innovators, Entrepreneurs, and Leaders) is an organization that empowers nurses to ideate and develop products, processes, services, and platforms to improve health care delivery and health outcomes. Members of SONSIEL can get involved in a number of events, services, and programs where they can hear from nurse leaders and meet other nurses who are also passionate about nursing innovation. One of SONSIEL's biggest events is the Nurse Hack 4 Health Hackathon, which brings together thousands of people from all over the world to collaborate on improving health and health care through creating minimally viable products. Nursing/health care hackathons are

great events for getting a taste of the design thinking process and learning how to communicate and work with nurses, healthcare professionals, and developers from a variety of different backgrounds. These events also typically occur over the course of a single weekend, which allows for students to experience and absorb a vast amount of knowledge in a short period of time.



7 BECAUSE THE WORLD NEEDS NURSING LEADERSHIP

There is a huge need for nurses in leadership positions to influence health care at a high level. As the clinicians who interact with and provide care for patients the most, nurses are at the heart of the US health care system, and our voices need to hold significant weight in discussions of health and health care policy. In many situations, nurses are best-placed to recognize what products/designs would be most beneficial not only for patients, but also for themselves. One of the greatest challenges currently threatening the American health care system is the shortage of practicing nurses, which can partially be attributed to mistreatment and excessive stress. These shortages lead to understaffing and increased responsibilities for the nurses who are left, which further exacerbates the rate of burnout and probability of poor patient care. Solving for these systemic issues will be a demanding process that requires more involvement and prioritization of nurses who understand the pain points involved. By equipping the next generation of nurses with the proper tools to grow into these leadership positions, substantial improvement in health outcomes can be achieved, and the field of nursing can be advanced to adapt to an ever-evolving health care system.



^ Brianna Morgan's watercolor tribute

Palliative Cake

A doctoral student in the NewCourtland Center for Transitions and Health, Brianna Morgan uses art to honor the field of palliative care and as a coping mechanism for life's many stressors. She is a Gerontologic and Palliative Care Nurse Practitioner with nursing experience in critical care and neurology, and her doctoral work seeks to improve strengths-based palliative care for people living with mild cognitive impairment by describing inner strength.

By Brianna Elizabeth Morgan BA MSN C'08 Nu'12 GNu'15

IT ALL STARTED WITH A tweet. In January 2020, a Twitter user challenged academics to “Alter one letter of a concept in your discipline.” Academic Twitter took to the challenge with fervor and hilarity ensued. Dark matter became dank matter. Liver transplant became lover transplant. A fellow palliative care nurse researcher and pun enthusiast, Elise Tarbi PhD CRNP Nu'12 GNu'15 GR'20, quickly took to the task at hand and transformed palliative care into the much more delicious alternative, palliative cake.

Palliative care is specialized health care for persons impacted by serious, life-limiting illnesses that is focused on improving quality of life and reducing suffering. There have been many studies demonstrating the value of palliative

care, but palliative care researchers often strive to answer the question “what’s in the special sauce of palliative care?” Therefore, we felt palliative cake was an especially fitting alteration.

Shortly after this exchange, our annual palliative care research conference was cancelled due to the first lockdowns of the COVID-19 pandemic. I created this watercolor tribute to Elise’s tasty pun as a way of honoring the field of palliative care and coping with my sadness during the pandemic. During a time when we have lost so much—lives, time, opportunities—art allows me to relieve stress and find humor even in the darkest moments of my profession. And at the end of the day, I find that most people could benefit from a little palliative cake. ❄️

“Art allows me to relieve stress and find humor even in the darkest moments.”

Brianna Morgan is supported by the NINR Ruth L. Kirschstein NRSA Award (F31NR020140-01) and a P.E.O. International Scholars Award.



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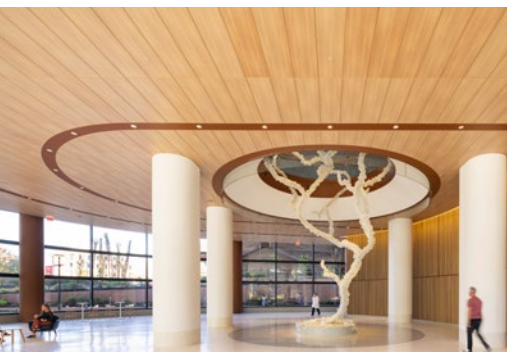
Amplify Nursing is supported by the Pinola Fund for Innovation in Nursing, and is a member of the Health Podcast Network.

Introducing The Pavilion

Penn nurses helped design the new hospital, and now Penn Nursing students are reaping the benefits in clinicals with cutting-edge tech, design, and patient monitoring systems.

By JoAnn Greco

ONE MILD SATURDAY at the end of October, 310 patients greeted the morning, ready to embark on their relocation from the Hospital of the University of Pennsylvania (HUP) to a brand-new 17-story, 1.5 million-square-foot expansion. Over at the elliptical, copper-hued building—the University’s largest-ever capital project—designed by Foster + Partners and HDR, balloons lofted through the air, as did the dulcet tones of a trio of brass players from the Philadelphia Orchestra. University leaders gathered near Maya Lin’s graceful sculpture—at once evoking the branches of a molecule, a soaring tree, and the meandering Schuylkill River—for



▲ Maya Lin’s *Decoding the Tree of Life*

a ribbon cutting to officially open the complex. The wood-paneled lobby resounded with applause and cheers.

And then the work began. Penn Nursing and Penn Medicine volunteers took their places to ensure that the transport went smoothly. Nurses joined their patients at the bedside and accompanied them as they were wheeled across the street. More staff awaited there, guiding them to the private rooms

where they would spend the rest of their hospital stay. The product of extensive training and rehearsals, the choreographed exactitude of the relocation represented the culmination of years of design, trouble shooting, re-design, and finally construction. “This didn’t just happen overnight,” points out Antonia Villarruel PhD RN FAAN GNu’82, Professor and Margaret Bond Simon Dean of Nursing. “And I’m so proud that nurses have contributed since the start. They are the ones who are with the patients 24/7. They know best what they need to make sure that patients get what *they* need.”

That involvement started at the top, with HUP Chief Executive Officer Regina Cunningham PhD RN NEA-BC FAA GR’03, a nurse and Penn Nursing alumna. And Penn nurses were a vital part of PennFIRST, a team assembled by Penn Medicine to ensure that clinicians and other staff worked closely with representatives from the design and construction partners throughout the process. For years, everyone gathered together in a designated office not far from the construction site. As the building began to take shape, the team staged walk-throughs of a full-scale foam and cardboard mockup of an inpatient floor to test how the design lent itself to typical workflow and patient mobility challenges. Their suggestions—most notably for increased elevators—were implemented.

The result is a \$1.6 billion state-of-the-art facility that keeps the focus on patient comfort and privacy while allowing clinicians to more efficiently and safely deliver care for the most critically ill cardiac, transplant, neurological, and cancer patients. One component is the way in which each patient floor is laid out. The 504 single-patient rooms line the outer corridors of the building—ensuring plenty of natural light for each—while the clutter of food carts, supply rooms, and medical equipment remains hidden in an inner core, accessible only to hospital personnel. Another design innovation is the ability of rooms to transform into intensive care units (ICU), and back to step-down rooms—allowing the hospital to flex in times where ICU needs surge. As part of Penn Medicine’s bench-to-bedside mission, research labs pertinent to the

care specialties are situated on the same floors as patient rooms.

The rooms themselves are laden with hotel-like amenities. They feature seating areas with sleep sofas for family members, expansive bathrooms, and 75-inch smart televisions, which also act as a command central for the room. Using a pillow speaker, patients can control not only their entertainment, but also the room’s privacy glass, window shades, zoned lights, and temperature through the smartboard technology called IRIS. The digital whiteboard also provides the name and photo of members of their care team, as well as helps them keep track of their goals, appointments, and treatment regimens.

Now that the Pavilion has been up and running for several months (it opened October 30, 2021), it’s become an integral component of the training that nursing students receive as part of a practice partnership with Penn Medicine. “The Pavilion represents the wave of the future and such facilities are few and far between,” observes Rosemary Polomano PhD RN FAAN



▲ Interior view of the new Pavilion

Nu’76 GNu’79, Associate Dean for Practice. “Students have opportunities to interact with cutting edge technologies, including highly integrated patient monitoring systems.” From a teaching standpoint, she adds, the ways in which the building’s design facilitates nurses’ work processes by storing the patient’s electronic health records and medications at the point of care, has been really helpful for clinical instructors, too; as has IRIS, the smart TV which can be loaded with test results and supportive educational material to enhance practice lessons.

Of course, for the thousands of HUP staff members who will be coming in and out every day, the building offers the same opportunities. But for them its newness also presents the challenges associated with getting to know any new workspace. To ease the transition, Dina Bammer MSN RN NPD-BC CNOR GNu’11, Nursing Professional Development Specialist, narrowed in on who needed familiarization in which spaces and how many hours training they required. “We ended up with 24

different orientation programs,” she says. “They were population-based for specific types of physicians or nurses or support staff.” Everyone received a one-hour tour of the facility, including training on how to safely evacuate patients should there be an emergency. Virtual presentations and specialized tours with coordinated scripts, maps, and floor stickers followed. “We had 15-20 groups walking through every single day from July through October,” elaborates Bammer, “and we tapped into frontline workers interested in being leaders as our ambassadors. The teams appreciated that their tours were delivered by peers. It was great for buy-in and generated a lot of excitement and energy.”

“Students have opportunities to interact with cutting edge technologies, including highly integrated patient monitoring systems.”

What nurses found when they first stepped in the building included special elevators that dropped them right in the internal core reserved for staff. This set-up features collaborative spaces for interdisciplinary teams to come together uninterrupted to perform patient care simulations and discuss care approaches, as well as spaces for educational presentations, such as demonstrations of new products. Personal spaces such as locker rooms, break areas, wellness areas, and even lactation rooms are also clustered in the core. “Every single patient care floor offers customized opportunities for nurses to enjoy some restoration and privacy,” adds Bammer.

There’s no doubt that presenting self-care options—from aromatherapy to massage chairs—for nurses helps not only them but ultimately their patients. But the real core of the Pavilion remains its emphasis on enhancing patient well-being.

A simple streamlining tweak like installing built-in cabinets in all patient rooms—called patient servers—that are stocked with necessary dressings, syringes, needles, and medications “enables nurses to not only have a less chaotic workflow,” points out Colleen Mattioni DNP MBA RN CNOR, HUP’s Chief Nursing Executive, “but also to spend more time in the room with the patient. There are huge efficiencies—rather than having to come and go from patient rooms, they can be talking with the patient while gathering meds and supplies.” Similarly, the capability to control frosted privacy glass from the outside helps nurses check on their patients in the evening without disturbing their sleep by opening and shutting the door or turning on the lights. “Patients also love the IRIS feature that identifies who they are meeting with and their role,” adds Mattioni. “And during the pandemic when everyone is masked, attaching a smiling face to a badge seems especially important.”

“There is so much tech to learn for this new building,” she continues. “I think as nursing moves into the future, it’s something we’re always going to have to lead in. At the same time, making sure that the focus remains on the patient, and that a human connection is continually fostered, will always be front and center.”



▲ Lauren Malinowski, RN (left)
and Tina Senoo, RN (right)

“A PRECEPTORSHIP TAKES EVERYTHING students learn and puts it into practice in an environment where there’s a lot of support, so it’s not so scary. They can make a mistake because their preceptor is still the one ultimately in charge of that patient. We teach students in the classroom to get them ready, but the preceptors give them access to patients,” says Alycia Bischof DNP CRNP PNP-BC Nu’90 GNu’95 GRN’21, Central Clinical Site Coordinator at Penn Nursing and chair of the School’s Preceptor Committee.

“There’s very careful selection about who goes to what clinical site, and it’s very purposeful, to make sure that our students get exactly what they need,” adds Sue Renz PhD DNP GNP-BC Nu’84 GNu’87, Penn Nursing Primary Care Program Director. Dr. Renz and Dr. Bischof both evaluate clinical sites for preceptorships. →

THE PRECEPTOR IMPERATIVE

Every great nurse starts out as a student. And for every student, there’s a preceptor, that vital mentor who oversees care in clinical rotations, who passes on lessons learned and knowledge earned. But as the number of preceptors trends steadily downward, it’s past time to talk about just how vital the role really is.

BY JANINE WHITE
PHOTOGRAPHY BY HANNAH YOON

FROM CLASSROOM TO CLINICAL SETTING

THANKS TO THE SCHOOL'S PROCESS, at the end of their preceptorships, many Penn Nursing alumni are thanking their preceptors for helping them to become more confident, more comfortable, and more prepared to deliver high-quality care to patients.

