

Transforming Healthcare

Spring 2022

Quinnipiac
School of Nursing



Faculty and staff of the nationally accredited Center for Medicine, Nursing and Health Sciences Simulation Program at Quinnipiac University.



Letter from the Dean



It continues to be a great honor and privilege to serve as the dean of the Quinnipiac University School of Nursing and to present to you our second annual viewbook, *Transforming Healthcare*. It is timely that we take pause and acknowledge how much the School of Nursing has indeed achieved despite the challenges of the past 2 years. As expected, our Bobcat nursing community pulled together to face challenges head-on. We worked collaboratively and creatively towards solutions that fostered impactful experiences for our students. This collaborative creativity continues to be a guiding principle as we grow and educate the next generation of registered nurses, advanced practice nurses and nurse leaders.

This second issue of our viewbook reflects on our journey through 2020 and 2021. And while yes, there was some worry, some fatigue and some challenges, rising up from this unsettling time were great accomplishments! Our students remain at the center of all that we do here in the School of Nursing. We highlight their achievements, their resiliency, their dedication, their involvement and their willingness to try new things. Our students and alumni are making an impact and make us proud. We also will introduce you to the newest members of our community and share our accomplishments.

Of great pride and importance is the recent achievement of simulation accreditation. Led by the nursing laboratory and simulation team, the Center of Medicine, Nursing, and Health

Sciences Simulation Program at Quinnipiac University was accredited in the area of Teaching/Education by the Society for Simulation in Healthcare (SSIH). This highlights our commitment to excellence in interprofessional health education.

We share stories of unique collaborations with our clinical partners that innovate and prepare our future nurses. We highlight the tremendous work that our students, faculty and staff did as they lived through the pandemic. We demonstrate our focus on holistic nursing practice throughout our graduate and undergraduate curricula as we are one of only 16 schools nationwide with graduate and undergraduate programs endorsed by the American Holistic Nurses Association.

We continue, under the ambitious and forward-thinking leadership of our university president and provost, to re-envision our future at Quinnipiac and create programs that respond to current workforce needs. We have established more presence in our surrounding communities through the generosity of donors committed to impactful community service. We have embraced creative approaches to curriculum delivery and have more personalized engagement with our clinical and corporate partners.

As we settle into the new post-pandemic 'norm', we continue to think strategically and aim for continued excellence in nursing education. You, our students, our parents, our families, our donors, our alumni, our patients, our colleagues, our clinical and corporate partners, have all contributed to our ambitions and successes. We are grateful for your continued generosity and support and invite you to come onto campus for a visit and conversation, to share ideas and to discuss our future plans.

A handwritten signature in blue ink that reads "Lisa O'Connor".

Lisa O'Connor
Dean, School of Nursing

Acknowledgments:

Lisa Rebesch, Associate Dean and Professor

Heather Pastir, Director, Marketing & Communications

School of Nursing Faculty, Staff, Students and Alumni

Office of Marketing & Communications

Office of Alumni and Development Affairs

Front cover image: Simulation team members (left to right) Gabbriel Ceccolini, Liana Kappus, Rachel Pata, Donna Diaz, Fatima Rodrigues and Darlene Rogers. Center for Medicine, Nursing and Health Sciences on Quinnipiac University's North Haven Campus

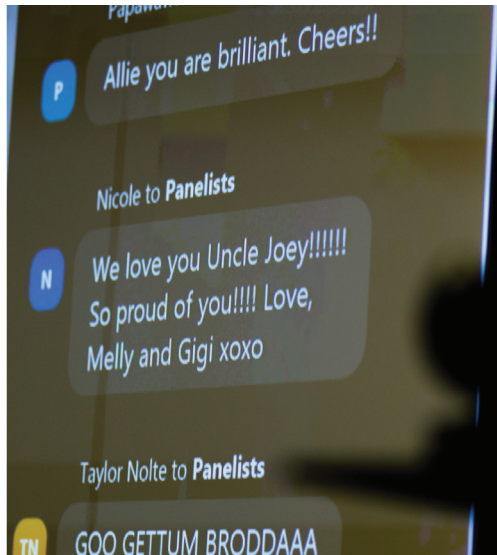


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“Regardless of where your journey takes you, you are always responding to someone in need.”



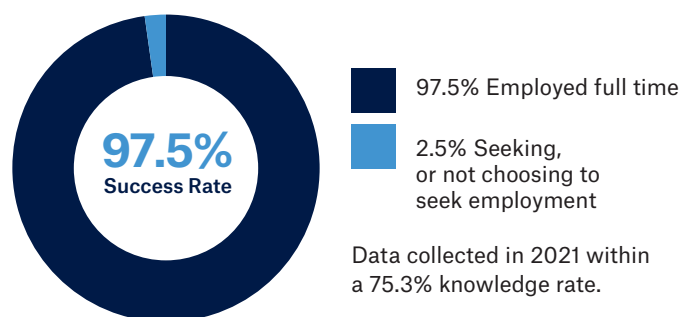
2021 Pinning Ceremonies

The School of Nursing community comes together each year in May to honor graduating nursing students with a pinning ceremony. A ceremony for accelerated nursing students took place in August.

