

From the Director



► Never in my 30-plus years in nursing have I ever witnessed such recognition and support for nurses as I did these past few months. Unfortunately, it is a good thing in “not so good” times. It has caused me to reflect on my own career choice, and the choices made by our students and alumni, as I consider the commitment to caring, health, and wellness that nursing represents. During these unprecedented times, our students have had to make the threat and reality of

COVID-19 a significant part of their personal and professional lives. I commend your ability to persevere in your academic role, or in some cases, make the difficult decision to put it on hold. Coupled with events in our society that have made disparities among us disturbingly profound, we at Chatham nursing fully recognize the daily challenges that so many of our students face in their homes, communities, and workplaces. Nurses have the wisdom, the strength, and the conviction to face these and other challenges and it is with this knowledge that I continue to be proud to be a nurse and proud of all of the important work our students do both in their nursing practice and in their academic programs.

My hope for all of you is that you continue to pursue your goals, maintain your own health and security, and find balance during these challenging times.

Sincerely,

Dr. Diane F. Hunker

Director of nursing programs, DNP program coordinator, professor

Message from the Editor

► The Chatham University nursing programs are pleased to share this edition of *InTouch*, a 2019-2020 Year in Review. This issue provides an overview of student and faculty accomplishments, alumni achievements, and various activities that occurred over the last academic year amidst the COVID-19 pandemic. The newsletter was developed through collaborative writing with nursing program faculty serving as contributing authors.

Enjoy!

Dr. Emily Hopkins

From the Dean



► This has been an unprecedented year for Chatham University and for the country. We continue to be in a health crisis that has led to exceptional demands being put on our front-line workers and their families. I know some of you have been instrumental in

directly caring for people affected by COVID-19 while others of you have been affected through limited employment as healthcare offices and services have been closed or curtailed. In addition, we are continuing to confront another series of horrific racial incidents that reminds us that we have so much work to do in creating a just and equitable society. With this as the backdrop, the faculty and staff have continued to deliver a very high level of quality education, but with increased sensitivity and compassion for our students, knowing the difficult times we are facing.

I would also like to update you on recent events within the School of Health Sciences. I commend the nursing faculty and staff on their ability to quickly convert the most recent DNP residencies to virtual events for both April and July. Our physical therapy program has joined the nursing programs in being awarded a ten-year re-accreditation and we are anticipating equally great news for occupational therapy, counseling psychology and athletic training in this upcoming year. Our Master of Healthcare Informatics program is set to launch a new and timely Certificate of Completion in Telehealth this fall 2020, in addition to the already existing certificates in healthcare informatics and analytics.

Finally, I would like to welcome Dr. Lorri J. Birkholz, who just joined our nursing faculty this month. We are very excited to have her with us.

Warm regards,

Dr. Pat Downey

FACULTY SPOTLIGHT

Ashley Singh, DNP, RN, EBP-C, assistant professor of nursing



► Chatham University had the privilege of welcoming Dr. Ashley Singh, DNP, RN, EBP-C, as an assistant professor of nursing in August 2019. Prior to entering the nursing profession, Dr. Singh completed a degree in health

services administration from Slippery Rock University (SRU). Immediately following graduation from SRU, she interned within an academic medical center where her interest in nursing began.

From this point, Dr. Singh's nursing career steadily grew by first obtaining her diploma in nursing from Citizens School of Nursing in New Kensington, PA. After graduation, Dr. Singh worked as a Neurosurgical Intensive Care Unit staff nurse at Allegheny General Hospital.

During her time as a staff nurse, she completed her RN-MSN degree in nursing education from La Roche University and became part of the adjunct clinical faculty at both La Roche and Duquesne University. Dr. Singh continued her nursing career path and earned a Doctor of Nursing Practice degree from Carlow University while working as adjunct clinical faculty. Recently, Dr. Singh completed the Evidence-Based Practice Certification course at the Helene Fuld Institute.

She has authored several online continuing education courses, with one being accepted for the Nursing Now Nightingale Challenge, 2020 Year of the Nurse and MidWife. Currently, Dr. Singh is enrolled in the DNP-Ph.D. bridge program at Indiana University of Pennsylvania, where she plans on continuing to build her area of scholarship in nursing leadership development.

Joan M. Kiel, Ph.D., MSN, CHPS, adjunct faculty

► Joan M. Kiel, Ph.D., MSN, CHPS has been adjunct faculty at Chatham since 2009, when she started teaching in the Master of Business Administration program. For the last five years, she has been teaching in both the MSN and DNP programs in the areas of informatics, statistics, and policy. She holds RN licenses in Pennsylvania and New York. Dr. Kiel received three graduate degrees from New York University which includes a Masters in Public Administration, a Masters in Philosophy, and a Doctor of Philosophy.