In Pennsylvania Hospital's surgical intensive care unit (SICU), preceptor Baron Bryant RN says he starts a relationship with a new BSN preceptee by getting a baseline of their knowledge and then having them shadow him. From there, he sets them up with one patient for a head-to-toe assessment. Throughout, he's always asking questions. "Do you know what this medication is for, why we're giving it? If they are answering correctly, we are moving forward. If not, then I am teaching them," he explains.

According to Tarikwa Leveille RN Nu'21, Bryant's teaching style was an ideal fit with how she learns. "He's very hands on, in the sense that he will let you do things, which for me was fantastic because I am more of a hands-on learner," she recalls of her preceptorship with Bryant in the SICU. "He is very good at explaining concepts, simplifying them to make sense. A patient had left-sided congestive heart failure, and it was my first time seeing a jugular vein distention. He asked, 'do you know what this is?' and I said no. And he explained the physiology. That was awesome."

She says that she not only gained medical knowledge during her time with Bryant, but he also made an impact on how she thought about dealing with patients.

"There was an older patient who was deteriorating very fast, and family members were unaccepting of what was happening," Leveille says. "I would have said they were difficult to deal with, but [Bryant's] interpersonal skills were so amazing. He went above and beyond trying to explain, trying to calm family members. I talked to him about that, and he explained that people are scared, and they don't know what's going on. I remember how respectful and kind he was toward the family members."

For many nurses, the preceptor-preceptee relationship is a lifetime bond. They become friends, stay connected.

A lot end up as colleagues on the same floor. Leveille will start work in the NICU next door to Bryant this spring. And over at Penn Medicine Princeton Medical Center, Lauren Malinowski RN Nu'19 GNu'23 works with Tina Senoo RN, her onetime preceptor, as well as someone Malinowski herself precepted, Shaye Nozoe RN Nu'21—all in medical-neurology-oncology.

"As you're precepting, you have that goal in mind to share your experience with that new person, knowing that you're going to be teammates one day. I think that gets passed along down the line of preceptors. Mine passed it to me, and I try to pass that down to my preceptees now. Tina is an incredible role model, a phenomenal nurse, and I feel lucky to have been precepted by her," says Malinowski, who was a Sands Scholar, as was her preceptee, Nozoe. (Sands Scholars are selected undergraduates who receive loan-forgiveness in exchange for a two-year work commitment at the Penn Medicine Princeton Medical Center.)

"[Nozoe] loved it so much, she came back and followed in my footsteps, which I have loved to see. If we ever have a shift together, there's a very open communication, where she knows she can come to me and ask me questions. I'll go check in on her and say, 'How are your patients today? Is there anything that you have questions about or things that you've never had before?'" Malinowski says.

Senoo says she sees precepting as a way to foster a positive environment for her junior colleagues. She starts by telling new preceptees: "I'm ready to listen to you and hear what you have to share with me, because there is always something new out there. I don't know it all."

Nurses often find their true calling through preceptorships—whether that's because they do a rotation in an area they're very drawn to, or one where they're not a fit.

Victoria Fisher MSN APN PMHNP GNu'21 changed her mind after being precepted by Kim Joffe MSN CRNP PMHNP GNu'19, a psychiatric mental health nurse practitioner at Penn Medicine's Chester County Hospital. Fisher went into the rotation, convinced she wanted to continue working with inpatients. "As much as I enjoyed working there, with Kim, it was actually very beneficial for me to see that's not what



^ Sue Renz, PhD, DNP, GNP-BC and Alycia Bischof, DNP, CRNP, PNP-BC

I wanted." Fisher recently started as a psychiatric nurse practitioner in an outpatient office.

Despite the career direction change, the time with Joffe still resonates with Fisher. She remembers on her first day, her preceptor opened with, "Do you need coffee?" They talked about work experiences and got to know each other. Their shared Penn Nursing affiliation made a difference. It meant, Joffe says,

that she had a solid understanding of what education Fisher had coming into the rotation.

"Kim and I would literally take laps around the hospital outside and discuss key scenarios or labs," Fisher recalls. "We were always talking about something that was beneficial to my practice or getting credentialed. It's so helpful to talk through that with someone who has already done it."

Penn Nursing students at the DNP level don't do preceptorships, but they are assigned faculty mentors who shepherd them through a clinical project. They meet frequently, often weekly. "I would consider them preceptors, in a way, but we call them faculty leads," explains Dr. Renz, who serves as a DNP student mentor.

When Isabelle Joseph MSN AG-ACNP-BC FNP-BC DNP'22 was



matched with Dr. Renz as a mentor, she was initially a little worried. “It was very intimidating to think, ‘oh, my gosh, the director of the program. She’s going to have these super high expectations.’ She does have high expectations, but she’s provided a lot of encouragement. The feedback that I’ve gotten from her as I’ve been developing my project has been so motivating.”

When Joseph had to overhaul her project based on stakeholder feedback, she says Dr. Renz helped her keep moving forward: “She gave me examples of some of the obstacles that she had to go through that were pretty similar when she was doing her DNP project, and how the alternative intervention ended up being better. And it was similar for my situation as well.”

Joseph, who says she loves precepting students, believes that nurses can learn from one another at every step in the profession.

“Nursing at an undergraduate level, a graduate level, and at a doctoral level, it’s a community, it’s a village, that’s going to help you really get through this,” she says. “Books are great for structure, but a mentor animates what you’re gaining from a lecture or from reading. The preceptor is really there to frame all of that together to make it applicable and practical.”

PENN NURSING’S PRECEPTORSHIP ADVANTAGE

IN MANY NURSING PROGRAMS around the country, students must figure out preceptorships on their own, and even pay a hefty sum for the experience. But at Penn Nursing, students benefit from a long-established system of the School vetting and securing clinical sites and

^ **Baron Bryant RN**

finding preceptors—no fee involved.

“That’s what sets us apart,” says Dr. Bischof, who adds that she’s heard about how some sites pack in students for preceptorships with little oversight to make money. Penn focuses on partnering with sites that prioritize a one-on-one connection between student and preceptor.

“When the students are in the sites, we go out twice a semester and visit with the preceptors,” Dr. Bischof says. “I have precepted for other programs, and I’ve never seen anybody from their school. At Penn, we have a good relationship with our preceptors, and we stay in contact with them to make sure that things are going well.”

According to Sarah Shumsky CCNP GNu’18 GRN’24, who works at AtlantiCare in New Jersey, Penn’s approach is invaluable.

“You’re dealing with so many other stressors while you’re in school. If I had to write 100 emails begging someone to be my preceptor, it would just be another level of stress,” Shumsky says. “It’s so great that Penn has such a strong network and is able to provide those clinical opportunities for you.”

Victoria Fisher has seen co-workers from other schools pay “\$1,000, \$2,000, \$3,000 to have a one-semester preceptor,” she says. “Everyone who’s not at Penn is in a sheer state of chaos trying to find their preceptors.”

Beyond the built-in preceptorship structure that Penn Nursing provides, Tarikwa Leveille says she appreciated being matched with Baron Bryant on many levels.

“I think diversity within preceptors is really important, not only in terms of years of experience, but racial and social diversity of preceptors is very important, too,” Leveille says. “I was happy to have been paired with a male in a female-saturated industry, and a person of color. It made my experience a lot better to work with someone who kind of looks like me.”

A CALL FOR MORE PRECEPTORS

A PRECEPTOR SHORTAGE EXISTED long before COVID-19, and the pandemic has exacerbated the problem. Preceptors who have been called on by Penn Nursing for years have retired, while

Preparing Nurse Practitioners for the ICU

A Penn Medicine fellowship aimed at nurse practitioners and physician assistants teaches independent clinical decision-making—and offers a post-graduate certificate from Penn Nursing.

Preceptorships for BSN and MSN students and mentoring of DNP students are just one way that Penn Nursing helps shepherd the best providers into the workforce. The School continually looks for opportunities to enhance the profession and partner with Penn Medicine to offer the best patient care. The highly competitive Penn Medicine Advanced Practice Provider Critical Care Fellowship is one example of that mission in action.

The paid, 12-month post-graduate program, designed for nurse practitioners and physician assistants, has a didactic and clinical curriculum. Fellows also collaborate on an evidence-based medicine project in partnership with the Penn Center for Evidence-based Medicine. NPs and PAs who complete the program—which includes monthly rotations through several intensive care units (ICUs)—are awarded a post-master’s certificate from Penn Nursing.

The fellowship, according to Program Director Mike Pisa ACNP-BC RN EMT-P Nu’05 GNu’07, “eases the transition from new-to-practice to a critical care advanced practice provider in a really complex clinical environment.” Pisa helps the fellows to synthesize the feedback they must regularly solicit through their various rotations from department physicians, nurse practitioners, and physician assistants.

As a Penn Nursing Program Lead for the fellowship, Heidi Elgart MSN ACNP-BC Nu’91 GNu’98 leads the didactic component in a classroom setting every Friday, where Elgart says, guest lecturers hold highly interactive sessions. In an introduction to ventilators, for example, a respiratory therapist plugs in a ventilator; fellows get a hands-on look at settings and guidance on interpreting the machine’s data. “It’s not your traditional sit-in-the-classroom lecture,” Elgart says.

Kristin Welch MSN CRNP GNu’18 GNu’19, who completed the fellowship in 2019, says she was a big fan of Fridays.

“Skilled lecturers who were content area experts would come in and break things down for us in terms that made it understandable. It’s a safer place to slow things down, to ask the questions that you’ve been building up,” Welch says of that didactic portion of the program.

Welch also appreciated the program’s monthly check-ins with Pisa and the ICU managers.

“I cannot tell you how much I valued the chance to have somebody like these people who were invested in me as a clinician and as a person, and I know have my back, to just sit down and tell me, ‘These are the things you’re doing well, these are the things you can improve on.’ It’s like the fast-track to being better,” she says.

Both Pisa and Elgart say the partnership between Penn Medicine and Penn Nursing makes the fellowship stand out from the growing number of advanced practice fellowships.

“We have such a tight partnership with the university and the School of Nursing, which is pretty rare as far as these programs go,” Pisa says. “We are in a fairly unique position to offer this post-graduate credit to our fellows.”

Because the fellowship was launched in 2014, past participants are also part of the ongoing success. “We have multiple graduates from the fellowship who are now working in all the different critical care units,” Elgart says. “They often will see the new APP critical care fellows, and on an informal basis, mentor them and take them under their wing, and say, ‘I survived the fellowship and you will, too.’”



^ Victoria Fisher, MSN, APN, PMHNP (left) and Kimberly Joffe, MSN, CRNP, PMNHP (right)

“The more you teach, the more you acquire knowledge. I think I learn a lot from our mentees because they are brand-new from school. There are new evidence-based practices that are coming up, which they bring to the table.” TINA SENOO RN

some have moved on to other positions. With clinical hours being a graduation requirement, the scarcity is a crisis for students and nursing programs around the country. The authors of a January 2021 article titled “The Significance of the NP Preceptorship Shortage” in *The Online Journal of Issues in Nursing*, wrote that the problem is hindering career advancement. They called for more research into why people decide to precept and suggested exploring the potential of a universal matching system. They also acknowledged that while “paying an NP preceptor for clinical hours is not a new concept,” the practice is a “hotly debated one in academic circles.”

Penn Nursing doesn’t pay preceptors but, Dr. Bischof says, many “nurse practitioners feel dedicated to the future of health care. They realize that this is how we’re going to bring in the next generation.”

Precepting Penn Nursing students comes with some perks: a one-year clinical associate appointment at the University, and access to Penn Libraries and their resources, such as online clinical and education database UpToDate.

Dr. Bischof believes that preceptorships also benefit clinical sites, in terms of quality patient care: “Students come through with the latest knowledge, and they’ll filter the latest recommendations, the latest guidelines through to the patients. Also, a student is free to spend as much time as necessary, as long as the patient is OK with it, and get a really, really good history. Sometimes it’s that interaction that really makes a difference in the patient’s life.”

Dr. Renz says the School is dedicated to making sure preceptors have what they need to be successful mentors.

“In addition to offering educational resources, we keep in very close contact with our preceptors. We all make ourselves available in case a preceptor has a question or concern about a student,” she says. The site visits that she and Dr. Bischof conduct are also a chance to ask preceptors if they have what they need. “Are there any other things that we can provide as a school to you to help you do your job better or support your role as preceptor?” she says.

According to Betty Craig DNP CRNP FACHE GNu’95, CNO at Pennsylvania Hospital, preceptors are the “first influencers in a clinical practice environment that really shape the way you actualize

nursing.” Craig believes there are ways to encourage more nurses to precept.