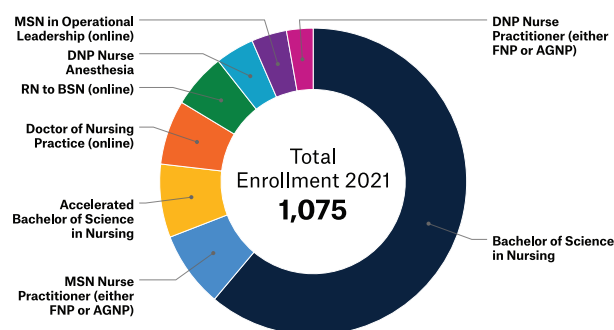
The Pinning Ceremony is a time-honored tradition in nursing and one of our most highly anticipated events within the School of Nursing. To celebrate the accomplishments and success of our students, the School of Nursing held a Pinning Ceremony for 182 traditional BSN graduates and online RN to BSN graduates on May 4, 2021. A second ceremony was held on August 19, 2021 for 86 graduates of the BSN Accelerated and online RN to BSN programs. Laura Bailey, MSN, RNC-OB, Vice President Patient Care Services at Hartford HealthCare, delivered the keynote address. Because of the restrictions in the number of guests due to COVID-19, both ceremonies were livestreamed so that family and friends could enjoy the celebration from the comfort of their homes. ♦

Quick Facts

Career Outcomes



2020-21 Enrollment



Pass Rates

85%

Traditional undergraduate and accelerated Quinnipiac students who passed the National Council of State Boards of Nursing (NCSBN) on their first attempt

98%

First-time Family Nurse Practitioner Certification rate for DNP and MSN graduates

100%

First-time Adult-Gerontology Nurse Practitioner Certification rate for DNP and MSN graduates

Rankings and Distinctions

U.S. News & World Report

Best Graduate MSN and DNP Programs



Best Colleges Nursing (BSN) Programs '22

Best Undergraduate BSN Programs
U.S. News & World Report



Top U.S. Nursing Schools '21

Ranked 9th Nursing School in New England



Top Ranked Nursing Programs in New England

Our undergraduate, master's and doctorate programs are ranked among the best in New England. No. 3 DNP, No. 4 BSN, No. 5 MSN



Top Ranked Veteran Program

Quinnipiac University ranks in the top 5% of schools providing vets with an excellent educational experience



Holistic Endorsed

Quinnipiac is 1 of only 16 nursing schools in the nation with Bachelor of Nursing and nurse practitioner programs endorsed by the American Holistic Nurses Credentialing Corporation. Endorsement recognizes a school's commitment to the practice and teaching of holistic core values and standards of practice.



Northwell Health Golden Ticket Summer Extern Program Welcomed 20 Juniors and 22 Senior QU Nursing Students

The Golden Ticket Nursing Showcase is an invitation-only event in which Quinnipiac University School of Nursing is among a select group of high-performing nursing schools that participate. QU past graduates have demonstrated exceptional professional practice in many of their clinical settings, and many externs have been offered full-time employment after graduation.

New Faculty and Staff



Philip Martinez

Philip Martinez joined the Quinnipiac University School of Nursing in the Fall 2021 semester. He is an American Nurses Credentialing Center (ANCC) Board-Certified Advanced Practiced Registered Nurse (APRN) in the specialty area of Acute Care Nurse Practitioner. He also achieved certification through the American Association of Critical Care Nurses as a Critical Care Registered Nurse (CCRN) and Cardiac Medicine Subspecialty. He received his Certificate in Nursing and MSN in Nursing from Yale University, a diploma in Paramedicine from Hartford Hospital as well as an EdD in Nursing Education from Southern Connecticut State University. Prior to his nursing career, he received a BS degree in Criminal Justice from the University of New Haven. Early in his nursing career, he practiced as a Registered Nurse at Connecticut Mental Health Center and St. Mary's Hospital. After graduating with his MSN, he entered full-time practice as an Acute Care Nurse Practitioner at Yale New Haven Hospital. He remains active in clinical practice as an Acute Care Nurse Practitioner at Middlesex Hospital. Currently, in his role as Assistant Clinical Professor of Nursing at Quinnipiac University, he teaches in both the graduate and undergraduate nursing programs with a course load focused on advanced pathophysiology, pathophysiology, pharmacology, health assessment lab, and human factors and patient safety. He also serves as the Director of the Accelerated Baccalaureate program.



