THE CATHOLIC UNIVERSITY OF AMERICA

School of Nursing

75 Years of Excellence

A Newsletter for Alumni and Friends
Dean’s Welcome ................................................................. 1
Teaching .................................................................................. 2
Research .................................................................................. 8
Service ....................................................................................... 12
Faculty News ........................................................................... 14
Former Deans .......................................................... Inside Back Cover

Our Faculty

Dear Alumni,

This year we are celebrating the 75th Anniversary of the School of Nursing. To date more than 8,000 nurses have graduated from our school and our alumni practice throughout the world. Indeed, wherever nurses travel or work, they are sure to run into a “Catholic Grad.”

It has often been said that CUA educates nursing leaders and our history is certainly a testament to this fact. We have the single largest group of former U.S. Army Nurse Corps chiefs, numerous alumni who hold deanships throughout the country, and many graduates serving as leaders in federal, state, and local health care agencies. In truth, all of us are making tremendous differences in ways that are not often publicly recognized.

The School of Nursing 75th Anniversary newsletter will acquaint you with our faculty and some of the recent initiatives we have launched. One theme that will be quite apparent is that we certainly live our motto, “The skills to succeed and the values to guide.”

On Saturday, March 19, 2011, we will celebrate our special history with a 75th Anniversary Gala at the Edward J. Pryzbyla University Center here on our campus. On that day we’ll also conduct tours of both the campus and the school. At the gala we look to renew relationships and recognize landmark moments in our history. I hope that you will be able to join us for our anniversary celebration.

Best Wishes,

Patricia C. McMullen, Ph.D., J.D., CRNP
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The Pediatric Nurse Practitioner Program (PNP) is the oldest nurse practitioner program at CUA. When the first PNP program in the country began in Colorado in 1965, the nurse practitioner movement had not yet been widely embraced by the nursing world and had not made inroads into graduate level nursing programs. CUA’s PNP program began as a nine-month continuing education program in the early 70’s and continued for five years as a collaboration with the D.C. Department of Health and Children’s Hospital in Washington. Upon the successful completion of that five-year grant, the first M.S.N.-PNP program began and has continued without interruption since 1977.

Today, CUA’s PNP program receives national attention for its commitment to the highest standards of pediatric nurse practitioner education and practice. Repeatedly named to the TOP TEN by U.S. News & World Report, this small but mighty program has paved new paths in PNP education that reflect the changing health care world of children and families.
School-Based Health Care — Another Name for “Patient Health Care Homes”?

Recognizing the growing role of school-based health centers as access points for care, in 1994 the School of Nursing successfully applied to the Health Resources and Services Administration (HRSA) for a training grant to prepare pediatric nurse practitioner students who would specialize in school-based health care. Since 1998 the Pediatric Nurse Practitioner Program has partnered with the Montgomery County Department of Health in developing a growing network of school-based health clinics and wellness centers in elementary and high schools in the county. These interdisciplinary clinics have been cited as models of best practices in the delivery of culturally sensitive primary health care to children and siblings enrolled in designated high-need schools. As one nursing student reported, “Schools are the ideal place to provide comprehensive and contextual care to children — you’re in the school with them where they spend the greater part of their day. You know their teachers, what they eat for lunch, what they do in PE, and how they spend their recess. Follow-up is automatically built into the health care encounter.”

All CUA PNP students have the opportunity to choose a rotation in the school clinics, gaining experience alongside CUA pediatric nurse practitioner clinical faculty. Upon graduation, many of CUA’s PNP graduates have accepted positions in school-based health care centers nationally and locally. PNP graduates today work in school clinics in Virginia, Maryland, D.C., New York, Colorado, Massachusetts, Connecticut, New Jersey, and beyond. Six of CUA’s graduates are currently employed in Montgomery County’s school-based health centers where they continue to mentor nurse practitioner students and collaborate with colleagues and students on research and evidence-based practice projects, all while providing outstanding care to the children and families of the county. Here students also gain knowledge and skills in addressing the very problems that more traditional primary care settings have often ignored: obesity, mental health, and dental health. It is no wonder that many refer to school-based health care as the original model of a “patient health care home.” After decades of providing critical quality care to children in this country, school-based health centers, now nearing 2,000 in number, recently became an authorized federal program in Section 4101(b) of the Patient Protection and Affordability Act.
New Graduate Program at CUA: The Combined Acute and Primary Care Pediatric Nurse Practitioner