At Duquesne University, she is the Chairperson of HIPAA Compliance and a Full Professor of Health Management Systems. Dr. Kiel is well published in the areas of informatics, statistics, and policy and is currently working on the 5th edition of her co-edited book, *Healthcare Information Management Systems*. To her

credit she has three additional books, five book chapters, twenty-five peer reviewed publications, and over fifty international, national, and regional presentations, and workshops.

On a daily basis, she witnesses the intersection of healthcare, technology, and data. Her teaching motto is to teach theory to practice and all her classes include many examples and experiential exercises. Dr. Kiel is truly an expert in her field.

Life outside of "work" reveals that Dr. Kiel is a baseball trivia aficionado and a "mathemagician" whereby she does magic card tricks based on mathematical models. (She is adamant that she doesn't count cards at the casino!) She reads baseball biographies and five daily newspapers. Her favorite travel spot is Florence, Italy, and she enjoys vegetable gardening and cooking.

Cameos of Caring Nurse Educator Award



► Chatham would like to recognize Dr. Lora Walter for being nominated for the 2020 Cameos of Caring® Nurse Educator Award. The

future of nursing relies on the quality of instruction nursing students receive from today's expert nurse educators. She will be honored at the Cameos of Caring Gala at the David L. Lawrence Convention Center on March 6, 2021.

Dr. Walter practiced as a neonatal intensive care unit (NICU) nurse before moving into academia to pursue her passion for teaching. She has deep roots at Chatham where she earned her BSN, MSN, and DNP degrees. She began working at Chatham as the clinical coordinator and now is an assistant professor of nursing and the Pathways to Nursing coordinator and teaches in the RN-BSN and MSN programs.

Dr. Walter believes in student-centered learning and focuses on incorporating technology into her courses to engage students and promote active learning. As a nurse educator, her scholarly agenda focuses on pedagogical approaches that humanize the online environment through technology. Her clinical scholarship involves family-centered care for discharge preparation and neonatal abstinence syndrome with infants in the NICU. She has published articles and presented at local, state, and national conferences to disseminate information on these topics.

RECENT FACULTY SCHOLARSHIP

Peer-Reviewed Publications

DiSilvio, B., Young, M., Gordon, A., Malik, K., **Singh, A.**, & Cheema, T. (2019). Complications and outcomes of ARDS. *Critical Care Nursing Quarterly*, 42(4), 349-361.

Feller, L., **Fisher, M.D.**, Larson, J. & Schweinle, W. (2019). Nursing students' professional value development: Can we do better? *Nursing Education Perspectives*, 40(6), 317-321. doi 10.1097/01.NEP.0000000000000504

Fisher, M.D., Robb, M., Wolf, D. & **Slade, J.** (2019). Implementing a standardized discussion forum rubric across 3 online nursing programs. *Nurse Educator*, 44(6), 291-292. doi 10.1097/NNE.0000000000000652

Hopkins, E., & **Spadaro, K.** (2020). Virtual induction ceremonies: Upholding time-honored tradition. *Journal of Nursing Education and Practice*, 10(5), 77-81. <https://doi.org/10.5430/jnep.v10n5p77>

Hunker, D.F., Shellenbarger, T., & Gazza, E.A. (2019) Doctoral student self-assessment of writing development. *Journal of Doctor of Nursing Practice*, 12(2), 141-147.

Piotrowski, M. (2020). Relationship of self-directed learning and resilience in healthcare middle managers. *International Journal of Self-Directed Learning*, 17(1), 1-19.10.1097/CNQ.0000000000000275.

Rittle, C., Santa, H., Falk, A., & Nowalk, A. (2019). Screening, brief intervention, and referral to treatment. *Workplace Health & Safety*, 67(11). <https://journals.sagepub.com/doi/pdf/10.1177/2165079919874796>

Robb, M., & **Spadaro, K.** (December 16, 2019). A mindful approach to increase data analysis self-efficacy of DNP students. *Nurse Educator*. doi: 10.1097/NNE.0000000000000764

Scudder, A., Bucey, J., Loughran, M.J., Korach, N., Strong G., Anderson, J., **Doas, M.**, Jameson, S., O'Keefe, L. (2019). Screening, brief intervention, and referral to treatment (SBIRT) expansion of training to non-physician healthcare graduate students: Counseling psychology, nursing, occupational therapy, physical therapy, and physician assistant studies. *Substance Abuse*.

Slade, J. & **Hoh, N. Z.** (2020). Employing Watson's theory of human caring with people experiencing loss and grief. *International Journal of Human Caring*, 24(1), 4-11.

Spadaro, K., & **Hunker, D.** (2020). Experience of an 8-week online mindfulness intervention for nursing students: Qualitative findings. *Nurse Educator*, 46(2), 2020, e-Version FirstTM.