She sees a big opportunity in a current effort she’s working on to meet one-on-one with her entire staff regularly. The goal is to “understand not only what they are doing in the practice but also their goals,” she says, “and where they think their strengths are. Many times, through these conversations, we can identify if people have an interest in education.”

According to Dr. Renz, precepting is a way for providers who want to teach to pursue that path: “I think that being a preceptor is really one of the best ways to do it. It’s how I started out, teaching in the clinical setting. Sometimes that translates into teaching in the classroom or even being a program director.”

Craig notes there’s also professional advancement to consider. Clinical Nurse IIs need to demonstrate their leadership as mentors to move up to CN III, and precepting can underpin that career progress.

Many preceptors point to another big plus: continued learning.

“The more you teach, the more you acquire knowledge. I think I learn a lot from our mentees, the people we precept, because they are brand-new from school. There are new evidence-based practices that are coming up, which they bring to the table,” says Tina Senoo.

With one preceptor experience so far, Shumsky says she plans to do more. “I think that both at the bachelor’s level and at the master’s level, when you transition from being a competent practitioner to attempting to educate someone else, it pushes your level of knowledge so much further. I’d encourage more people to be open to taking on a student. It might take an extra 15 minutes or 20 minutes to do a procedure if you are teaching someone new how to do it, which can feel stressful sometimes, but at the same time it is so beneficial for the nursing profession and for your own personal development.”

Kim Joffe chalks up those 15-20 minutes to “the cost of knowledge,” and sees precepting as part of a solution to a major health care challenge. “We need more compassionate, confident providers, and Penn produces that caliber of provider,” says Joffe, who only precepts Penn Nursing students. “To contribute to solving the problem, one way is to precept. I think that is the biggest reason to do this.” ❖

NURSING STUDENTS ENGAGE

→ You'll find them inside senior centers and on the sidelines of kids' sports practices. They're at free COVID-19 testing sites and packing meals inside local nonprofits. You can spot them presenting legislative resolutions and chatting with marginalized populations about their greatest needs. Just as they have since the school's earliest days, Penn Nursing students are consistently bringing their skills out of the classroom and into local communities, while learning more about those communities in the process. Whether they choose service-focused classes, student clubs, paid work, or volunteer opportunities, Penn Nursing students today are more tapped into the city around them than ever before. Here's what that engagement looks like for nine current undergrads.

By MOLLY PETRILLA
Illustrations by
MICHAEL HOEWELER

Academically Based Community Service (ABCS) Courses

Early traces of ABCS courses at Penn date back to the mid-1980s. By 1991, the University was offering four official service-learning classes. Today more than 200 have been developed, with about 75 running each year through Penn's Netter Center for Community Partners.

Penn Nursing currently offers a dozen ABCS courses, split evenly across the graduate and undergraduate levels. Each class sends students out into local communities and balances those experiences with related research and classroom learning.

Nursing's ABCS offerings range from the broad-based Nursing in the Community (NURS 380), a required class, to more niche courses like Health Education for Incarcerated Women (NURS 555). The through-line is deep community involvement.

"And we make it clear to students who are engaged in ABCS courses," says Terri H. Lipman PhD CRNP FAAN, the Assistant Dean for Community Engagement, "that our support of and collaboration with the community is based on the priorities and needs of our community partners. The knowledge gained through ABCS courses helps students become active, creative, contributing citizens of our society."

Daisy Arizmendi Nu'24

Student in Obesity and Society
NURS 313

→ **Daisy Arizmendi Nu'24** was compiling a list of ABCS courses as part of her summer job when a title popped out at her: NURS 313: Obesity and Society.

"I started looking into taking it," recalls Arizmendi, who is planning to minor in nutrition. "There's a lot of stigma around obesity, and I really wanted to understand the treatments, the different causes, and how it impacts children and adults—even pregnant mothers."

While learning those answers inside the classroom, students in NURS 313 also engage in a related program through the Netter Center. Arizmendi signed on as a social-emotional learning coach for Young Quakers Community Athletics, which pairs Penn athletes with kids from West Philly public schools.

Though not a lacrosse player herself, Arizmendi still helped kids who were learning the sport. "Whenever they were getting a little too emotional in the game"—something that happened fairly often—"it was my job to take them out, ask if they were okay, and help them work through their emotions," she says.

It wasn't Arizmendi's first time connecting with the broader Philly community. She's engaged in various ways throughout her time at Penn, from helping to perform COVID-19 testing in Kensington to working at the Netter Center's summer camp.

For Arizmendi, helping marginalized kids is highly personal. "I grew up in a very low-resource community in

Chicago," she says. "A lot of the things these kids are going through, I relate to. Access to healthy food, access to after-school programs—I did not have that."

"And for other [Nursing] students,"

"A lot of the things these kids are going through, I relate to."

— DAISY ARIZMENDI

she adds, "I like that ABCS courses are an eye opener to what kids who attend low-resource schools go through and how important it is to have these programs."



Luz Elena Pérez Méndez Nu'22

Student in Innovation in Health:
Foundations of Design Thinking
NURS 357

→ **Last fall**, Luz Elena Pérez Nu'22 spent the entire semester designing a project that could serve people in Philly who are experiencing homelessness.

As her group took time to listen to podcasts, read articles, watch documentaries, and speak to local stakeholders, they landed on an unexpected issue. "We heard someone share their experience of being turned away from the pharmacy because they weren't able to prove their identity," Pérez recalls, "and that really stuck with us. We wondered: is there any way you can bypass this bias?"

While Pennsylvania law doesn't require people to show ID when picking up prescription medications, pharmacists may ask for it at their discretion. The problem, Pérez says, is that some people without housing don't have IDs or proof of address to show—and they're often the same people who pharmacists flag. "We wanted to create a prototype that would make prescription pick up easy and streamlined, while keeping in

mind the challenges specific to homeless individuals," she adds. "The result was an idea that any patient could benefit from."

Pérez and her group developed an in-store locker system, with a check-in screen that allows patients to confirm their name, date of birth, insurance information, and the medication they are receiving. A pharmacist would

then place the medication inside a double-sided door, and the patient would retrieve it, no face-to-face encounter required.

"Even though design thinking can be thought of as separate from nursing, there are ways to implement it across settings and units as a nurse," Pérez says. "I look forward to applying these concepts to my future practice."



Isabel Martinez Nu'22

Student in Nursing in the Community
NURS 380

→ **Growing up with** parents who were both nurses, it wasn't unusual for Isabel Marie Martinez Nu'22 to hear her dad "casually talk about massaging a heart" during dinner, she says. Now Martinez is en route to her own set of kitchen-table tales, with plans to become a women's health nurse practitioner working in community nursing.

Her interest ignited through an internship at Puentes de Salud in the summer of 2020. But Martinez says that taking Nursing in the Community (NURS 380)—a required clinical course that places Penn Nursing seniors into local public health roles—helped

solidify her plans to work in a community setting.

For Martinez, NURS 380 meant reporting to a senior center in Roxborough each week. Along with six other Nursing students, she performed blood-pressure screenings, became familiar with the regular participants, and organized presentations on relevant health topics. "The overarching goal was to get involved, see what they need, and hopefully provide that," she says.

One of her classmates spoke to the group about depression and anxiety in older adults. Another discussed first aid and safety. Martinez presented on nutrition for the aging body.

"One of the biggest takeaways I had was continuing your role as a nurse after your shift," she says. "Providing knowledge that some communities may not have can be really powerful and even improve their long-term health."



Community Partners

Community partnerships are at the core of Nursing's ABCS courses and other service-learning opportunities. They're born in any number of ways: sometimes an organization approaches the school about a specific need, other times professors pass along a connection they've already forged, or often it's as simple as someone in the Nursing school hearing about something in the community and wanting to get involved.

The partners are equally varied—from a local barbershop that sought out hypertension screenings for its clients, all the way to the country's top public health agency. Last year the

CDC contacted Penn to join its Mask Adherence Surveillance at Colleges and Universities Project (MASCUP). The School of Nursing became the project's leader on campus, with students tracking and recording some 4,000 observations of mask usage across campus over 10 weeks.

Other ongoing community partnerships connect the Nursing School with Puentes de Salud, a nonprofit clinic that serves Philly's Latino population; the School District of Philadelphia; the People's Emergency Center in West Philly; and the Philadelphia Nurse Family Partnership, among many more.



Meghan Wenzinger Nu'22

Volunteer with the Philly Counts Vaccine Champion Program

→ **It's easy to lose** sight of vaccine resistance when you're a student at Penn, sitting inside classrooms in which "everyone is vaccinated and has their booster and we all sort of have a similar mindset around the pandemic," says Meghan Wenzinger Nu'22.

That's partly why she decided to volunteer for the Philly Counts' Vaccine Champion program this year. After completing an in-depth training that covered everything from common misconceptions around the COVID-19 vaccines to strategies for approaching the

vaccine-hesitant, Wenzinger began volunteering at vaccination clinics around the city.

While most people were excited to receive their shot, one person sticks out in her memory. When they told her 'I'm only here because my job is making me,' "I was sort of caught off-guard," she remembers. As she explained that she was happy to answer any questions or flag down a provider for the person to speak with, it was a reminder of how important it is, as a nurse in the age of COVID-19, "to have difficult conversations with people who may not be enthusiastic about getting vaccinated," she says.

"It's definitely not the same as a classroom experience, where we're learning about numbers and hypotheticals," adds Wenzinger, who also volunteers with Alzheimer's patients at the Penn Memory Center. "It's different to actually engage with people who are living in the community and hear their thoughts."

She plans to pursue either psychiatric or community nursing after graduation. "I think both of them are sort of under-appreciated or not given the spotlight a lot of the time," she says. "And at the same time, I think the pandemic has underscored how important mental health, public health, and community nursing really are."



David E. Álvarez-Sánchez Nu'24

Research Assistant for the COVID Testing, Resources, and Community Engagement (TRACE) Project

→ **In the past year**, David E. Álvarez-Sánchez Nu'24 has spent at least one day each week traveling to Philly's Kensington neighborhood to help offer COVID-19 testing to underserved populations.

The area is known as the center of Philly's opioid epidemic, and its poverty levels and rate of violent crimes soar above the city's averages. But Álvarez-Sánchez quickly learned that there is nuance within those statistics. After surveying hundreds of people who have shown up to the Kensington site for free COVID testing, "my biggest takeaway is that you can never judge a book by its cover," he says. "There are people with graduate degrees who are un-housed. It's not just a one-dimensional population—and it's so important that you treat everyone the same in terms of the care you provide to them."

Led by Assistant Professor Antonio Dávila Jr. PhD, the COVID TRACE Project team includes a student from the School of Medicine, a registered nurse, a few post-baccalaureate students, plus Álvarez-Sánchez and several other Nursing undergrads. "It's been really nice to meet these different people whom I wouldn't have met otherwise in my nursing bubble," he says.

That extends to the people getting tested, too. "It's a different population than I see in University City," he says, "and it's been really rewarding and enriching to get to know a little more about them."

"I don't know where I'm going to end up in my career and what population I'll serve," he adds. "But wherever you work, you will come across diverse individuals who are going through certain things. As a nurse, it's super important to be cognizant of what those communities face."

Hayley Siegle Nu'23

Volunteer and Site Leader at The Common Place

→ **Hayley Siegle Nu'23** has been teaching and mentoring kids since she was still one herself. She worked as a day camp counselor throughout high school, coaches youth lacrosse during summer breaks, and, while a freshman at Penn, she gave reading lessons to second graders in West Philadelphia.

So when the opportunity arose in Fall 2020 to work with a group of kindergartners through eighth graders at Philly's The Common Place—an organization that serves West Philly students—Siegle was eager to get involved. Since then, she's continued to help Nursing students share their skills there through ongoing weekly presentations.

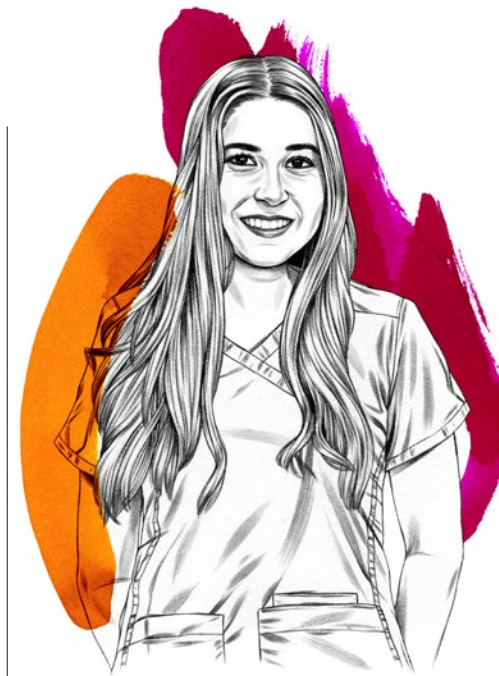
Topics have included mindfulness and meditation, the importance of physical activity, the functions of the brain

and heart, and the basics of COVID-19.