Nationally, the clear success of the nurse practitioner movement has led to an expansion of the traditional nurse practitioner role into more acute and critical illness care. In 2005, the first acute care pediatric nurse practitioner certification examination was offered. Several national initiatives, include patient acuity; the need for congruence between education, certification, and practice; and recognition of the need for seamless care delivery have all spurred interest in acute care preparation among pediatric nurse practitioners, future students, and employers. Recognizing this new area of practice, but committed to the foundation of the pediatric nurse practitioner role as grounded in normal growth and development and health promotion, CUA responded in 2008 with a new PNP program, the Combined Acute and Primary Care Pediatric Nurse Practitioner Program. Successful completion of this program prepares students to sit for certification and practice as both primary and acute care PNs.

Important collaboration and close proximity to Children’s National Medical Center has allowed off-campus course offerings of two new acute care pediatric courses that take advantage of pediatric specialists and experts as adjunct faculty, and further provide outstanding clinical experiences for students. The program was fully approved by the Pediatric Nursing Certification Board last year and the first graduate recently passed both acute and primary care certification exams. Recognizing the value of this program, the Alexander and Margaret Stewart Trust has been a generous contributor to its early and continued successes. Today, CUA’s Combined Acute and Primary Care Pediatric Nurse Practitioner Program is one of only four in the country.

Each year the success of CUA’s PNP graduates is visible at the annual meeting and conference of the National Association of Pediatric Nurse Practitioners. Graduates are among the attendees and presenters at this conference, which draws more than 1000 PNs from across the country. Recent presentations by alumnai include those of Marion Donohue, who discussed experiences in South Africa training local nurses in HIV care, and Amy Delaney on the topic of differential diagnosis of chest pain in children.

In 2009, one of CUA’s PNP graduates and preceptors, Kris McHarg, received the prestigious Preceptor of the Year award given by the Association of Faculties of Pediatric Nurse Practitioners to one outstanding preceptor for pediatric nurse practitioner students.
New Doctor of Nursing Practice

In the spring of 2008, CUA “opened the doors” to its inaugural Doctor of Nursing Practice (D.N.P.) Program. Two years later, its first D.N.P. graduate walked across the stage in Hartke Theatre to receive her degree. Recently Lauren Hasker, a senior in the School of Nursing, sat down with Elizabeth Hawkins-Walsh, assistant dean and director of the D.N.P. Program at the time, and Vicki Long, CNM, D.N.P., the first D.N.P. graduate, to learn more about this new program.

Q: Can you tell me more about the D.N.P.? What is it? How does it differ from a Ph.D. or D.N.Sc.?

EHW: The Ph.D. is known as the terminal degree in nursing, which prepares nurse researchers who will advance the science of nursing. Ph.D. and D.N.Sc. nurse researchers continue to make major contributions answering key questions about health, health problems, and the factors that affect patient responses. Yet for many years now, key leaders both in nursing and outside the field have articulated the need for a doctoral degree for nurses whose focus is on expert clinical practice and who are being prepared to assume leadership roles in our increasingly complex health care systems.

Q: Dr. Long, can you tell me a little about your nursing career and what made you decide to enroll in the new D.N.P. program here?

VL: As a master’s-prepared certified nurse-midwife who has also done a certificate program in family nurse-practitioner skills, I am a clinician at heart. I also like to teach. I felt the D.N.P. bridged a gap — it would give me a better teaching background by strengthening my ability to translate research principles into practice and allow me to introduce evidence-based practice concepts into my work place. In my clinical practice we are used to teaching patients, but we have a fair number of students with us in health care programs who need mentoring and teaching: NP programs, PA programs, and med students. Plus, we are always teaching our staff and other clinicians as new concepts take clinical form. I work in one of the largest OB/GYN practices in Maryland. Part of my role there, aside from seeing patients, is in evaluating proposed practice guidelines, developing and introducing protocols in our clinical area, and monitoring our clinical outcomes.

A D.N.P. program seemed to fit the bill for my current role, it would allow me to expand what I could offer and give what I do some additional legitimacy. I chose Catholic because of its emphasis on previous clinical experience in the D.N.P. program and their focus on the clinical role as opposed to policy and purely educational emphases. As I said, I am a clinician at heart. The D.N.P. educational path I took strengthened that clinical role with a stronger understanding of leadership and research principles. It allowed me to develop skills for implementing them in a clinical setting.
Q: Do students in a D.N.P. program complete a dissertation?