Virani, A., Ma, K., Leap, J., Dumont, T., Hertel, J., **Singh, A.**, & Cheema, T. (2019). Acute respiratory distress syndrome (ARDS): Definition, causes, and pathophysiology. *Critical Care Nursing Quarterly*, 42(4), 344-348. doi: 10.1097/CNQ.0000000000000274

Wasco, J.J. (2019). Leveraging real-time knowledge: Teaching online RN-BSN students the health impacts of climate change. *Creative Nursing*, 33(3). DOI: 10.1891/1078-4535.25.3.e1

Wolf, D.A., Wu, H., **Spadaro, K.C.**, & **Hunker, D.F.** (2020) Chinese nurses' perceived impact of international educational experiences and cultural

beliefs following a one-year study abroad program: An exploratory study. *Frontiers in Nursing*, 7(1), 23-28.

Wu, H., **Spadaro, K.C.**, **Hunker, D.F.**, & Wolf, D. (2020) Impact on Chinese nurses' roles after study abroad: An exploratory study. *Journal of Nurse Education and Practice*, 10(5), 63-70.

Book Chapter

Spadaro, K., & Provident, I. (2020). Health benefits of meditation. Book chapter in Nutrition, fitness and mindfulness: An evidence-based guide for clinicians. Dr. Jaime Uribarri and Dr. Joseph A Vassalotti, Eds., Springer Science. ISBN 978-3-030-30891-9

Podium and Poster Presentations

Doas, M. (2020). Re-energizing the classroom: No tech to high tech strategies. Podium presentation at the Pittsburgh Regional Faculty Symposium, Pittsburgh, PA. (Conference canceled due to COVID-19).

Doas, M. (2019). Re-shaping communication skills in order to enhance the patient experience. Podium presentation at the Sigma 45th Biennial Convention, Washington, D.C.

Dodd, C., **Wasco, J.**, Robertson, L., Babcock, A., & Ou, J. (May 2020). Environmental contributors to cancer: Reducing risks from environmental to everyday chemicals, radon and extremely low electromagnetic frequencies. Poster presentation at the Oncology Nursing Society Annual Congress, San Antonio, TX.

Fisher, MD. (April 2020). Dress rehearsal opportunities in the online learning environment! Presented at Society of Pediatric Nurses 2020 Conference. (Conference canceled due to COVID-19).

SCHOLARSHIP *(cont)*

Fisher, MD. & Wolf, D. (November 2019). Are small group activities appropriate in online programs? Presented at Conference on Teaching and Learning in Higher Education, LaRoche University. Pittsburgh, PA.

Fisher, M.D., & Slade, J. (2019, October). Standardized rubrics: A tool for individualized assessment of student learning. Podium presentation at the Professional Nurse Educators Group (PNEG) 2019 Conference, Cleveland, OH.

Maneval, R., Zaichkin, D., & **Slade, J.** (2019, September). Promoting teaching excellence through new faculty mentorship. Poster presentation at the National League for Nursing (NLN) Education Summit, National Harbor, MD.

Ou, J., **Wasco, J.**, Dodd, C., Robertson, L., Babcock, A., & Kirchhoff, A. (May 2020). Environmental contributors to cancer: Air pollution and its role in cancer mortality and cancer related respiratory morbidly. Poster presentation at the Oncology Nursing Society Annual Congress, San Antonio, TX.

Piotrowski, M. (March 2020). Hello! Engaging autonomous learners in online DNP program courses. Podium presentation at Sigma/NLN's Nursing Education Research Conference, Washington, DC (Conference canceled due to COVID-19).

Piotrowski, M. (February 2020). Professional career transitions: Importance of self-directed learning. Podium presentation at the 34th International Self-Directed Learning Symposium (ISSDL), Cocoa Beach, FL.

Piotrowski, M. (December 2019). Getting started with quality improvement projects: Reflections and tips. Podium presentation at the Hot Topics in Nursing Conference, UPMC St. Margaret's, Pittsburgh, PA.

Rittle, C. (April 2020). Evidence-based practice and how best to present it. Podium presentation at the American Association of Occupational Health Nurses (AAOHN) National Conference, San Antonio, TX.

Robb, M. & **Hunker, D.F.** (September 2019). Breaking the ICE: Strategies for establishing an authentic instructor presence in the online classroom. Podium presentation at the NLN Education Summit, Washington DC.

Robb, M., & **Spadaro, K.** (2020, March 26-28). Mindfulness-based educational strategy to increase data analysis self-efficacy of DNP students. Session C 01. Podium presentation at the Nursing Education Research Conference, Washington, DC, United States. (Conference canceled due to COVID-19)

Robertson, L., Babcock, A., Dodd, C., **Wasco, J.** & Ou, J. (May 2020). Environmental contributors to cancer: Personal care products. Poster presentation at the Oncology Nursing Society Annual Congress, San Antonio, TX.