"I think the most challenging part was figuring out the level at which we should be teaching and how specific we should get," Siegle says. "With time, we've really gotten more comfortable and can see what's worked and what hasn't worked."

Now as the site leader for Community Champions' partnership with The Common Place, Siegle meets with the organization's program director and program coordinator to hammer out all the logistics.

"I think it's easy to get caught up in the day-to-day life of being a Penn student," she says, "but I found it super impactful to work with the larger community—and there's a need for our help."



"It's different to actually engage with people who are living in the community."
— MEGHAN WENZINGER

"My biggest takeaway is that you can never judge a book by its cover."
— DAVID ÁLVAREZ-SÁNCHEZ

"The most challenging part was figuring out the level at which we should be teaching."
— HAYLEY SIEGLE

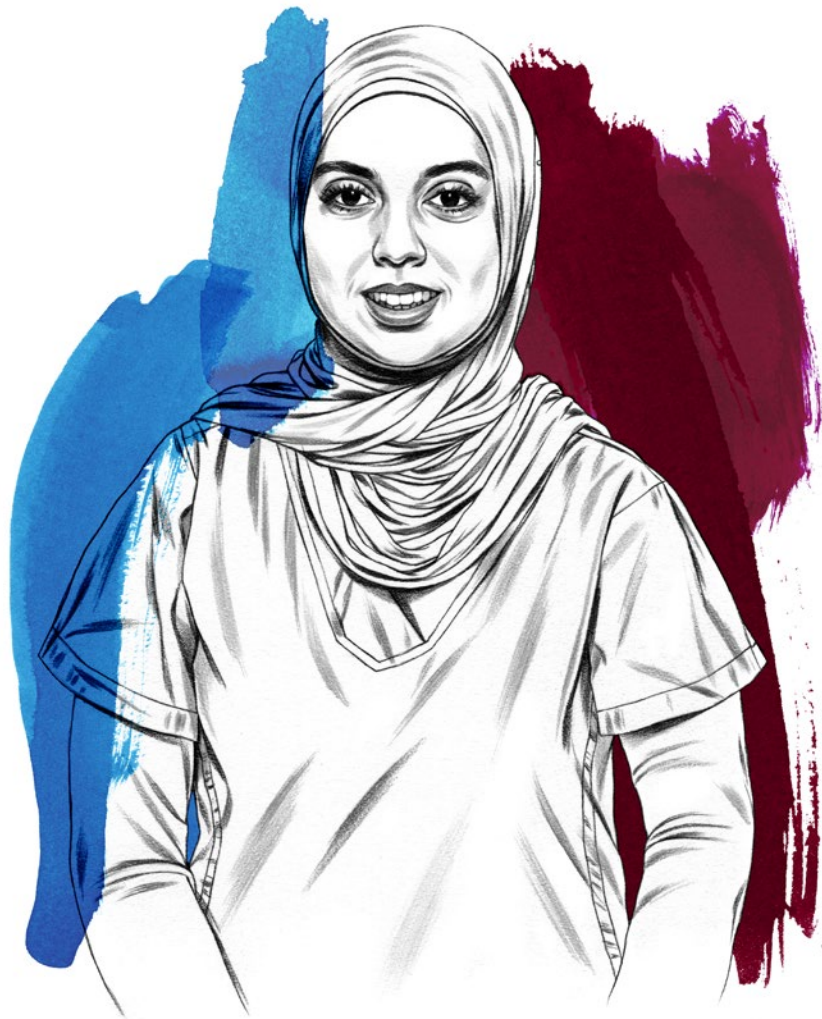
Student Organizations

Nursing students also connect with nearby communities as members of student organizations. For many groups, community engagement is a part of their broader goals. For Community Champions, it's their entire mission.

Founded in 2014 as a service-learning organization for Nursing students, Community Champions now consistently matches up to a hundred students with sites throughout the local community. In the past year alone, students have volunteered with an education program for new parents at HUP; engaged with Alzheimer's and

dementia patients at the Penn Memory Center; connected to broader vaccine efforts through Philly Counts' Vaccine Champions; and worked on a "Diversity in Nursing" initiative to educate high school students in West Philadelphia about nursing as a career.

You'll find students out in the community as members of other groups, too. Student Nurses at Penn, the Asian Pacific American Nursing Student Association, and the Minorities in Nursing Organization all dedicate time to people off campus—whether it's spearheading fundraisers, volunteering, or sharing their nursing skills.



Sarah Badlis Nu'22

Co-leader of Community Champions

→ Sarah Badlis Nu'22 isn't much of a dancer, but when an elderly woman in the Dance for Health program where she volunteered got up one day and held out her hand, Badlis happily accepted the invitation.

"I made up a few moves and everyone was smiling and clapping along," she recalls. "Once the music started, there was so much joy in a room that had previously appeared so gloomy."

Now that moment sticks out as one of the most beautiful among the four years she's spent volunteering in the community through Penn Nursing's Community Champions group. "It was having that opportunity to make someone's day and put smiles on people's faces," says Badlis, "That's something I will cherish for a long time."

This year, she's leading Community Champions along with two other students. That means ensuring that Nursing students are matched up with the sites they're most interested in, and at the same time, that the group is truly responding to the community's needs.

"I've lived in the Philadelphia area my entire life, and yet I didn't really know my community" before getting involved with Community Champions, Badlis says. "I know I'm just one person and I can't solve everything, but my service work has definitely made me realize how important it is to understand the needs of a community if you want to live and work in it. You can't just swoop in and try to save the day."

"My service work has made me realize how important it is to understand the needs of a community."

— SARAH BADLIS



Linda Jiang Nu'23

President of the Asian Pacific American Nursing Student Association (APANSA)

→ Some Nursing students say that Penn can feel sheltered from the larger city, but getting involved across Philly comes naturally to Linda Jiang Nu'23—she's been doing it all her life.

Jiang grew up in South Philadelphia, "so I've been very inclined to give back to my community," she says. And she's found many ways to do it while also pursuing her Nursing degree.

She's packed meals at a local church as a member of Alpha Phi Omega, Penn's coed service fraternity. She designed a new hospital gown for survivors of sexual assault as part of Design Thinking Case Study (NURS 357). And last fall, she began working with Philly CEAL—a collaboration between Penn Nursing, the School of Medicine, the Annenberg School, and the City of Philadelphia.

"We try to gather information from underserved Philadelphia communities to find out what barriers they have in accessing the COVID-19 vaccine," she says. "The goal is to find a solution to minimize disparities in the vaccination rate."

Jiang is also president of APANSA, a group for Asian Pacific Nursing students at Penn. While APANSA's main goal is to foster community among those students, the group also engages in service around the city. They've packed meals with Philly's Metropolitan Area Neighborhood Nutrition Alliance and fundraised for the Philadelphia Chinatown Development Corporation (PCDC).

As she begins her term as president, Jiang plans to seek out more opportunities for APANSA to connect with the city around them—from deeper involvement with the PCDC, to helping at a local public garden, to collaborating with Nursing's own Community Champions.

John Palmer Nu'23

President of Student Nurses at Penn (SNAP)

→ As the current president of SNAP, John Palmer Nu'23 helps steer the group's peer advising program and community service efforts—from fundraisers and blood drives to making meals for those in need.

But Palmer says his deepest community involvement has taken an unexpected form. Each year, SNAP's legislative committee develops a resolution that they propose at state and national student nurse meetings. If passed, those resolutions help set the policy agenda for student nursing organizations around the state and country.

Palmer became SNAP's legislative coordinator his freshman year and has been involved in the group's legislative efforts ever since. In that time, he's helped pen resolutions that focus on increasing awareness of the disparities in access to donor breast milk; on teaching more nursing students about

equity issues, including the social determinants of health; and on increasing nursing education around the positive impacts of doula care.

"When you think of community engagement or service, [legislation] is probably not the first thing that comes to mind," he says. "But a lot of the topics we choose are directly related to problems in Philadelphia, so by educating future nurses and advocating for change and progress, you are serving the community."

Palmer is also more directly embedded in West Philly through his role as a certified nursing assistant at Penn Presbyterian Medical Center, where he works on the trauma floor.

"I walk through the halls of the hospital and have people asking me how I'm doing, how my day is," he says. "I feel like I'm part of this community, even though I'm just a student here."



Leadership

Amy Gutmann Leadership Scholars

A \$2 million gift from former Penn President Amy Gutmann and Michael Doyle established a highly selective leadership program for Penn Nursing students across all degree levels. Here, we spotlight a few of these leaders from the first cohort of ten.



^ Bellinda Accimé



^ Andrea Finch



^ Anna McGlynn



^ Juliana Ivanof



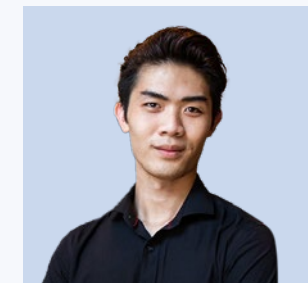
^ Jordan Lindekens



^ Jolie Sinclair Jemmott



^ Katerina Fella



^ Key Duy Nguyen



^ Linda Chan

IN THIS ISSUE, we hear from life-saver Katerina Fella whose timely dose of Narcan saved a neighbor’s life. And master’s student Juliana Ivanoff offers a glimpse into her daily life in the Pediatric Primary Care NP program.

But first, a specially-made-for-*Penn Nursing*-magazine cartoon by ABSN student Anna McGlynn—a trained cartoonist-turned-aspiring-nurse. Her comic is a reelection on what it has felt like to work as a health care provider during the pandemic and explores the tiny, everyday things people do that preserve her faith in humanity. ❖

“Nurse leaders must engage with the community and advocate for its needs.”

Dear Amy,

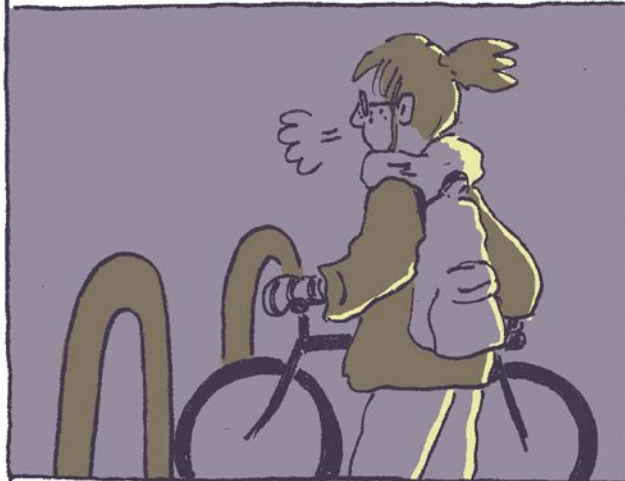
From all of your friends and colleagues at Penn Nursing, we thank you for your many years of incredible support and for elevating the contributions of nurses at the University and beyond. You have been a true Penn Nursing champion. We are so proud to have you as an honorary alumna, and are forever grateful to you.

With affection,

Penn Nursing



TO ME, THE WORD "CRISIS" USED TO MEAN SOMETHING LARGE AND DRAMATIC.



CRASHES AND BANGS AND BUILDINGS ON FIRE.



STUFF THAT HAPPENS IN A FLASH, NO TIME TO PREPARE, NO TIME TO REACT.



I DID NOT THINK OF IT AS SOMETHING SLOW.



I KNOW BETTER NOW.



I KNOW CRISIS IS A GRADUAL, INSIDIOUS THING.



I KNOW THAT IT CREEPS AS CYNICISM CREEPS, SNEERING AND LAUGHING AND TELLING YOU THERE IS NO OTHER WAY.



AND EVENTUALLY, OVER TIME, YOU BELIEVE IT.





A Life-Saving Lesson

Inspired by a Penn Nursing lecture on harm reduction, Katerina Fella Nu'22 decided to start carrying a dose of Narcan, just in case. That decision—paired with her quick action—would make the ultimate difference in her neighbor's life.