EHW: Typically the D.N.P. requires students to undertake an extensive project that is referred to as an evidence-based practice project.

VL: I think it is important that a D.N.P. degree not be seen as a “Ph.D. Lite.” The project involves research principles and statistical understanding in a process that takes into account all the institutional requirements for human subjects, the rigors of defending one’s work, and manuscript preparation on the highest graduate level. It is not just an extensive term paper, at least in CUA’s program. I valued that.

Q: What is the difference?

EHW: Generally the Ph.D. is original research that seeks to answer questions about a problem area— or to begin to fill in a “gap” in nursing knowledge. The evidence-based practice project takes a different approach to advancing the practice of nursing. It has long been recognized that there are many health care and nursing problems that have been researched and for which potential answers may exist. Yet too often there is no real “translation” of that research back into the practice setting. The evidence-based practice project often takes that existing knowledge and applies it in a specific practice setting and evaluates it.

VL: I see the difference in a practical sense. Pure research in the Ph.D. form creates the basis for the potential development of new practice. Evidence-based practice attempts to take those principles proven within the bounds of research guidelines and implement them in the “real world.” For example, practice guidelines for Disease “x” are built on the sum of the research knowledge on that disorder, which may take in several years of pure research. Evidence-based practice will take that research, form guidelines, and apply them to different populations, settings, and situations. So the implementation and evaluation are an extension of the research into the practice world. We need both models to improve patient care.

EHW: Vicki, why don’t you talk a little more about your evidence-based practice project?

VL: I took a problem that has plagued my professional career: postpartum depression. Just as Dr. Hawkins-Walsh has said, answers about how to tackle the problem were all over nursing and medical research, but getting that into our practice setting was an issue. I found clinical practice guidelines developed in Canada that seemed applicable.

VL: The format here at Catholic had an online component with occasional meetings throughout the semester. Those meetings were face-to-face or online via webcasts. I took some courses through the psychology department because of the nature of my project, and while those were weekly classes on campus, I was able to arrange my schedule. My work was flexible, which helped. I did some workshops out of town and devised independent study with the help of my adviser. It involved a little creativity in terms of timing, but it was definitely “do-able.” I think all of my classmates were working full or part time, too.

Q: Do you think your practice as a certified nurse-midwife will change now that you have completed your D.N.P.?

VL: In some ways…yes. In others…no. My patients still see me as “Vicki,” although many have personally acknowledged it as an achievement, which I value. I know my research background is stronger, and I have learned many systems for approaching problems that were previously unfamiliar to me. I read articles in my profession with a greater sense of evaluating the basis in fact. As I said, I feel this degree has given new legitimacy to my role, and I do feel the results of that at work given my responsibility for developing and implementing clinical projects. My physician colleagues have introduced me as “Dr. Long,” which is still unfamiliar to me, but I sense their appreciation of the work that went into this degree and what I now bring to the practice with my expanded background. I think the future will answer this question more fully for me.

More information about the New Executive-Format D.N.P. degree can be found at http://nursing.cua.edu/graduate/dnp/index.cfm or by contacting Jan Agazio, Ph.D., CPNP, director of the doctoral programs at CUA (Agazio@cua.edu).
In 2007 the CUA School of Nursing launched its first “Instilling Hope Conference,” an initiative to provide participants with the latest evidence about mental illnesses across the life span. Initially supported by an HRSA workforce grant, the success of this popular annual event lies in its unique approach to highlighting the importance of the consumer voice in mental health care. In addition to noted nurse speakers, the conference series includes critical client experiences that can greatly impact a person’s ability to participate in care. Consumers of mental health services are invited speakers who partner with provider participants to break traditional barriers between the caregiver and care recipient. Attendees include mental health professionals and nurses from the greater Washington, D.C., metropolitan area.

Last year’s conference focused on “trauma informed care,” and included experts from the National Center for Trauma Informed Care. Topics included the physiology of trauma, as well as specific interventions appropriate for use with trauma survivors. The most powerful speaker, Ms. Tonier Cain, spoke about her personal journey through the mental health system and the prison system. Her moving presentation described the trauma of her own abuse which began at age 7. The failure of health care providers to recognize her behavior and reactions as typical of a trauma survivor was striking. Unfortunately, no provider had ever asked her ‘What happened to you?’ No one asked the important questions. The audience was educated on how to improve assessments for those experiencing a traumatic event and to improve services to those who have been victims of abuse and trauma.