Slade, J. (2020, March). Using the RAFT tool for course enhancement and engagement. Podium Presentation at the Pittsburgh Regional Faculty Symposium Conference, Pittsburgh, PA. (Conference cancelled due to COVID-19)

Slade, J. (2019, August). Use of a modified RAFT technique to enhance online education. Podium presentation at the Distance Teaching & Learning Conference (DT&L), Madison, WI.

Slade, J. & Walter, L. (March 2020). A one-credit online class without discussion forums! Podium presentation at the Pittsburgh Regional Faculty Symposium Conference, Pittsburgh, PA. (Conference canceled due to COVID-19).

Walter, L. (March 2020). Flow through Flipgrid—Engaging students with video. Podium presentation at the Pittsburgh Regional Faculty Symposium Conference, Pittsburgh, PA. (Conference canceled due to COVID-19)

Walter, L. (November 2019). Flipping the grid to engage students through video introductions. Podium presentation at the Online Learning Consortium (OLC Accelerate Conference, Orlando, FL.

Walter, L. (November 2019). Mentoring through Moodle. Podium presentation at the Conference on Teaching and Learning in Higher Education, Pittsburgh, PA.

Walter, L. (November 2019). Technology tools to enhance academic advising. Podium presentation at the Conference on Teaching and Learning in Higher Education, Pittsburgh, PA.

Walter, L. (October 2019). Engaging staff nurses in continuing education—A storytelling approach. Podium presentation at the Cleveland Clinic's Professional Nurse Educators Group Conference, Cleveland, OH.

Wasco, J., Dodd, C., Robertson, L., Ou, J., & Babcock, A. (May 2020). Environmental contributors to cancer: Chemical exposures from climate change fueled disasters – What nurses need to know. Poster presentation at the Oncology Nursing Society Annual Congress, San Antonio, TX.

Wasco, J. & Knott, J. (October 2019). A nurse's role in promoting healthy and sustainable foods in health care settings. Poster presentation at the Professional Nurse Educator Group, Cleveland, OH.

PRECEPTOR SPOTLIGHT

Lisa Williamson, DNP '18

► Dr. Lisa Williamson's journey to becoming a Chatham University DNP preceptor was greatly influenced by Chatham alumnus Edward Lopez, DNP '15, who was her Chatham DNP preceptor. Dr. Williamson states, "the support and guidance he provided was invaluable during my DNP education." In addition, she mentions feeling an important connection about her project and that his words of advice and encouragement resonated well creating an enhanced learning experience.

As such, Dr. Williamson hopes to achieve this level of influence precepting Chatham DNP students. She stresses the importance of students feeling supported and being able to embrace their reflective conversations in order to stay motivated while pursuing a terminal clinical degree in nursing. Additionally, she encourages new Chatham graduates to give back to recently enrolled students pursuing the DNP degree by becoming a preceptor.

Committing to an online program can present itself with many challenges for some that may not be comfortable with distance learning. Dr. Williamson believes that she can help guide those that may be having difficulty with this newer method of education because she has been through the process. Her 30-year nursing career also allows her to bring a seasoned approach to the preceptor role. Most importantly, Dr. Williamson notes, "I cannot imagine *not* precepting students, it is a wonderful and rewarding experience, and I am blessed to be able to give back."

Nursing Faculty Member Serving in Leadership Role for National Society of Pediatric Nurses



► Dr. MaryDee Fisher, DNP, RN, CPN, has recently been selected to serve as the chair of the Society of Pediatric Nurses (SPN) Program Planning Committee. Dr.

Fisher's three-decade career initially focused on offering Family Centered Care to fragile infants, sick children and their families. Her clinical experience, combined with various educational positions, affords her unique expertise for this leadership role. The mission of the national SPN organization, representing over 3,600 pediatric nurses, is to improve the profession of pediatric nursing through excellence in education, research, and practice. Work funneled through the program planning committee involves year-round engagement between Dr. Fisher and colleagues across the nation.

The primary focus of SPN's program planning committee is to manage and evaluate the Annual Conference program content and

structure so that it is in alignment with the educational needs of its members. Preparing for the annual conference specifically involves abstract selection, coordination of sound educational presentations, and networking activities supporting SPN's vision of being the foremost resource nurturing those nurses choosing to care for children and families. This committee also works collaboratively with the governing board in evaluation activities and in making recommendations for high impact sessions and timely program offerings.

The overall core values of the SPN organization, commitment, integrity, leadership and excellence, are in alignment with Dr. Fisher's values. She continues to educate and collaborate with the next generations of nurse educators, clinical leaders, and advanced practice nurses. Her service work in this 30-year-old SPN organization continues to enlighten and enrich her teaching and scholarship practices here at Chatham University.

Precepting: A Rewarding Experience

Precepting is a formal arrangement between a novice and an experienced person for a defined period. Preceptors serve as role models working in a collaborative fashion with the student towards meeting established program goals.