By Louis Greenstein

A FEW NIGHTS before the 2021-22 winter break, ABSN nursing student Katerina Fella Nu'22 was in her West Philadelphia apartment when she heard a commotion outside her door. “I heard someone yelling,” she says. Stepping into the hallway, she recognized one of her neighbors lying on the floor, blue and unconscious. A friend of his had dragged him there. Fella’s nascent nursing instincts kicked in. “I took over,” she says. She felt for a pulse; her neighbor was unresponsive. She started chest compressions. The friend, in a panic, revealed that the unresponsive man had overdosed on heroin. Fella ran back into her apartment and grabbed the Narcan nasal spray she had picked up at a local drugstore several weeks earlier, after attending a guest lecture on harm reduction by Penn Nursing assistant professor Shoshana Aronowitz PhD MSHP FNP-BC GR'19 GR'21. Aronowitz, she says, had taught the class how to use naloxone during that lecture. “I shot it into one nostril, waited a minute, continued CPR...then I did the other nostril,” says Fella.

Narcan, brand name for the opioid antagonist naloxone, binds to the same receptors as an opioid, displacing it

temporarily and undoing its dangerous effects.

After the two doses of Narcan nasal spray, Fella’s neighbor woke up. His pupils changed from tiny pinpoints to normal, she says. His skin went from blue to pink. “He looked at me and asked

what happened,” says Fella. Meanwhile, someone in the building called 911.

Anyone can learn how to use naloxone

About a month later, after Fella returned to Philadelphia from her winter break, her neighbor stopped by her apartment. He told her that he had been clean before the overdose but that he had been battling substance use disorder for a long time. “He’s okay,” she says. “I see him every day.”

After the incident, a shaken Fella emailed Professor Aronowitz to share her story and express her gratitude. “I never thought I would have to use



▲ Fella (L) and Aronowitz (R) debrief in Fagin Hall.

“Every month or so all the Gutmann Scholars meet to discuss what we can do to be leaders in fields we are passionate about.”

Narcan,” says Fella, who plans to work in the public health sector after she earns her master’s in women’s health and midwifery at Penn Nursing. “Narcan is amazing,” she says. “Someone on the floor with no pulse goes to standing up and breathing, unaware of what happened! I think everyone should carry it.”

In an interview, Dr. Aronowitz, who earned her PhD from Penn Nursing and completed her postdoctoral fellowship at the National Clinician Scholars Program University of Pennsylvania site agreed that everyone should carry naloxone, not just health care professionals. “Any layperson can learn how to do it,” she says. With minimal training they can save someone’s life. In this case, she says, Katerina didn’t know before the lecture that naloxone was available at no cost. When Aronowitz teaches nursing students about naloxone—typically as a guest lecturer in Psychiatric Nursing 235—she always tells the students that they can get this medication at any pharmacy. “You need to ask the pharmacist. I encourage students to do this. It is a really easy thing to have with you. You can access it easily and carry it with you. You can put it in your bag. It is an easy thing to do that could have a very clear benefit.”

“I learned how far nursing health education can go,” says Fella. “If I hadn’t gone to Shoshana’s lecture that day and didn’t know how to use and access Narcan, I wouldn’t have been prepared.” Today, she says, most of her neighbors carry Narcan with them.

“There is no downside that I can think of,” says Aronowitz. If you suspect that someone has overdosed on opioids, but you are wrong, giving them

naloxone will do no harm. “It is wonderful that I have been asked to give this talk multiple times,” says Aronowitz. “It’s what students and faculty want. This is so relevant to nursing.” And yet, she says, “the nursing curriculum has not caught up to that at every nursing school.”

“Before I came to Penn,” says Fella, who grew up in Haverhill, Massachusetts and earned a BA in biology and history at Assumption College in nearby Worcester, “I had a different perspective” on substance use disorders. While she felt badly about it, “people can read you numbers all day, but when you take away the numbers you realize these are human beings battling something difficult and we as a society haven’t figured it out yet. Before, it was easier to judge because I didn’t know anybody or talk to anybody who has been through it.” The experience with her neighbor, she says, humanized substance use disorders for her. And she’ll never go anywhere without naloxone again.

Fella is attending Penn Nursing as an Amy Gutmann Leadership Scholar. Selection to the program is based on diversity, academic achievement, first-generation status, leadership potential, and a commitment to make a difference in underserved communities.

“Every month or so all the Gutmann Scholars meet to discuss what we can do to be leaders in fields we are passionate about,” says Fella. “All of us have different backgrounds with different goals as nurses. Mine is to help underserved communities really have access to quality care.” It should come as no surprise then that this young leader is already saving lives. ❄️

Where to Find Naloxone

If you have health insurance, it will usually cover the cost of naloxone. “In Pennsylvania there is a standing order so that anyone can go to a pharmacy and get it,” says Aronowitz. But if cost or pharmacy access is a barrier, you can get the medication for

free through the mail thanks to a partnership between the national organization Next Distro, the Philadelphia-based harm reduction grassroots organization SOL Collective, and the Philadelphia Department of Public Health. This program prioritizes people

who use drugs, their loved ones, and anyone who is likely to encounter an overdose but cannot access the medication elsewhere.

For more information, visit: nextdistro.org/philly phillysolcollective.org

A Day in the Life

What's it like to be in the Pediatric Primary Care Nurse Practitioner program? Meet Juliana Ivanof, an Amy Gutmann Leadership Scholar.

Juliana Ivanof

Master's Student



9:00 PM

I set my up my cold brew pot so that it can steep overnight. Living in Massachusetts my whole life, I'm thoroughly committed to drinking Dunkin' Donuts iced coffee, and this is the easiest way for me to prepare it in my dorm room without a kitchen.

7:00 AM

My alarm goes off, telling me it's time to rise and shine for another beautiful morning in the Quad! I open up my shades and look out into the courtyard while sipping the coffee I prepared last night. Today I'm going to the CHOP Primary Care South Philadelphia site, so I will be wearing scrubs. In pediatrics, I can wear more "fun" scrubs, so I choose my top with penguins and hearts. I can often distract my patients by asking them to point out their favorite characters on my shirt!

8:00 AM

Time to head out to take SEPTA to the clinic. Ware is pretty quiet this morning, but I say hi to the couple of residents I see. I'll see them later tonight.

8:45 AM

I make it to the clinic and begin looking at the patient schedule for the day. I usually see around 10 patients, ranging from a few days old to over 20 years old. In the Amy Gutmann Leadership Scholars (AGLS) program, we just discussed our "career cartography", so I think about what I can do today to support my career goals. One of my goals currently is to work with more newborns and mothers to improve my lactation education skills, so I make a mental note to request any infants on my preceptor's schedule today.

9:00 AM

First on the schedule is a 2-month-old infant coming in for a well-child visit. I start off by having a conversation with the parents regarding sleep, nutrition, growth trajectory, developmental milestones, home life, and any concerns they are having. I then examine the infant from head to toe. He's a happy patient, at least until I try to look in his mouth! Everything looks good, except for some diaper rash.

9:30 AM

I document my assessment and patient education, and then I leave the room to discuss the infant with my

preceptor. Together, we agree that the diaper rash can be managed with basic over-the-counter diaper cream, so this little patient won't be needing any new prescriptions today.

9:45 AM

My preceptor and I return to the room to check in one last time with the patient and his parents. I provide education on how to help clear up the diaper rash—making sure to change the diaper as soon as possible, wiping gently with fragrance-free wipes, and applying the diaper cream with each diaper change. The parents have no other questions, so my preceptor and I sign for the typical 2-month vaccines: rotavirus, DTaP, Hib, PCV13, and IPV. He already got his hepatitis B vaccine last month, so he gets away with one less shot today!

10:00 AM

Next patient! Luckily, there is an excellent team at CHOP South Philly, so the medical assistants have my next patient ready and waiting for me in an examination room. This patient is a 3-year-old, here for her well-child visit.

12:00 PM

Lunch time! Now I'm able to catch up with my preceptor and discuss my questions from the morning cases.

1:00 PM

My preceptor heads to see our next patient without me so that I can listen

to the case presentations from the medical students on clerkship here. Today, they each present us with cases that were referred to ophthalmology. I'm grateful for the chance to learn in such a supportive, interdisciplinary environment.

1:30 PM

I catch up with my preceptor in the next room—a 13-year-old girl and her 15-year-old brother. As adolescents, my preceptor and I spend time with each patient individually, with no parents in the room. This opens the conversation to topics that they might otherwise not feel comfortable discussing with parents in the room. The 13-year-old girl shares how she wants to be more physically active, but she is scared to leave her house in her neighborhood due to the violent crimes that have occurred in the area. This makes me think of our last discussion in the AGLS program on the Future of Nursing report. Nurse leaders must engage with the community and advocate for its needs. I jot down a note to look at how to access a safe environment for exercise in Philadelphia—maybe my fellow scholars know of community resources or initiatives I can look into so I can support the patient on this.

5:00 PM

That's a wrap! After an afternoon full of children and families, it's time for me to head home. I hop on SEPTA and head back to campus. As a Graduate Resident Advisor in Ware College House, I'm on duty tonight, so I head straight back to the dorm to grab the duty phone.

6:00 PM

Duty phone on hand, I gather ingredients from my dorm room to take to the communal kitchen. I don't want to make anything too involved in case I get called away to help a resident, so tonight is just pasta with sauce.

6:30 PM

Dinner in hand, I head back to my dorm room to eat. Along the way, I knock on a fellow GRA's door to see what she's up to. We have great camaraderie as a team



^ On campus and on time!

here in Ware—my coworkers are all so nice! She invites me into her room, and we eat dinner together while chatting about our days at placement.

11:00 PM

Time for the first round of the night! It's a Friday night, so the freshmen are all pretty excited. Quiet hours, when students must be quiet in their dorm rooms, don't begin until 1:00 AM on Friday and Saturday night, so the dorm is noisy!

12:00 AM

Round one is done! Back in my dorm room, I finish up any Information Reports regarding student behavior that violated

Community Guidelines. Then, it's time to relax with some video games! Tonight, I'm playing Bioshock 2, a story about an underwater city that has fallen into ruin.

1:00 AM

Second round time! Now it is quiet hours, so I stop at any noisy room to ask them to please quiet down.

1:30 AM

All done—time for bed! I set the duty phone's ringer on high so that it will wake me up if anyone needs the RA on duty. No need to set an alarm tonight since there's no clinical tomorrow! I listen to a few songs on my phone, and then I hop into bed for the night.



^ Enjoying some well-earned downtime.

Honor Dr. Gutmann's enduring legacy at Penn by making a gift today in support of Leadership Scholars like Bellinda, Key, and Anna.

Visit www.nursing.upenn.edu/gutmann to support the Amy Gutmann Leadership Scholars Program today.

For more information, contact Josh Nay, Sr. Director of Development and Alumni Engagement at joshnay@nursing.upenn.edu.



Alumni Notes

» We want to hear from you! Send us a personal or professional update at NursingAlumni@nursing.upenn.edu or call us at 215.746.8812. Photos are encouraged. Notes may be edited for space and style.

1970s

▲ **Mona Goldman (Yudkoff), Nu'71**, shared that she is "happily enjoying retirement despite the COVID restrictions. Grateful that we are well and able to see our grandchildren. Planning to be at the May reunion to celebrate our 50th anniversary. Hope to see many of my classmates there. Please get in touch if you are planning to attend."



Dr. Terri E. Weaver, GNu'78, GR'90, GNu'01, retired from her role as Dean of the College of Nursing at the University of Illinois – Chicago after 11 years of service. Under Weaver's leadership, the college expanded from five campuses to six with the addition of Springfield. She left no campus untouched, making major physical enhancements to each one. She forged new global health partnerships, strengthened shared governance with students and faculty, and mentored future academic leaders.



1980s

▲ **Dr. Katherine K. Kinsey, Nu'80, GNu'81, GR'92**, was awarded the Robert F. Hill Award for Exceptional Impact – the highest honor awarded by the National Service Office for Nurse-Family Partnership and ChildFirst. In 2001 Dr. Kinsey wrote the first grant to bring Nurse-Family Partnership to Philadelphia and led the program for 20 years as public health nurse administrator until 2020. She also served as the co-director of the nursing-legal partnership for Philadelphia NFP and the Mabel Morris Family Home Visiting Program. These home visiting programs grew to serve 800 families each year and comprised one of the largest maternal-child countywide programs in Pennsylvania.

Paula Amerman, GNu'81, is a self-employed Clinical Research Consultant.
Susan Fitzgerald, Nu'81, is a Registered Nurse at Villanova University.
Gail Rudolph, GNu'83, works at the University of

Cincinnati Medical School as a Nurse Prescriber.

Carolyn Weaver, Nu'83, is an Oncology Specialist at Novartis Pharmaceuticals Corporation.

Deborah Ashton-Parsons, GNu'85, is a Nurse Practitioner at LANDMARK.

Dr. Victoria Vaughan Dickson, GNu'85, GR'07, is an Associate Professor and Director of the Pless Center for Nursing Research in the New York University Rory Meyers College of Nursing. In 2021 Dr. Dickson was awarded the Nursing Research Leadership Society of America.