This year’s Instilling Hope Conference is scheduled for April 20 and will highlight recovery-focused interventions. One particular recovery-focused intervention that will be presented is the EARN® Rounding Model developed by Michael Hartley, the chief nurse executive at St. Elizabeth’s Hospital. CUA SON faculty member Janet Merritt is piloting this model with Hartley at a local mental health facility. Based on the results of the early study, the research will be expanded to further determine the effectiveness of this intervention. This research should be of particular interest to conference attendees from hospital mental health units who may, in turn, provide feedback that will strengthen this innovative approach. Please mark your calendars for April 20, 2011.

The School of Nursing is a founding partner of a unique urban collaborative with several area university medical and nursing and allied health programs, the Area Health Education Center (AHEC), located in Washington, D.C. In 1999 CUA, Georgetown University, George Washington University, and Howard University joined forces with the District of Columbia Primary Care Association to apply for funding to establish the DC-AHEC. AHECs are federally funded programs that promote primary care training, workforce development, and community-based health education. Currently, CUA’s graduate nursing students work in collaboration with students from medicine, public health, and physician assistant programs from all four universities in an expanded network of safety clinics focused on the provision of comprehensive primary care for D.C. residents. An online curriculum that accompanies clinical assignments supports students who work during their training in areas experiencing shortages of health care workers. Research indicates those students are more likely to seek employment in underserved settings upon graduation. A significant number of CUA graduates work with such populations.

Nursing students from Seibo College, Japan, visit a model AHEC site.
George Zangaro, Ph.D.

George Zangaro is an associate professor and the director of nursing research in the School of Nursing at The Catholic University of America. He earned his baccalaureate degree from Columbia Union College, Takoma Park, Md., and his master’s and doctoral degrees from the University of Maryland at Baltimore. Zangaro recently retired from the Navy after 25 years of service. He has both clinical and management experience. His research interests center on workforce issues, specifically in the area of recruitment and retention of nurses.

With research funding totaling more than $1 million, he currently is the principal investigator on two projects: 1) Factors Associated with Retention of Army, Navy and Air Force Nurses and 2) Army Nurses’ Experiences as Faculty and Students’ Perceptions of Military Nursing. Since 1994, he has served as a principal investigator, associate investigator, and consultant on several funded research studies. He has conducted meta-analyses on antecedents of nurses’ job satisfaction and psychometric properties of job satisfaction instruments.

Zangaro notes:

“I became interested in workforce issues when I was a nurse manager on a 40-bed medical/surgical unit. In this role, I was faced with significant recruitment, retention, and turnover issues. It was then that I began reading the literature and determined that I wanted to explore this topic further, especially given the nursing shortage. My area of concentration has been on factors associated with registered nurses job satisfaction, organizational commitment, and intent to stay in an organization.

Jan Agazio, Ph.D., CPNP

Associate Professor Jan Agazio is focusing her research efforts on deployment of military mothers during wartime to describe the perceptions of military mothers regarding separation from their children over the trajectory of the deployment. Jan Agazio (l) and Meryia Throop at the recent Washington Nursing Research Consortium’s Doctoral Student Day. Throop received her Ph.D. in 2010 and is currently enrolled in the D.N.P. Program.
Agazio is exploring the process of managing a deployment separation for military mothers and their children during wartime.

Separation as a cause for family reorganization has most often been studied in relation to wartime or deployment for military duties. Most research studies have considered father separations from the family and the effects upon the remaining nonmilitary spouse and children. Few studies have considered mother separations for military duty, especially during wartime or for younger children.

Using a grounded theory design, Agazio will interview 35 to 40 military women with children under 12 years of age who have been deployed to Iraq or Afghanistan. The interview will be structured around the stages of deployment. Information from the interviews will be used to analyze the data to identify core processes and construct a theoretical model of deployment separation. This study will fill a gap by increasing understanding of mother separation in wartime deployments. The findings will identify strategies military women can use before and during wartime deployments; provide evidence-based indications for policy development; and guide support networks for working with families and children.