Precepting is an immensely rewarding experience for both the student and preceptor. It is also an essential component to nursing education. The identification of preceptors grows increasingly difficult as competition for practice experience sites increase and doctorally prepared nurses are not yet vast in number. Take a moment to reflect on your practice experience preceptor and the valuable

experience they provided. Please consider donating your time and knowledge to advance the field of nursing through precepting for Chatham University nursing programs.

As a preceptor, you are required to sign a student-preceptor agreement, provide a copy of your CV and your professional license number for verification and approval. If you are interested in precepting, please contact Jennifer J. Wasco, DNP, RN, practice experience coordinator, at jwasco@chatham.edu or 412-365-1378.

STUDENT SPOTLIGHT



Pathways to Nursing Student Successfully Completes Program Amidst COVID-19 Deployment

► Pathways to Nursing student James Sabatino began working in the medical setting at the age of 17 when he joined his local volunteer first aid squad in Middletown, NJ. He obtained his Emergency Medical Technician (EMT) certification and within a year became the top responder for the squad recognized for answering the most emergency calls. Since then he has worked for multiple municipal and private Emergency Medical Services agencies serving his

community and other surrounding towns. He has extensive training with advanced rescue operations and tactical medical operations.

Following graduation from high school in 2016, James enrolled at Stony Brook University in Long Island, NY to study biochemistry and marine biology. After the first term, he found that the large university setting was not the best fit for him and made the decision to transfer to Chatham. As a recipient of the Rachel Carson Award and Scholarship, James studied sustainability for one year. However, he

quickly realized it was not his passion and began his journey to becoming a nurse by transferring into Chatham's Pathways to Nursing major.

At UPMC Shadyside School of Nursing, James utilized his prior knowledge to go above and beyond to support his peers by assisting with studying and stress management. In addition, he received nursing job offers his second term of nursing school from unit directors who were highly impressed with his clinical and interprofessional skills. Based on his academic and clinical performance, James was inducted into the UPMC School of Nursing Honor Society, which requires students to have multiple recommendations from faculty and sustained high levels of academic achievement throughout the program.

James was mandated to return to EMT work in New Jersey during the COVID-19 pandemic. Despite the demanding schedule, he completed his nursing courses, graduated, and passed the NCLEX-RN. Following completion of his BSN, James plans to seek a career in critical and emergency care and prehospital nursing in New Jersey. His long-term goal is to continue his education and become a nurse practitioner.

BSN-to-DNP Student Leads Alaskan Tribal Health System COVID-19 Response

► Faced with what at first seemed a daunting task, Elizabeth Arteaga, MSN, RN, successfully established a COVID-19 testing protocol and team for the Alaskan Tribal Health System. Currently enrolled in Chatham's BSN-to-DNP dual degree program, she credits this accomplishment to knowledge and skills gained through completion of the MSN Leadership degree in December 2019.

Elizabeth began this endeavor by creating and implementing a leadership structure to match organizational standards. This was formed by having a chain of command for all service lines and building a culture for consistent channels of

open communication using communication boards, morning huddles, and radios. Recognizing the importance of education, she sought to develop educational programs for all employees assigned to COVID-19 testing services and streamlined all information provided to the public to abate confusion and ease the testing registration process. Most importantly, Elizabeth focused on ways to maximize COVID-19 screening safety by changing foot and vehicle traffic patterns related to outpatient testing and utilizing interdepartmental collaboration for timely inpatient testing.

As director of COVID-19 testing, Elizabeth notes that her daily duties rely on interdisciplinary collaboration to provide testing to beneficiaries, employees, and community members of the Tribal Health System. Testing services include an onsite campus location, drive-thru and walk-up PCR (nasal swab), IGG serology services, roving mobile services, mobile community testing, and the call results Notification Center. Her team is comprised of three clinical shift supervisors who oversee approximately 30 staff members needed to run operations. To date, the testing services have completed 18,290 tests with an average of 200 tests completed per day.

STUDENT SPOTLIGHT

Moving Forward: RN-BSN Student Exemplifies Chatham's Mission

► RN-BSN student Cindy Cortazzo embodies the mission of Chatham University to “build lives of purpose, value, and fulfilling work” and Cindy is not letting anything stop her from achieving her goals. In 2014, while working at UPMC Hillman Cancer Center, Cindy identified areas of her nursing environment that she knew could be improved but felt powerless to make the improvements because of her degree level. As a result, Cindy returned to school to earn her bachelor's degree. While in her first set of classes, Cindy developed weakness in her left arm that gradually spread to left-sided hemiparesis and was diagnosed with multiple sclerosis. After receiving a treatment regimen which helped her regain function of her left side, Cindy returned to her studies in 2015, and suffered a relapse requiring her to stop BSN completion courses as well as work. During this time, she was “mentally, physically, and emotionally sick and she needed time to care for herself and think about her future.”