Karen Dunn Lopez, Nu'85, serves as the Director of Research for the Center of Nursing Classification and Clinical Effectiveness at the University of Iowa. She is also an Associate Professor at the University of Iowa School of Nursing.

Mary-Susan Sampino, C'85, Nu'86, GNu'89, is a

Midwife at Physician Affiliate Group of New York (PAGNY).
Jane Martinez, Nu'86, is a Pastor at Calvary Presbyterian Church of Pine River.
Nancy Cohen, Nu'87, is a Registered Nurse at Jefferson Surgery Center Blue Bell.
Angela Grande, GNu'89, GNC'95, is a Clinical Director of Ambulatory Services at Hospital of the University of Pennsylvania.

Pamela Ferrell Gonzalez, Nu'92, was recently selected to receive the University of Chicago's E4 (Equity, Engage, Evolve, Excel) Excellence in Leadership Award for her extraordinary work in 2021 on the Covid-19 Vaccine trials. She is the Director of Clinical Research Operations and Conduct at the University of Chicago Biological Sciences Division.



▲ **Calling all HUP Alums!** Join the HUP Alumni Association for their 135th Reunion this fall on September 16-17. More information can be found in HUP President Linda Knox's letter on pg. 67.

Leslie Sondeen-Opila, Nu'92, GNu'95, is a Pediatric Nurse Practitioner at the Ann and Robert H. Lurie Children's Hospital of Chicago.

Lorraine Bock, GNu'94, is the Co-Founder of the National Nurse Practitioner Entrepreneur Network, which works to connect nurse practitioner entrepreneurs with the resources they need to be successful.

Mary Anne Diamond, GNu'94, is a Staff Midwife at Pennsylvania Hospital.

Cheri Gail, Nu'94, is a School Nurse in the Seattle Public School System.

Mary Joan Laufer, GNu'94, retired from the Oregon Health and Science University in Portland, Oregon where she served as a lecturer in both the OHSU School of Nursing and the School of Medicine, and as sole clinician of the OHSU Breast Health Clinic after working in women's health/gynecology for many years.



^ **Kelly Keefe Marcoux, GNu'94**, was appointed Vice President of Patient Care Services and Chief Nursing Officer of Children's Specialized Hospital in September 2021. In this role, she supports the provision of patient care services in the rehabilitation hospital, long term care units, ambulatory sites, and community programs. Additionally, she oversees patient safety as well as nursing practice and standards throughout CSH.

Jill Schwartz, GNu'94, is a Nurse Practitioner at Bright Futures Pediatrics.

Adrienne Murtha, Nu'95, GNu'03, is a Clinical Scientist at Merck & Co.

Janessa Shute, Nu'95, is a School Nurse at Bellows Free Academy.

Rebecca Thorne, Nu'95, GNu'97, is a Nurse Practitioner at Bloomington Medical.

Kathy Campbell, GNu'96, is a Nurse Practitioner at AbbVie.

Kelly Hassey, GNu'96, is a Nurse Practitioner at Children's Hospital of Philadelphia.

Dr. Christopher R. Friese, Nu'97, GNu'01, GR'05, is the Elizabeth Tone Hosmer Professor of Nursing at the School of Nursing, Professor of Health Management and Policy at the School of Public Health, and Associate Director for Cancer Control and Population Sciences at the Rogel Cancer Center, all at the University of Michigan, where he has served since 2008. In September 2021 he was appointed by President Biden to the National Cancer Advisory Board, which advises the President, his cabinet, and federal officials on policies pertaining to cancer research.

Cherie Avants, GNu'98, is a Nurse Practitioner at Atrium Health Wake Forest Baptist.

Dominique Connolly, Nu'98, is the Vice President of Clinical Data Strategy at Verana Health.

Laura Norris, GNu'98, is a Nurse Practitioner and Medical Director at The Health Center of Walla Walla.

Diane Cheer, GNC'99, is a Registered Nurse/Advanced Practice Nurse at Medical Reserve Corp.

2000S

Megan Doble, Nu'00, GNu'01, CGS'06, GNu'16, is a Nurse Practitioner at Penn Medicine - Chester County Hospital.

Rachel Seligman, Nu'00, GNu'01, is a Certified Registered Nurse Practitioner at Penn Medicine.



PENN NURSING ALUMNI BOARD PRESIDENT

Dear Penn Nursing Alumni, I truly hope this letter finds you and yours well. Much has transpired over the past 2 and a half years, and as we transition to our "new normal," it appears that there is more on the horizon. I have always believed that we are at our best when we are challenged—where else did we coin the term "nursing ingenuity?!" The spirit, tenacity, and innovation of

nurses, PENN nurses in particular, are what brought us through the most difficult and dark moments of the pandemic to date. The Alumni Board members and I would like you all to know that as we begin this year of transition and likely more adversity, we will remain steadfast in our commitment to you, the School of Nursing, PENN traditions, our profession, and the board's mission. We believe our legacy as a board will be our dedication to our alma mater.

I want to share that I will be stepping down as Alumni Board President and transitioning to the role of Past President effective June 30, 2022. As we begin this new chapter of the Penn Nursing Alumni Board, I know that you will all be in good hands as the Board continues to serve Penn Nursing alumni and students through programming and events that will keep our community connected.

I thought that my last letter to you was going to be the final time that I ask that you share your time, talents, and treasures with us. However, in light of the conflict in the Ukraine and national blood shortage, not only do I encourage you to get involved or re-engage with our community, I would ask that you take a stand with us, support the Ukraine in any way possible, and if you can donate blood. I also thought it would be the final time that I ask you to send your needs, updates, questions, comments, and concerns to NursingAlumni@nursing.upenn.edu. But I ask that you are encouraged to share any news with us, big or small, so that we can stay up to date on all of the work, research or personal milestones that our alumni are experiencing.

All my very best,

Maya N. Clark-Cutaia
PhD, ACNP-BC, RN, Nu'03, GNu'06
President, Penn Nursing Alumni Board



PS—Did you know Alumni Weekend is set to be in-person this year? Hope to see you all there!
Register at <https://www.alumni.upenn.edu/alumniweekend>

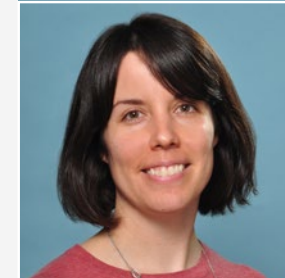
Stanton Ezzell, GNu'01, is a Nurse Practitioner at Coastal Children Clinic.

Michelle Marge, GNu'01, is the Vice President of Product at Clarify Health Solutions.

Kristina Schwoebel, GNu'02, GNu'05, is an Assistant Nurse Manager at the Veteran Affairs Medical Center.

Rebecca Silver, GNu'02, is a Nurse Practitioner at Lehigh Valley Physician Group.

Valerie Groben, GNu'03, is a Neuro Oncology Nurse Practitioner at St Jude Childrens Research Hospital.



^ **Elizabeth M. White, Nu'03, GNu'06, GR'18**, serves as an Assistant Professor of Health Services, Policy, and Practice at the Brown University School of Public Health. She is also currently co-directing a \$4.9 million CDC contract investigating COVID19 vaccine-induced immunity in nursing home residents. She also works as a Nurse Practitioner at the PACE Organization of Rhode Island.

Kristi Farrell, Nu'05, GNu'06, is a Nurse Practitioner at Providence Express Care.

Kara Gasiorowski, Nu'05, GNu'11, is a Perioperative Educator at Rothman Orthopedic Specialty Hospital.

Rebecca Bixby, Nu'06, GNu'10, is now working as the School Nurse at Germantown Friends School.

Susan Emerson, GNu'06, is a Nurse Practitioner at PM Pediatrics.

Jerome Wong, Nu'06, GNu'11, is a School Nurse at West New York Board of Education.

Jodelle Vergara, Nu'07, GNu'11, GRN'23, is a Nurse Practitioner at Hackensack Meridian Health – JFK University Medical Center.

Jenny Yang, Nu'07, W'07, is the Head of Industry Strategy at Genesys.

Tushana Fowlin, Nu'08, is a Certified Registered Nurse Anesthetist at Veterans Health Administration.

Sarah Ogilvie, Nu'08, is a Graduate Student at Minnesota State University.

Shweta Singh, Nu'08, GNu'12, GR'19, is an AAAS Science and Technology Policy Fellow at The National Institutes of Health (NIH).

Tiffany Tirtadinata, Nu'08, is a Nurse at South Francisco General Hospital.

Yael Kessler, Nu'09, is a Program Director at Virtual Care Children's Hospital Los Angeles.

Tiffany Tang, Nu'09, W'09, is a Global Compliance Officer at Covis Pharma.

2010S

Viola Benavente, GR'10, is an Associate Professor at UT Health San Antonio School of Nursing.

Augustin Kozhimala, Nu'10, W'10, is a Senior Director of Ambulatory Surgery at the Hospital for Special Surgery – Manhattan.

Leonard Mancini, Nu'10, GNu'17, is a Nurse Manager at Penn Presbyterian Medical Center.

Lauren Arrigoni, Nu'11, GNu'16, GRN'22, is a Nurse Practitioner at Children's National Medical Center.

Janine Everett, GR'11, is the Chief Nurse Scientist at U.S. Department of Veteran Affairs.

Jaclyn Janis, Nu'11, GNu'16, is a Customer Success Representative at RStudio.

Vicki Vitacco, WEV'11, GNu'12, is the Director of

Quality and Patient Safety at Mainline Healthcare.

Paige Madison, Nu'12, GNu'18, is the Manager of Survey Readiness and Accreditation at Scripps Health.

Patricia Dunlap, GNu'13, GNu'15, is a Senior MLOps/DevOps Engineer at Mayo Clinic.

Lindy Inman, GNu'13, is a Hospitalist Acute Care Nurse Practitioner at Capital Health System.

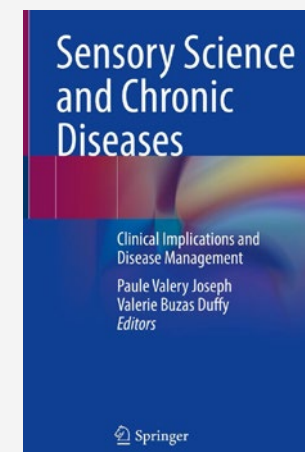
Laura Starrh, Nu'13, GNu'17, is a Nurse Practitioner at Stanford University.

Amanda Jackson, Nu'14, GNu'18, is a Registered Nurse at Cape Cod Healthcare.

Zia Zaidi, Nu'14, GNu'19, is an Infectious Disease Nurse Practitioner at ID Care.

Andrew Dierkes, Nu'15, GR'18, is an Assistant Professor of Acute & Tertiary Care at the University of Pittsburgh School of Nursing.

Margaret Hake, GNu'15, is a PhD Candidate at Vanderbilt University.



^ **Paule Joseph, GR'15**, worked with Dr. Valerie Duffy to publish her first textbook, *Sensory Science and Chronic Diseases*. The textbook provides an overview of the sensory science field in the context of diseases such

Penn Nursing Babies



^ Congratulations to Robert & Jade Burns (GNu'09) on welcoming their second baby boy -- Cade Alexander Burns. Cade arrived on November 02, 2021. Mom, dad, and big brother Bobby are all doing well!

Do you have a new baby? We want to celebrate with you! Send a birth announcement and a picture to NursingAlumni@nursing.upenn.edu or call us at 215.746.8812. We'll send you a Penn Nursing onesie (6-month size). Photos are encouraged.

as obesity and coronavirus disease 2019 (COVID-19). This book brings a summary of the state of the science in key areas and provides examples of translational science.

Julia Tenthoff, GNu'15, is a Pediatric Nurse Practitioner with the Advocate Newborn Network.

Cindy Wee, Nu'15, GNu'20, is a Clinician at Planned Parenthood Los Angeles.

Gwynneth Johnson, Nu'16, GNu'21, is a Family Nurse Practitioner Resident at East Boston Neighborhood Health Center.

Katrina Mansmann, GNu'16, is a Clinical Research Nurse at Emory University.

Linnea Phillips, Nu'16, GNu'19, is a Nurse Midwife at The Birth Center: Holistic Women's Healthcare LLC.

Becky Serna, Nu'16, GNu'20, is a Family Nurse Practitioner Fellow at Esperanza Health Centers.

Christina Cantwell, GNu'17, is a Nurse Practitioner at Main Line Health.

Anita Kao, Nu'17, GNu'21, is a Registered Nurse at Children's Hospital of Philadelphia.

Grace Eckels, Nu'18, GNu'22, is a Registered Nurse at Pennsylvania Hospital.