To date, eight active duty women have completed an interview. The ages of the children at the time of separation have ranged from 14 months to 5 years. Deployments lasted from six to 15 months. Of the women, six were married and most were married to another service member. Early themes include missing milestones, commitment, communication, and “it takes a village.”

Janet Selway has been selected as a member of the Alcohol, Other Drugs and Transportation Committee of the Transportation Research Board of the National Academies. This committee is concerned with alcohol and other drugs as they relate to all significant modes of transportation. Selway’s doctoral dissertation research was an analysis of Maryland Trauma Registry data to determine the impact of blood alcohol concentration (BAC) on outcomes of older trauma victims (age 65 years and older) who were directly admitted to a Maryland trauma center from 1995 to 2001 (N=6,237). The most common admission resulted from motor vehicle crashes (MVC-driver), but by 2000, the annual number of admissions due to falls exceeded MVC. Two-thirds of the sample had an admission blood alcohol test, and 8.5 percent had a positive blood alcohol level, with a mean BAC of 163 mg/dl, more than double the alcohol level of impaired driving. Selway’s current project

Ken Miller

Ken Miller is an ordinary professor and associate dean for academic administration in the School of Nursing. He has held administrative positions for the past 13 years in New Mexico, Delaware, and Washington, D.C. His research interests have focused primarily on nurse practitioner issues including practice patterns and job satisfaction. However, he has also studied malpractice issues associated with nurse practitioners and has performed secondary data analysis research gleaned from the National Practitioner Data Bank.

Over the past five years he has collected data from more than 3,000 nurse practitioners concerning both practice patterns and job satisfaction. The data from these studies clearly indicate that practice patterns and job satisfaction factors are moving targets that have varied from year to year. Miller’s research is providing information frequently sought by both legislators and national nursing and health care organizations. These data can be used to support legislative policies that are favorable to nurse practitioners. Ascertainning nurse practitioner practice patterns and what keeps nurse practitioners satisfied are two mechanisms for enhancing stability and retention in the nursing workforce, while simultaneously meeting the needs of the insured, under-insured, and uninsured.

Miller notes:

“Over the next three to five years I am predicting that nurse practitioners will be the gateway for primary care in this country. This is based on the fact that schools of nursing are producing 3.5 times as many family nurse practitioners as medical schools are producing family practice physicians. Nurse practitioners have been providing safe quality care for the past 45 years. While the practice patterns have changed relative to the enhanced scope of practice, nurse practitioners’ satisfaction with the role has remained relatively high, with only minor fluctuations.”
Elizabeth Hawkins-Walsh seeks to determine predictors of motor vehicle crashes among older trauma victims after discharge from a trauma center.

Elizabeth Hawkins-Walsh is assistant dean for clinical affairs and community partnerships and directs the PNP programs. Her doctoral dissertation examined the role of the pediatric primary care provider as a resource for parents regarding mental health concerns. Since then her research has focused on national initiatives to strengthen the education of pediatric nurse practitioner students to better meet mental health needs of children in primary care. She served on an Association of Faculties of Pediatric Nurse Practitioners (AFPNP) team underwritten by the Commonwealth Fund to develop, implement, and evaluate a new PNP curriculum in pediatric mental health care across the country. Recognition of this expanded role of PNPs has resulted in the development of a new specialty certification examination for Pediatric Mental Health Specialist in primary care. Hawkins-Walsh chairs this test committee for the Pediatric Nursing Certification Board. She is also the principal investigator on a grant to the AFPNP from the National Council of State Boards of Nursing to conduct a national survey of acute and primary care PNP programs. The outcome of this work is the first set of guidelines for combined dual-track acute and primary care PNP programs.

Elizabeth Hawkins-Walsh

School of Nursing Faculty Partner with School of Engineering and R. Adams Cowley Shock Trauma Center

Between 2004 and 2006, Cynthia Grandjean, Ph.D., Dean McMullen, Alice Myers, and staff at Baltimore’s R. Adams Cowley Shock Trauma Center abstracted retrospective data from a regional trauma database to identify variables related to traumatic injuries of older workers, including demographic and injury characteristics, length of hospital and intensive care unit stay, and cost. Older workers had higher fatality rates than younger workers and as age increased, injury severity scores also increased. Most injuries were due to falls, with orthopedic injuries being the most common type of injuries. Patients spent an average of six days in the ICU at a cost of more than $4,920 a day. Most injuries occurred between 8 a.m. and 4 p.m. and crush injuries were the number one cause of death among these workers. Findings suggested the need for workplace training in the management of skin/wound injuries and stabilization and treatment of orthopedic accidents.