Cindy continues to have flares but has regained most of her abilities, despite residual weakness in the left arm and leg. She decided to return to nursing because of feeling a sense of purpose there and wanted the challenge of working in healthcare as well as the fulfillment found in helping others in need. Given her personal experience with illness, Cindy noted, “I've been given gifts that make me more relatable and give me more empathy so I can connect with patients in ways other nurses cannot.”

In addition, Cindy chose to finish Chatham's RN-BSN program and will be graduating this August 2020. In reflection of her personal journal she recognizes, “It will take a lifetime to accept the disease and I've mourned parts of me that I've lost forever. Multiple sclerosis is not who I am, it's part of who I am. My journey is like everyone else's. We all have pitfalls and bumps in the road. By focusing on

Spring 2020 DNP Residency: Pandemic Style

► The Chatham University School of Health Sciences Doctor of Nursing Practice program prepares nurses to practice as experts in the promotion and use of evidence-based practice in health care delivery systems. Twice per year, spring and the fall, DNP students from around the country gather on Chatham's Shadyside Campus for a two-day retreat to share their evidence-based practice change projects in the form of a professional poster presentation. During this time, the faculty and staff, peers, colleagues, and the healthcare community learn more about each student's evidence-based practice change project through interactive dialogue. However, challenges arose this spring prompting the need to create the nursing program's first virtual residency.

By mid-March 2020, the United States was in a state of crisis due to the COVID-19 pandemic. As individual states were closing with quarantine guidelines, Chatham mandated that faculty and staff work virtually from home, University buildings were closed, and the spring DNP Residency was fast approaching. Being very familiar and comfortable with the online format, the DNP nursing faculty, along with our two administrative assistants and Practice Experience Coordinator quickly moved to creating a virtual DNP residency. However, the challenge was that our nursing students

were front line workers, mothers and fathers with children needing to be home schooled, and many other demands and restrictions due to the quarantine.

Conducting brainstorming sessions via zoom, the faculty and staff came up with an alternative plan to meet our students' academic needs. A virtual DNP residency was created that offered the essential residency components, timed poster sessions with faculty and peer feedback and one-hour small group sessions. Students were provided choices over the two-day period that included morning, afternoon, and evening hours to address the increased demands on their time. Each DNP faculty facilitated a small, five-student poster session followed by a small group discussion focused on the DNP capstone project and process. Students uploaded their posters in Moodle prior to their presentation. Each small group had their own link to a zoom meeting with faculty. Administrative staff provided opening instructions and opened each poster for the student to present that allowed the student to focus on presenting their project plans and receive feedback from faculty and peers.

Thirty-four DNP students completed their residency virtually. Nursing faculty, staff, and students all came together to experience a virtual residency in the midst of a national medical crisis. Thanks to all for making this event possible!

ALUMNI SPOTLIGHT

Andrew Osborne, DNP '19 Appointed Board Member for Maine Association of Nurse Anesthesia

▶ Andrew Osborne, DNP, CRNA, APRN, is a veteran from active duty in the Army (1986-1990), National Guard (1990-1997), and Army Nurse Corps (2001-2004). He earned his associate degree in nursing in 1997 from Del Mar College and BSN at Texas A&M (Corpus Christi) in 2001. He continued his education with an MSN from the University of Phoenix in 2007 and Certificate in Nurse Anesthesia in 2010. In 2018, Dr. Osborne furthered his education by obtaining a DNP from Chatham University. During the program, he lived in South Texas and worked as a CRNA.

One of the problems for surgical patients in his facility was undiagnosed Obstructive Sleep Apnea (OSA) with serious complications. Therefore, the focus of his EBP change project was an OSA screening tool for patients in the perioperative unit. During his project, 560 surgical patients were screened. Over 27% of these patients were identified with undiagnosed OSA and 33% scored in the high-risk category for complications. The results were disseminated, and the OSA screening tool was adopted in several other South Texas healthcare facilities to improve patient outcomes.

Many new opportunities developed for Andrew Osborne after graduation. In May of 2019, he moved from Texas to Maine to serve as a Chief CRNA and more recently accepted a position with the largest CRNA-owned company, Nurse Anesthesia of Maine. His work covers multiple hospitals within an hour of his home in Hampden, outside of Bangor. Additionally, Dr. Osborne was invited to join the Maine Association of Nurse Anesthesia (MEANA) and serves as a Board member. Subsequently, he became a member of the Governance Committee, which is working toward establishing unrestricted, independent practice for CRNAs. Their goal is to increase care for communities in Maine by providing “proven evidence-based care.” Further, the Governance Committee corresponds with multiple state and national legislators, including conference calls with Maine Senators King and Susan Collins related to issues, such as Covid-19. As a result of his work, Dr. Osborne is looking forward to the President-Elect position in 2021, and President of MEANA in 2022. His military obligations may enhance or hinder these roles since he was recently chosen by the Army Selection board to be re-commissioned in the U.S. Army Reserves as a Major this summer (pending final Congressional approval).