Racquel Gifts, GNu'18, is a Nurse Practitioner at Envision Physician Services.

Christine Mitchell, Nu'18, GNu'22, is a Clinical Nurse Manager Medical ICU at New York Presbyterian Hospital.

Samantha Noblejas, Nu'18, W'18, GNu'23, is a Travel Registered Nurse at Aya Healthcare.

Melanie Santos, Nu'18, GNu'21, is a Women's Health

Nurse Practitioner at Viva Eve.

Maia Sebek, Nu'18, GNu'20, is a Registered Nurse at Seattle Children's Hospital.

Jacqueline Baker, GNu'19, is a Pediatric Primary Care Nurse Practitioner at Family Practice and Counseling Network.

Loren Ball, GNu'19, is a Women's Health Nurse Practitioner at Lifeline Medical Association.

Victoria Bruno, Nu'19, GNu'21, is a Newborn/Infant Intensive Care Unit Registered Nurse at Children's Hospital of Philadelphia.

Dan Clemente, GNu'19, is a Neurosurgery Nurse Practitioner at Advocate Healthcare.

Emily He, Nu'19, is a Collaborative Practice Nurse at University of Pittsburgh Medical Center (UPMC).



▲ **José A. Maciel, Nu'19**, who is working as a Clinical Nurse at Penn Presbyterian Medical Center was awarded the coveted Daisy Award for the incredibly meaningful difference he makes in the lives of so many people! The DAISY (Diseases Attacking the Immune System) Award is an international recognition program that honors and celebrates the skillful, compassionate care nurses provide every day.

Paige Martin, Nu'19, GNu'21, is a Registered Nurse at Penn Medicine.

Breanne Mastromarino, Nu'19, recently celebrated working for one year as a Registered Nurse at The Valley Hospital in Ridgewood, New Jersey. She has become more involved by joining the ATLAS team, becoming a Safety Coach, and participating in shared governance meetings as well as other committees. As an active Penn alum, she serves as a member of the Penn Fund Executive Board, a member of the Xi Chapter Board of Sigma Theta Tau, and an Alumni Interviewer.

Malia Szyman, Nu'19, is a Pediatric Cardiac Intensive Care Registered Nurse at Children's National Medical Center.

2020s

Tiffany Hill, GNu'20, is a Nurse Practitioner at

ChristianaCare.

Kathleen McDonnell, GNu'20, is a Nurse Practitioner at Penn Medicine.

Jill Wurzburg, Nu'20, GNu'20, is a Registered Nurse at Penn Medicine.

Patricia Childers, GNu'21, is a Nurse Practitioner at Apogee.

Seung Cho, Nu'21, GNu'21, is a Patient Care Technician at University of Washington Medical Center.

Emily Bower, GNu'21, is a Clinical Nurse II at the Hospital of the University of Pennsylvania.

Kathryn Doran, Nu'21, is a Registered Nurse at The Mayo Clinic.

Corinne Condie, Nu'21, GNu'23, is a Patient Care Associate at Penn Medicine.

Cassidy Gallagher, Nu'21, is a Registered Nurse at Johns Hopkins Health System.

Nora Hennessy, Nu'21, GNu'22, is a Nurse Resident at Penn Princeton Medical Center.

Julia Kennedy, Nu'21, GNu'23, is a Clinical Nurse at MedStar Georgetown University Hospital.

Eunice Kim, Nu'21, GNu'23, is a Registered Nurse at Children's National Medical Center.

Arin Krase, Nu'21, GNu'23, is a Registered Nurse in the Pediatric ICU at MedStar Georgetown University Hospital.

Lindsay Krott, Nu'21, GNu'23, is a Bone Marrow Transplant Registered Nurse at Johns Hopkins University.

Vivian Luong, Nu'21, GNu'24, is a Registered Nurse at Children's Hospital of Philadelphia.

Timothy Madeira, GRN'21, is a Nurse Practitioner/Clinical Nurse Specialist at Johns Hopkins University.

Ikechukwu Obiora, GNu'21, is the Director of Operations at Nurse Practitioner On Call LLC.

Dipika Patel, GRN'21, is a Certified Registered Nurse Anesthetist at Johns Hopkins University.



HUP ALUMNI PRESIDENT'S CORNER

Greetings, fellow HUP School of Nursing alumni! I hope you and your loved ones are healthy and happy.

As I write this, we are beginning our third year of living with the COVID-19 pandemic. The risk of being infected is much reduced, especially for those of us who are fully vaccinated and boosted—and we may be moving into the future where COVID-19 will become an endemic illness rather than a pandemic. But we cannot predict the future. There is no way of knowing whether there will be a new variant or a spike in cases in our future. After much deliberation by the Board of Directors, we have decided to go ahead with the 135th reunion to be held from September 16-18, 2022.

Please check the last HUP newsletter for reunion news, including the hotel, room rates, and parking availability. In the next two months you will receive an invitation and a detailed information sheet about our reunion agenda, which is well underway. Please note that during the reunion we will follow the CDC guidelines and any Philadelphia mandates as regards masking or social distancing.

We hope many of you will plan to attend this reunion—it may be the last reunion we will hold. The aging of our alumni will make it harder for many to travel, and it will make planning much more difficult. In another five years the youngest of our alumni will be close to 70 years old. I encourage you to contact your classmates to plan simultaneous mini-class reunions—there will be time in the schedule to do so!

Our informal theme for the reunion program is Nursing: Past, Present, and Future. Saturday will begin with a panel discussion, comprised of two HUP grads and two current Penn Nursing students discussing the differences in Nursing Education from our time at Penn to now. This will be followed by an interactive tour of the Penn Nursing Simulation Lab and a presentation about the use of innovative technology, developed in part by Penn Nursing faculty entrepreneurs, that is being used to keep seniors living independently in their homes for as long as possible.

After our morning programming, buses will be available to take us to the Pavilion at Penn, the new state-of-the-art patient care tower, for a tour of the facility. After the hospital tour buses will be available to return us to the hotel.

The Saturday evening program will commence with a cocktail hour followed by a Dinner Banquet with our featured speaker, Dean Antonia Villarruel.

I hope you are enticed to attend the reunion to celebrate 135 years of Nursing at HUP! I look forward to celebrating with you in September.

Linda S. Knox, HUP'74, Nu'81, GNU'86, GRN'95, RN, PhD
President, HUP Nurses Alumni Association

Congratulations to the nine Penn Nursing alumni who were inducted as 2021 Fellows of the American Academy of Nursing (AAN)!



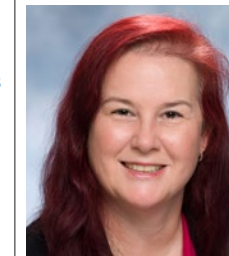
Diane Breckenridge, PhD, MSN, RN, ANEF, GNu'81



Melissa M. Gomes, PhD, APRN, PMHNP-BC, FNAP, GNu'00



Karen Dunn Lopez, PhD, MPH, RN, Nu'85



Maureen A. Madden, DNP, RN, CPNP-AC, CCRN, FCCM, GNu'94



Ruth Masterson Creber, PhD, MSc, RN, C'05, Nu'05, GNu'07, GR'14



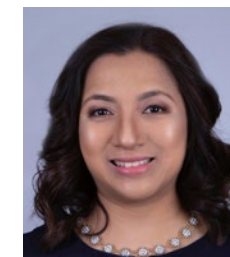
Sarah Collins Rossetti, PhD, RN, FACMI, FAMIA, Nu'03



Fedricker Diane Barber, PhD, ANP-BC, AOCNP, FAANP, GNu'95



Karen Lasater, PhD, RN, GR'15, Associate Professor in the Department of Biobehavioral Health Sciences



Rhoda Redulla, DNP, RN, NPD-BC, GNC'08

Fellow selection criteria include evidence of significant contributions to nursing and health care, and sponsorship by two current AAN fellows. Applicants are reviewed by a panel comprised of elected and appointed fellows, and selection is based, in part, on the extent the nominee's nursing career has influenced health policies and the health and wellbeing of all. Academy fellows include hospital and government administrators, college deans, and renowned scientific researchers. The newest Fellows represent 38 states, the District of Columbia, and 17 countries.

In Memoriam

1940s

Margaret Rekos, HUP’45, on October 31, 2021.

Marie Andrews, HUP’47, on December 9, 2021.

Helen Johnston, HUP’47, on July 12, 2021.

Thelma Jean (Stahl)

Wilson, HUP47, on January 4, 2022. Born in Somerset, Pennsylvania on June 15, 1925, Jean always expressed pride in her Penn School of Nursing training. While raising three sons with her husband, Richard B. Wilson, Jean worked as a registered nurse at hospitals in Western PA. After earning a B.S.Ed. at Indiana University of Pennsylvania, Jean taught nursing at Sharon (PA) General Hospital’s School of Nursing for many years during the 1970s and 80s. She guided numerous young people into the field of nursing and inspired her sons with her devotion to service.

Alice Antonio, HUP’48, on December 13, 2018.

Adele Hunter, HUP’48, on December 2, 2021.

Alda Kerschner, HUP’49, on July 24, 2021. Alda graduated from Pine Grove High School in 1946 and the Hospital of the University of Pennsylvania School of Nursing in 1949. She received her BS degree in Public School Nursing in 1970 and her M Ed in Guidance and Counseling in 1975 from Slippery Rock University. She was Head Nurse of Maternity at the University of Pennsylvania Hospital from 1949 - 1953; Exodontist Scrub Nurse, 1954; and a member of the original Allegheny General Hospital IV team from 1955-1957. She retired in 1989 from Hampton Twp. School District after serving as an Elementary School Nurse in multiple schools for 20 years.

1950s

Lois Jerwann, ED’50, on December 16, 2021.

Agnes Lynch, ED’50, on November 14, 2020.

Marilyn Eubank, Nu’51, on July 1, 2021.

Virginia Byers, Nu’52,

GED’60, on August 6, 2021.

Betty Lou Bridal, HUP’54, on December 25, 2021.

Following in her mother’s footsteps, Betty Lou embarked on a career in nursing. In the fall of 1951, she matriculated at the Hospital of the University of Pennsylvania College of Nursing, completing her studies in 1954 and earning her RN. Afterward, she remained in Philadelphia to begin work and accrue advanced training over the next three years in the world’s first Intensive Care Unit, established at HUP. She was a lifelong active member of HUP Penn Nursing Alumni Association.

Alma Haglund, Nu’55, GED’56, on November 22, 2020.

Marianne Quinn, HUP’55, on November 2, 2021.

Rosemary Rath, Nu’55, GNu’63, on July 19, 2021.

Mary Cosgrove, HUP’56, on November 9, 2021.

Mary Godshall, HUP’56, on September 29, 2021.

Helen (Jaruszewski)

Liedtka, HUP’57, on July 10, 2021.

Patricia Myerson, HUP’57, on September 11, 2021. Pat was a proud RN, first working at the Children’s Seashore House in Atlantic City and then at the Hospital of the University of Pennsylvania in one of the country’s earliest Intensive Care Units. After moving to Rochester, Pat continued to work as an RN, finally retiring after 58 years.

Louise Schick, HUP’57, on January 5, 2022.

Ramona Rue Truncer,

HUP’57, on February 28, 2021.

A 1954 graduate of Allentown High School, Ramona graduated in 1957 from the University of Pennsylvania Hospital School of Nursing with her diploma in professional nursing. She worked at Sparrow Hospital in Lansing, Michigan, and Princeton Hospital for many years.

Mary Walker, HUP’57, on January 1, 2021.

Irene Gurdin, HUP’58, on August 13, 2021.

^ **Josephine “Josie” Shore, HUP’58**, on February 17, 2022. Josie graduated from the School of Nursing as a registered nurse in 1958. She was a nurse in the Washington, DC area for over 30 years in communities that included Providence Hospital, the National Institute of Health, Suburban Hospital and the U.S. Postal Academy.

Anne Jackson, HUP’59, on April 20, 2019.

Jean Kostow, Nu’59, on October 31, 2021.

Vera Martin, GED’59, on July 6, 2020. Vera had a long and rewarding career in the nursing field. Her formal education started in a one-room school and ended at the University of Pennsylvania. She graduated from Ephrata High School, class of 1941; from Lancaster General Hospital School of Nursing in 1947; and from Goshen College in 1952 with a BS in Natural Science in Nursing. She earned her Master’s Degree in Psychiatric Nursing from the University of Pennsylvania in 1959. In 1972 she received a certificate of graduation in Psychoeducational Processes from Temple University. Her working career included psychiatric nursing at the Philadelphia State Hospital and Wernersville State Hospital, as well as teaching nursing at Maryland’s Anne Arundel Community College and West Virginia’s Marshall University of Huntington.