Building upon that occupational injury research, the team as well as faculty members Mary Paterson, RN, Ph.D., and Jan Agazio, Ph.D., completed a qualitative descriptive study to explore the experiences of severely injured workers and their families from the time of injury to the time of discharge from a regional trauma center. Study findings supported the importance of creating case management interventions targeted at ensuring that identified patient needs and information are transferred across levels of patient care. During the process of this research, patients noted not only that there was a loss of information as they were transferred across levels of care in the trauma facility, but also that information was being lost as they returned to home or went to a rehabilitation facility.

Currently, the School of Nursing is partnering with co-investigator Binh Tran, Ph.D., director of the Rehabilitation Engineering Research Center at Catholic University, and those at shock trauma to examine whether case management interventions that are conducted via health information technologies improve information transfer and selected outcomes of severely injured patients upon their return to home.

Cynthia Grandjean, Dean McMullen, and Binh Tran.
International Programs in the School of Nursing

The School of Nursing has been involved in international programs for almost 30 years. One of the earliest formal programs was the partnership with the University of Tehran School of Nursing during the 1970s. More recent programs include the summer cultural enrichment program with Seibo College of Nursing in Tokyo, that also includes nursing students from the Catholic University of Korea. This popular two-week program, hosted by our school, has been offered for the last four years. It provides these visiting nursing students with the opportunity to observe care at local hospitals as well as to meet nursing policy experts in Washington, D.C.

Another important international initiative is our partnership with the Brothers of Charity, an order headquartered at the International Institute Canon Triest in Ghent, Belgium. This collaborative supports B.S.N. training for selected Brothers of Charity who are sent to the CUA School of Nursing to complete their degrees and return to their order to serve in various locations in Africa, South America, and the Middle East. The Brothers of Charity are committed to providing care for those groups within their countries whose needs are often ignored: individuals with mental health problems and those with special learning needs. Brothers are brought to Belgium to receive more training in how to best plan care for these populations. CUA faculty from various schools travel to Belgium to teach the brothers enrolled in programs to support their future work in their home countries. This May, Elizabeth Hawkins-Walsh will return to teach a course in worldwide burden of disease.

Our newest international program is an exciting undergraduate exchange with the Catholic University of Australia. This year five sophomore students will go to Melbourne to complete one semester of undergraduate nursing coursework. During the same semester, six students from Melbourne will study undergraduate nursing at CUA. The exchange has been in the planning stages for three years, and the first class of students leaves for Australia in February. The School of Nursing looks forward to expanding its work with the Catholic University of Australia and initiating international faculty research collaboratives.

Summer Policy Institute

The School of Nursing will inaugurate a summer policy institute during the summer of 2011 in partnership with Molloy College, Long Island, N.Y. This program is funded by a three-year grant from the United States Department of Health and Human Services awarded to Molloy College in partnership with the CUA School of Nursing. During the planned weeklong policy institute, 10 students from Molloy College will work with mentors in various agencies in Washington, D.C., to observe the federal policy process. Prior to their arrival in Washington this summer, Mary Paterson and other faculty from the CUA nursing school will work with faculty from Molloy College to provide those students with basic skills coursework in policy analysis and evidence-based policy practice. We look forward to expanding this collaboration with Molloy to offer opportunities for CUA graduate students and faculty to work with hospitals and agencies in the New York area.
Campus Wellness Committee

The Campus Wellness Committee (CWC), co-founded by faculty members Jean Toth, Ph.D., RN, and Jill Dombrowski, Ph.D., RN, held its first meeting in April 2006. While the committee is sponsored by the School of Nursing, its faculty, staff, student, and contractor members are from many different groups on campus. These have included Student Health Services (Providence Hospital), the Eugene I. Kane Fitness Center, the Center for Academic Success, Human Resources, Public Safety, the Department of Psychology, the National Catholic School of Social Service, Aramark Food Services and Consulting Dieticians, the Olivian Society (nursing graduate students), and the National Student Nurses Association (undergraduate nursing students). Visitors have come from Athletics, the DuFour Center, the Office of Public Affairs and Student Life. Members meet monthly during the academic year. Toth has served as chairperson for four consecutive years and Dombrowski as secretary and liaison officer. The mission of the CWC is to promote wellness in the CUA community through implementing wellness programs on campus for the mutual benefit of students, faculty, and staff.