DNP Alumnus Q&A on the Professional Nursing Education Teaching Certificate



▶ Major Sean Calder, US Army, DNP '19, CRNA completed the Professional Nursing Education Teaching Certificate at Chatham in spring of 2020. The certificate is an online, 12-credit offering intended to prepare nursing professionals for an academic role. Prior to this, Sean completed his DNP at Chatham in 2019. We caught up with Sean recently to get his

viewpoints on the certificate.

Sean has been serving on active duty for 16 years, most of this time as a CRNA. He has been deployed twice and completed two medical humanitarian missions. He considers the West Coast to be home. Sean shared that he took “the long route to becoming a nurse educator”; it began in 1986, first as an EMT, then advancing to LPN, ADN/RN, BSN, MS, DNP, and lastly the Professional Nursing Education Teaching Certificate. He is currently stationed at the Army Trauma Training Detachment/Ryder Trauma Center in Miami, where he serves as a CRNA instructor. Sean shared he has “a wonderful wife, who has been instrumental in my success,” and two young boys. We asked Sean the following questions:

Q: *Why were you interested in the Professional Nursing Education Teaching Certificate?*

A: I was seeking formal education in teaching because eventually I desire to transition to a part-time academic role. I have been in a clinical instructor role with no formal education training for the last 25+ years. I have mentored and taught many students and really enjoy doing so; the CNE certification would complement my clinical experience in an academic role.

Q: *Combined with your Chatham DNP degree, how do you think the Professional Nursing Education Teaching Certificate has further prepared you to meet your professional goals?*

A: As with most endeavors, we don't know what we don't know. Once I started taking courses to earn my Professional Nursing Education Teaching

continued on next page

NURSING PROGRAM GRADUATES

► We are pleased to extend our congratulations to the following Chatham University nursing programs students that received a degree conferral in this past academic year.

AUGUST 2019

BSN

Culichia, Cathy
Ebaugh, Courtney
Ebbitt, Kacey C
Fang, Yea Ping
Ketterer, Morganne
Kimmel, Lindsay R

MSN

Barone, Annamarie
Laycak, Kay A
Ficklin, Kiya M
Stohr, Anne M

DNP

Arkhurst, Betty E
Ault, Cynthia L
Chapa, Jenna
Daniel, Annie
Dennis, Aleshia D
Dhir, Imee L
Eckert, Joanne L
Erb, Natalie M
Fisher, Kevin
Flynn, Amanda
Garcia, Rene D
Ghartey, Nicholas
Ibeawuchi, Martin E
Johnson, Heather-Ann
Kee, Annette L
Landinez, Rosa
LaSala-Wood, Susan E
Lipscomb, Charmeka

McAndrew, Christopher
Mouzon, Nakeshia
Ngiowa, Dagmar
Ognuonu, Loretta N
Okundaye, Amadevboro
Pirani, Sarah
Price-Fierro, Jennifer C
Roberts, Teresa D
Schepis, Debra L
Schwaiger, Deborah A
Wolfson, JoAnn

DECEMBER 2019

BSN

Chavlovich, Andrea
Damare, Khystine
Demchenko, Alexis
Deng, Ning
Ebaugh, Courtney
Harris, Lindsay J
Jackman, Halie N
Jones, Abby K
LeDonne, Crystall
Hein, Robin
Patterson, Paula J
Reed, Sacoyia D
Torchia, Christina L
Walker, Jeanne-Marie

MSN

Arteaga, Elizabeth J
Delmore, Jeremy J
Elberty, Katie

Rebello, Liza J
Reisinger, Savannah J
Schutz, Brandi L
Williams-Herriott,
Kenniyatta R

DNP

Adri, Avishay
Allen, Esiah
Brown, Krista R
Fierro, Albert A
Ghorashi, Mehrnaz
Jusma, Marie C
Larsen, Karen L
Martin, Carrie E
McCallan, Rita T
Najjar, Heather C
Ndele, Harriet E
Omojowo-Ilori,
Olufunmilayo
Palacios, Nathaly
Sajan, Sheela
Shilling, Katie D
Solis, Sarah
Swain, Lois J

MAY 2020

BSN

Ball, Keshon
Bauman, Christina H
Briles-Lockette, Cristina
Fulton, Makayla N
Goldman, Leanna E

Jackman, Halie N
Jones, Rachel A
Keschl, Shannon A
Kline, Leona L
Konieczka, Caitlin M
Lewis, Elizabeth V
Lutz, Kahla
Masoud, Brianna M
Olearchick, Sarah J
Olness, Krist
Steiner, Shannon M
Stiles, Lauren A

DNP

Bingman, Christine A
Blandon, Akia S
Bobon, Marguerite H
Dixon, Georgia P
Estes-Washington,
Tinamarie L
Flood, Tara L
Jackson, Rosemary A
Kamel, Geovanna
Liller, Jeanetter R
Olukotun, Michael
Ringdahl, Deborah J
Snively, Christie G
Snow, Amy C
Togun, Modupe
Williams-Baily, Robin S

Q&A continued

Certificate, I realized how little I knew about teaching and learning. With my background as a DNP/CRNA/APRN, translating evidence into practice pertains not just clinically, but academically as well. Pursuing this certificate has furthered my spirit of inquiry in both the clinical and academic environments. My natural curious mind has now been exposed to a whole new world I thought I understood, but truly did not.