J Tierney, HUP’67, on October 1, 2018.

Janice Reifsnyder, Nu’68, on August 13, 2021.

Patricia Haynor-Maaswinkel, GNu’69, on October 14, 2021. Pat is survived by her loving husband of 31 years, Donald, her four children and their spouses, and seven wonderful grandchildren, who were the absolute loves of her life. Pat lived her 77 years of life to the fullest. In service to her family and friends, she lived by the principles of humility, empathy, and compassion for others, and to have unconditional love for those closest to us. In service of others professionally, she

1960s

Evelyn Francesca Embessi, Nu’61, GNu’63, on January 26, 2022. She received her Master’s Degree in Nursing from the University Of Pennsylvania College Of Nursing. Evie retired as a Registered Nurse for the New Jersey State Department of Health. She spent her life and career helping children.

Mary Jane Kris, Nu’63, on November 16, 2021.

Angela Dingbaum,

HUP’66, on September 14,

2021. Lt Col Dingbaum was born in Camden, NJ and attended Camden Catholic High School; she received her Nursing Degree from the University of Pennsylvania School of Nursing in Philadelphia, PA, where she cultivated friendships that lasted her lifetime in addition to fulfilling her dream of becoming a nurse. After military assignments in Japan, Korea, Germany, and throughout the United States, Lt Col Dingbaum retired as a Lieutenant Colonel and went on to work as a Community Health Nurse in Augusta, GA.

J Tierney, HUP’67, on October 1, 2018.

Janice Reifsnyder, Nu’68, on August 13, 2021.

Patricia Haynor-Maaswinkel, GNu’69, on October 14, 2021. Pat is survived by her loving husband of 31 years, Donald, her four children and their spouses, and seven wonderful grandchildren, who were the absolute loves of her life. Pat lived her 77 years of life to the fullest. In service to her family and friends, she lived by the principles of humility, empathy, and compassion for others, and to have unconditional love for those closest to us. In service of others professionally, she

traveled the world, teaching a principled work ethic while experiencing many different cultures and regions along the way. Pat spent her early career as a Nurse Administrator. Her later career focused on teaching nursing leadership and administration. She taught for 3 years at the University of Delaware and for 30 years at Villanova University.

Sister Rose M.

Kershbaumer, Nu’69, GNu’71, on March 20, 2022.

Sister Rose was a registered nurse, a certified nurse-midwife, held a PhD in teaching, and was an Associate Director of Teacher Education here at Penn Nursing from 1990 to 2002. She spent five decades working to make motherhood safe across Africa, starting as a nurse-midwife and going on to become a high-level advisor to governments and hospitals through the World Health Organization and Penn Nursing. After leaving Penn Nursing, Sister Rose served as the Coordinator for Life & Community for Medical Mission Sisters, a group of Catholic Sisters, who engage in a range of professional medical work as they aim to advocate and work for the health of all people around the world.

1970s

Rose Waxler, Nu’71, on September 6, 2021.

Brenda Killion, HUP’72, on November 12, 2020.

Calvin Craig Eckrote, HUP’74, on September 29, 2017.

Mary M. Rubin, Nu’74, GNu’82, GRN’92, on February 28, 2022. Mary followed in her mother’s footsteps to train as a nurse, and came to realize her full potential at the University of Pennsylvania, where she received her bachelor’s,

master’s, and a doctoral degree in nursing. After returning to the University of Pennsylvania to complete her doctorate, she moved to Sausalito with her husband in July 1992, where she lived and worked for the rest of her life. Mary was a pioneer of colposcopy, a way of examining a woman’s cervix and vaginal tissue through a special magnifying instrument to identify pre-cancerous lesions. She was an expert nurse colposcopist, and trained countless medical students, residents, fellows, and nurse practitioners in the technique. She oversaw the DES Clinic at the University of Pennsylvania, where she cared for over 1000 patients, did research studies, and was held in high esteem by her medical colleagues in the Department of Obstetrics and Gynecology.

Meredith Saunderlin, HUP’75, on November 25, 2021.

Nancy White, Nu’76, on August 19, 2021.

Janice Cranmer, GNu’79, on July 13, 2021.

Patricia Kiniry, GNu’79, on November 26, 2021.

1980s

Donna Ayers Snelson, GNu’80, on December 26, 2021. Donna was a relentless achiever and built an impressive 35-year career as a nursing educator. Her early interest in nursing was rooted in her deep desire to help and impact others. She pursued a nursing degree from Wilkes-Barre General Hospital Nursing School, graduating in 1970. Donna obtained her license as a registered nurse in the Commonwealth of Pennsylvania on Sept. 10, 1970 and completed her Masters in Nursing at Penn in 1980. Donna believed teaching would enable her to amplify her

reach and pursued a degree in nursing education from Wilkes College, graduating cum laude in 1972. She began her career as a nursing educator at Mercy Hospital School of Nursing, and then joined Misericordia University. She spent 35 years at Misericordia, including as chair of the department, building a sought-after nursing program and educating and mentoring hundreds of nurses and colleagues along the way. Perhaps Donna’s most tangible legacy is The Center for Nursing History, which she founded and established on the campus of Misericordia University in 2005. Donna was passionate about raising awareness of the rich history of nursing in the Wyoming Valley and highlighting its impact on the nursing field.

Loraine Scott, GNu’81, on August 26, 2021.

Laura Mueller, GNu’82, on August 18, 2021.

Mary Hale, GNu’84, on January 1, 2020.

Cindy Mast, GNu’87, on July 15, 2021.

Mary Jane Hanson, GNu’87, GNC’94, GR’95,

on February 28, 2022. After receiving her Masters and PhD from Penn Nursing, Dr. Mary Jane Hanson gained over 30 years of teaching experience and was a faculty member at the University of Scranton since 1996. She served as the Director of Graduate and DNP Programs for the Nursing Programs. In addition, she had over 25 years of experience as a nurse practitioner and while teaching she maintained a part-time family nurse practitioner practice, as well as an active research agenda. In 2020, she was inducted as a Fellow into the American Academy of Nursing.

Ruth “Bridgie” Daller, GNu’88, on August 4, 2021. Bridgie graduated from Octorara High School and

received her RN after attending Hahemann University Hospital and Pottstown Hospital School of Nursing. She earned a BS degree from Gwynedd Mercy College and a Master’s degree as a Nurse Practitioner from the University of Pennsylvania. Following graduation, Bridgie was the first Pediatric Nurse Practitioner in the oncology department at the Children’s Hospital of Philadelphia.

1990s

Mary Lou Perin, Nu’91, GNu’92, on November 23, 2021.

Cynthia Pyle, GNu’96, GNu’09, on November 30, 2021.

Toni Racioppo, GNu’96, on June 23, 2021. Toni was extremely proud and dedicated to the nursing field. She graduated from Helene Fuld School of Nursing and worked many years as a labor and delivery nurse at St. Barnabas Medical Center before becoming a Nursing Professor. She influenced and impacted many nursing students in her time at Mercer County Community College and Seton Hall University. She valued education and received her Masters from Penn Nursing, and was a few credits shy of obtaining her PhD.

Michelle Nickolaus, GNu’97, on October 30, 2021. Michelle was a graduate of The Pennsylvania State University School of Nursing with a B.S. in Nursing. She practiced as a registered nurse from 1990 to 1997. A 1997 graduate of the University of Pennsylvania School of Nursing with a M.S. in Nursing, Michelle practiced as a Certified Registered Nurse Practitioner for 24 years.

Humans of Penn Nursing

Josiah Borden DNP-NA CRNA GRN'21

As he prepared to graduate last May from the DNP Nurse Anesthesia program, Josiah shared this reflection on his childhood foundation, his enduring support system, and the village that allows him to thrive.

“I WAS FIVE years old in a public restroom when I made my decision to become a nurse. My mother was helping me get dressed for school, as she had countless mornings before, but this morning, for a reason I’ll never know, she took a very serious pause to tell me I could be anything I want someday.

She said, “You would make a great nurse, a great doctor, anything you want to be.”

It’s an honor to write this message as I prepare to graduate with my doctorate in nursing. I wish I could say there’s something special about me, that I have some kind of esoteric gift that makes me deserving to be highlighted in a school filled with people who are highly respected and extremely successful.

But the truth is there isn’t. Don’t get me wrong I’m beyond proud of some of my accomplishments; being a first-generation college student, attending The University of Pennsylvania, and receiving some awards and scholarships along the way. But I also know that if it weren’t for people like my mother, my grandparents, my family members, and my friends, I would be in a very different place in life.

Growing up in low-income areas, living on government assistance, and being raised by a single mother who worked multiple jobs to make ends meet for her children has its stigmas and its challenges, but I was surrounded by people who not only believed in me but



“As [someone] who always seeks out opportunities to challenge himself, to make himself better, and to do whatever he can to add to the profession of nursing, Josiah Borden GRN'21 is an incredible role model,” says Dawn Bent DNP CRNA, Director of the Nurse Anesthesia program.

also pushed me. There were no excuses allowed or sob stories accepted.

I have been surrounded by friends, family, educators, and coaches who constantly raised the bar and helped me

reach it. If I’m going to be highlighted, I feel it is only right that I highlight them. Because the adage “it takes a village to raise a child” is true.

I would like to thank the University of Pennsylvania for becoming a part of my village. It, and many of the people within it, now join a special group of family, friends, and role models who have each raised me in their own distinct way. I doubt the little boy getting changed for school in that public restroom would have ever believed he’d be able to call Penn his alma mater. But I know for certain he’d be honored.”

“If it weren’t for people like my mother, my grandparents, my family members, and my friends, I would be in a very different place.”



HUMANS of PENN NURSING

Every nurse has a story and we want to hear yours.

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Path



Born and raised in Cincinnati, Ohio, Rickey Logan, Jr. took part in an array of activities in high school including running track, being a thespian, playing piccolo and flute in the Cincinnati Youth Wind Symphony and high school band—all while serving as student body president, social prom king, working part-time at Subway, and graduating ninth in his class.

Enrolled at Bowling Green State University with a music scholarship. Goal was to take required sciences for pre-medicine while majoring in music. By the third semester, decided to play for leisure, not professionally. Obtained a degree in biology but could not see himself as a physician or a laboratory scientist. “I didn’t want to be in a lab,” he says. “I wanted to work with people.”

Was encouraged by his Nurse-Anesthetist aunt to look into nursing. “She said I was indecisive (though loving and charismatic) and suggested I look at nursing,” he says. All the avenues available to a nurse appealed to him. He could be a CRNA and follow his aunt’s footsteps, be a case manager, specialize in psych or maternity, be a bedside nurse, and/or teach.

Enrolled at Duke University in a sixteen-month Accelerated Bachelor of Science in Nursing program with a cohort of people from all different walks of life. The clinical training and support from his cohort made him certain that nursing had been the right decision. He did not know what specialty he wanted until he saw a unit of infants in the Neonatal ICU.

Worked in multiple units at several hospitals before transitioning to the NICU and Pediatric Cardiac ICU and Pediatrics, starting at Washington Hospital Center, Holy Cross in Silver Spring, and Children’s National. After working as a travel nurse in the NICU at NYU Langone, he returned to Duke for an MSN and became a Pediatric Nurse Practitioner-Acute Care.

PENN NURSING

Again, inspired by his aunt, he returned to school for a Doctorate of Nursing Practice. Why Penn Nursing? First, there are few neonatal nurse practice practitioner programs. “Not a lot of people want to work in a neonatal ICU,” he says. He was also drawn to the “networking and family-like feel of faculty and students” at Penn.

Pushed by faculty leads Molly May MSN CRNP NNP-BC and Jessica Strohm Farber DNP CRNP CPNP-AC PPCNP-BC CCRN CFRN CMTE, in his post-masters NNP program he found a niche at Penn when he realized that there is a lot of literature available for lesbian parents, but not much about gay fatherhood in the NICU, and how best to tailor care around gay fathers and their families. He saw this as an opportunity to work on his doctorate, publish, advocate, and eventually teach.

At Penn Nursing, he says, “I am learning a lot about leadership and policy and strengthening my writing.” He has even had the opportunity to lecture on “LGBTQ Family Structures, Insight Challenges, and Acceptance” for both the NNP and PNP-AC students. Penn Nursing is a great place to get an education, he says. “They don’t let you struggle, they are understanding, and they want you to succeed.”



Rickey Logan Jr.

**MSN APRN NNP-BC CPNP-AC
CCRN CPN GNU’19 GRN’23**

New York Presbyterian Hospital Weill Cornell Medical Center
Neonatal Intensive Care Unit



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current information on virtual and in-person
events. We hope to see you soon!