CWC members have conducted health clinics, seminars on stress reduction, and the Annual Health and Fitness Fair. CWC has also co-sponsored walking groups and supported the United Health Care Benefits Fairs. The Health and Fitness Fair features such popular events as calculation of body mass index, blood pressure screening, self-defense, seated massage, and “Ask the Nurse.”

Mission Trips Abroad

During a mission trip to Esiama, Ghana, in 1994, Jean Toth, Ph.D., RN, saw a great need for nurses to teach basic health care to the people in rural villages. Consultation with the president of the Word Alive Missions Association (WAMA) confirmed that the Ministry of Health in Ghana was aware of this need. Together, Toth and members of the WAMA contacted both the Western Regional Ministry of Health and the Nurses and Midwives’ Council in the capital of Accra with ideas about teaching basic health care. A curriculum plan written by Toth was welcomed, and by 2001 the Word Alive School of Nursing admitted its first 25 students.

Known as WASON, the school was the fifth community health nursing program in Ghana, the first in the Western Region, and the first partnership between the Ministry of Health and a private church organization. The school became well known throughout West Africa, and quickly men and women applied for admission. By the time of the first graduation in 2005, the number of students had grown to 375. Equipped with several hundred textbooks donated by nurses from the United States, the WASON Library was moved to a larger facility. The Nursing Arts Lab was equipped through the donations of many nurses who heard of this need. In 2005, a new building was constructed by the Ministry of Health.

WASON has become so popular that Ghanaian President Kufor visited the school to acknowledge its importance in preparing nurses for service to the country. In 2010 the student enrollment reached 682. Classes typically consist of from 75 to 150 nursing students. WASON has prospered, and community health nurses have been educated in such large numbers — approximately 300 new graduates per year — that they have had a large impact on health care in the villages throughout the Western Region of Ghana, and beyond. When Toth visited in 2010, the first-year students had just completed their exams. A visit with the new principal of WASON afforded the opportunity to share ideas and begin plans for a B.S.N. program.
Faculty Honors, Awards, and Presentations

**Carole Staley Collins**, Ph.D., M.S.N., PHCNS-BC


**Cynthia Grandjean**, Ph.D., M.G.A., CRNP, ANP/GNP
Selected as a QSEN Consultant for Phase III Faculty Development Activities.

**Elizabeth Hawkins-Walsh**, Ph.D., RN, CRNP


National Training Institute on Child Care Health Consultants; National Advisory Board, 2006–present.


Certification Chair and Board Member, Association of Faculties of Pediatric Nurse Practitioners, 2004–present.

Chair, Association of Faculties of Pediatric Nurse Practitioners (AFTPNP) Task Force on Guidelines for Combined Acute and Primary Care PNP Educational Programs, 2009–present.

Alliance for Nursing Accreditation, 2000–present.

**Janice L. Hinkle**, Ph.D., RN, CNRN
First Visiting Scholar for Neuroscience Nursing at Thomas Jefferson Hospital, Philadelphia, Pa.


**Melissa Hladek**, M.S.N.
Research Grant Reviewer, Neuroscience Nursing Foundation, Fall 2009

**Patricia C. McMullen**, Ph.D., J.D., CNS, CRNP
Former Associate Provost, Current Dean

Long, V.E., and McMullen, P. *Telephone triage protocols for obstetrics and gynecology* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins. Selected as a “Book of the Year” by the *American Journal of Nursing* and a “Best Books by Other Publishers” by the American College of Obstetrics and Gynecology. Contributors include School of Nursing faculty Cynthia Grandjean, Elizabeth Hawkins-Walsh, Laurie Lemieux, and Barbara Moran, 2010.

Report Review Committee Member and Team Leader for the Commission on Collegiate Nursing Education, 2009–present.

Editorial Board Member in *Southern Online Journal of Nursing Research*.

On-site Program Evaluator Commission on Collegiate Nursing.

Editorial Board Member and Contributor of *The Journal for Nurse Practitioners*.

**Janet Merritt**, Ph.D., RN, CNS-BC

Planned, implemented, and evaluated Psych/Mental Health Conference, “Instilling Hope: Recovery-Focused Care.”