Q: *What would you say to fellow DNP alumni who were considering the Professional Nursing Education Teaching Certificate program?*

A: The investment in earning the Professional Nursing Education Teaching Certificate is well worth it. The courses provide a teaching/learning foundation to complement one's competent clinical practice. These courses are just a start. I understand that the search and application of evidence-based teaching methods is a life-long process.

Q: *What was your area of greatest learning in the Professional Nursing Education Teaching Certificate program?*

A: My greatest areas of learning were curriculum design and test writing using Bloom's Taxonomy.

Q: *Anything else you like to share?*

A: In addition to teaching trauma anesthesia at the Army Trauma Training Course (ATTC) at Ryder Trauma Center, I just accepted a Clinical Assistant Professor position in the Nursing Anesthesiology Department at the Nicole Wertheim College of Nursing and Health Sciences. Currently, as an active duty service member, I cannot accept a compensated faculty position at an educational institution outside of my immediate assignment. I also have been recently invited to serve on the editorial board of the *Journal of Special Operations Medicine*.

HONOR SOCIETY

Chi Zeta: Chapter Update

► Chatham University has successfully maintained its Chi Zeta chapter of the Sigma Honor Society of Nursing for six years. During the 2019-2020 academic year, Chi Zeta contributed scholarship funds to Sigma, hosted a Founder's Day Event, and was represented at the 45th Biennial Convention in Washington D. C. Given that the chapter is well established and noting the importance of participation within the Sigma community, monies were donated to Sigma's Leadership program. The focus of the leadership program is to strengthen nursing's future by funding membership subsidies and leadership education grants for members to attend Sigma events. In turn, Chi Zeta became part of the 2019-2020 Sigma Chapter Giving Club.

The Chi Zeta Founder's Day Educational Event took place in fall 2019. The topic of the virtual educational event was Music4Vets. Objectives of the program were to increase knowledge of evidence-based interventions and share strategies for integrating a therapeutic music program for veterans. Targeted populations for the Music4Vets program included the patients in the ICU, hemodialysis, mental health, hospice, rehabilitation, long-term care, and the outpatient settings. Dr. Sui Unzelman was the presenter for the event. Sui received her DNP from Chatham University in Spring 2018. She has worked at South Texas Health Care System (STVHCS) for 28 years and held positions as a staff nurse in med-surg and the cardiac ICU, nurse educator, primary nurse planner, and currently holds the position as the

ACLS/BLS Resuscitation Education Initiative Program Director for STVHCS. After implementing her capstone project on therapeutic music at a private nursing home, she was inspired to continue her project and bring it to her workplace at STVHCS. She received a grant from the VHA Innovator's Network to implement the Music4Vets program. Additionally, she has published and professionally presented ongoing work with the Music4Vets program.

Chi Zeta was represented at the 45th Biennial Convention in Washington D.C. in November, 2019. Dr. Michelle Doas was the delegate for the biennial event.



► Chi Zeta provides many opportunities for membership involvement in leadership, scholarship, and community service. The chapter website can be found at chizeta.nursingsociety.org. If you are a member of Sigma but not part of Chatham University's Chi Zeta chapter, please consider joining our current membership by contacting Sigma Membership Services at 888-634-8174 or memserv@sigmanursing.org. If you are a current member and interested in joining the leadership succession committee, or education committee please contact the Chi Zeta Chapter President Dr. Michelle Doas at mdoas@chatham.edu



Sigma Theta Tau International
Honor Society of Nursing®
Chi Zeta Chapter

Please keep the Chatham University nursing programs updated with your achievements. We would like to share your scholarly work and projects with the Chatham University community. Send your stories, news and publications to G.McClellan@chatham.edu.

Also, consider joining our *Chatham University Nursing Programs* group on Facebook. It's a great place for students, alumni, and faculty to share and connect.

Stay connected and get involved with the Office of Alumni Relations! We offer numerous volunteer and networking opportunities as well as alumni receptions at professional conferences and exclusive events at local Pittsburgh attractions. Interested? Please send us an e-mail at alumni@chatham.edu or visit us at chatham.edu/alumni. Stay connected with the Alumni Association via Facebook.