Ken Miller, Ph.D., CFNP, FAAN


Barbara Moran, Ph.D., M.S., M.P.H., CN M, RNC, FACCE
Selected as the AWHONN representative to the ANA Congress on Nursing Practice and Policy, 2010.

Mary Paterson, Ph.D., RN
Lead Investigator, Robert Wood Johnson Foundation Grant for the AACN Innovations in Professional Nursing Award for Bridge to Practice Model, 2010. Co-Investigators for this project included Cindy Grandjean, Nalini Jairath, Barbara Moran, and Terry Walsh.


Janet S. Selway, D.N.Sc., CRNP
Awarded the 2010 Dermatology Nursing Writer’s Award for her article “Case Review in Adolescent Acne: Multifactorial Considerations to Optimizing Management.”

Publications


The Catholic University of America School of Nursing Celebrating 75 Years of Excellence


**Current Research**

Agazio, J. Principal investigator, N09-P02, Triservice Nursing Research Program, Deployment of military mothers during wartime, 7/1/09-6/30/11.

Agazio, J., Consultant (F. Rivers, PI), Triservice Nursing Research Program, U.S. Army Nurse’s Reintegration and Homecoming after Iraq & Afghanistan, 8/1/10–present.


Hawkins-Walsh, E., Montgomery County HHL Linkages to Learning School-Based Health Centers. 2006–2010


Selway, J., Predictors of Poor Driving Records and Motor Vehicle Crashes Among Trauma Victims in Maryland.


Zangaro, G. (2008–Present) Principal Investigator, TriService Nursing Research Program, Army Nurses’ Experiences as Faculty and Students’ Perceptions of Military Nursing.

A list of our nursing alumni reads like a page from “Who’s Who in the History of Nursing”…

- Ann Marie Brooks
- Colleen Conway-Welch
- M. Louise Fitzpatrick
- Dorrie Fontaine
- Catherine Lynch Gilliss
- JoAnne Joyner
- Frances Keen
- Andrea R. Lindell
- Kathleen A. Long
- Brother Ignatius Perkins
- Dorothy Powell
- Elly Nurachmah Tanjung
- Connie Webster
- Brig. Gen. William Bester
- Brig. Gen. Hazel W. Johnson-Brown
- Brig. Gen. Anna Mae V. Hays
- Margaret Peterson
- Joyce Johnson
- Mary Walsh ...

There are many, many more. Please let us know what you are doing so that we can include you in our list of notable graduates at our upcoming 75th Anniversary Gala. We will be celebrating alumni who are Setting the Bar for Excellence in Nursing. Nominate yourself or others by logging on to our Digital Scrapbook at http://nursing.cua.edu/75th/guestbook/guestbook-text.cfm.
The Skills to Succeed and the Values to Guide
CUA CHALLENGE

We’ve read that no other nursing school in the country has produced a greater number of deans. Can you assist us in proving that our perception is correct? Go to our 75th Anniversary website at http://nursing.cua.edu/75th/guestbook/guestbook-text.cfm and provide any pertinent information in our Digital Scrapbook. Results of this challenge will be announced at the 75th Anniversary Gala on Saturday, March 19, 2011.
SON Deans

Sister Olivia Gowan
(1935–1958)

Loretta E. Heidgerken
(1956–1957)

Sister Charles Marie Frank
(1957–1964)

Miss Mary Redmond
(1964–1965)

Dorothea Orem
M.S.N.
(1965–1966)

Mary Liston
(September 1966–1972)

Virginia Conley
(January 1973–1979)

Sister Rosemary Donley
Ph.D., C-ANP, R.N., F.A.A.N.
(1979–1985)

Lois Hoskins
R.N., F.A.A.N.

Sister Mary Jean Flaherty
Ph.D. RN, FAAN

Ann Marie T. Brooks
D.N.Sc., RN, FAAN, FACHE

Nalini Jairath
Ph.D., RN
(2004–2010)

Patricia McMullen
Ph.D., J.D., CNS, CRNP
(2010–Present)
Save the Dates:

March 19, 2011
School of Nursing
Tours and Mass
10 a.m.
Gowan Hall

March 19, 2011
School of Nursing
75th Anniversary Gala
6–9 p.m.
Edward J. Pryzbyla University
Center Great Room

April 20, 2011
Instilling Hope Conference
Edward J. Pryzbyla University
Great Room
Contact: merritt@cua.edu