Elizabeth Stark

Elizabeth Stark joined the Quinnipiac University School of Nursing in the Fall 2021 semester. She has spent much of her career working as a Registered Nurse in the areas of medical, surgical, telemetry, oncology and hospice nursing care. She continues to practice as a staff nurse at Bristol Hospital. She has served as an adjunct clinical faculty member at QU since 2015. Elizabeth received her Associate Degree in Nursing from Columbia Greene Community College, both a BSN and MSN from New Paltz State University of New York, and a Doctorate of Nursing Practice from Quinnipiac University. Currently, in her role as Assistant Clinical Professor of Nursing at Quinnipiac, she teaches within the undergraduate nursing program with a course load focused on medical/surgical nursing, health assessment, nursing science and literacy, and nursing laboratory courses.



Peter Longley

Peter Longley joined the Quinnipiac University School of Nursing in the Fall 2021 semester. He has an extensive nursing background over the past 25 years at Yale New Haven Hospital in a variety of clinical, management and leadership roles. He has served as an adjunct faculty member at QU and the University of Saint Joseph. Peter received both his BSN and MSN degrees from Southern Connecticut State University and a Doctorate of Nursing Practice from Quinnipiac University. Currently, in his role as Assistant Clinical Professor of Nursing at Quinnipiac, he teaches with both the undergraduate and graduate nursing programs with a course load focused on health assessment (didactic and lab), biostatistics, health care finance, data analytics and operational leadership capstone.



Fatima Rodrigues

Fatima Rodrigues joined the School of Nursing in January 2022 as a Laboratory Technician. In her role, she supports the laboratory and simulation-based learning for undergraduate and graduate students. Fatima is a Licensed Practical Nurse (LPN) and worked most recently at Alliance Medical Group in Middlebury.

New Faculty and Staff *(continued)*



Gladys Vallespir Ellett

Gladys Vallespir Ellett joined the Quinnipiac University School of Nursing in the Fall 2021 semester. She is an International Board-Certified Lactation Consultant and Lamaze Certified Childbirth Educator. Prior to joining the School of Nursing faculty, she practiced as a Nurse Coordinator for Lactation Services at NYU Langone Health Center. Her previous roles at NYU Langone include Coordinator for Parent Education and Parental Outreach, Assistant Nurse Manager and Nurse Clinician. Gladys received her Associate degree in Nursing from Crouse Hospital School of Nursing and Bachelor of Science in Nursing and PhD degrees from New York University. Prior to her nursing career, she earned a BA in Theater from Fordham University and MA in Higher Education from The American University. Currently, in her role as Assistant Professor of Nursing at Quinnipiac, she teaches within the undergraduate programs with a course load focused on health assessment, evidence-based nursing practice, health promotion and wellness, and maternity nursing.



Deborah Morrill

Deborah Morrill joined the Quinnipiac University School of Nursing in the Fall 2021 semester. Prior to joining QU, she taught as a full-time faculty member at UCONN School of Nursing and the University of Bridgeport. She also taught as an adjunct faculty member at QU, Goodwin University and Southern Connecticut State University. Before her experiences in nursing education, she held clinical positions as a Clinical Documentation Specialist at Yale New Haven Hospital, Nurse Educator at Saint Francis Hospital & Medical Center, and as a school nurse. She received a Bachelor of Science degree in Public Health and a Bachelor of Science degree in Nursing from Southern Connecticut State University, an MSN in Nursing Education from University of Hartford, and an EdD in Nursing Education from Southern Connecticut State University. Currently, in her role as Assistant Clinical Professor of Nursing at Quinnipiac, she is teaching within the undergraduate programs with a course load focused on medical/surgical nursing, evidence-based nursing practice and nursing laboratory courses.



Giuseppina (Pina) Violano

Pina Violano joined the Quinnipiac University School of Nursing in spring 2022 as a Visiting Assistant Professor and Director of Community Engagement. Prior to her full-time role, Pina had been teaching with QU as an adjunct clinical professor. Her experience includes management, research, education, and clinical practice within Yale New Haven Hospital, Yale University and Southern Connecticut State University. She is board-certified in the areas of child passenger safety, pain management and critical care. She has served as the Principal Investigator for several grants related to safety initiatives within the community. Pina earned both her Associate of Science in Nursing and Bachelor of Science in Nursing degrees from Quinnipiac University. She has a Master of Science in Public Health degree from Southern Connecticut State University and a PhD in Public Health from Walden University.



Teri Eskew

Teri Eskew joined the School of Nursing in the Fall 2021 semester as an Administrative Assistant. She is now serving as the School of Nursing Clinical Compliance Coordinator. At Quinnipiac, she previously held positions within the School of Business as an Administrative Assistant and Assistant Director of Graduate Programs. Previous work experience includes administrative positions at Yale University and Connecticut College. Teri earned a Bachelor of Arts degree in liberal studies with a minor in mass communications from the University of Central Florida.

The Use of Simulation to Enhance Student Understanding of Aging

Written by L. Rebeschi

As a result of the generosity of one of our students' families, senior nursing students were able to participate in an Aging Simulation Pilot program held during the Spring 2021 semester. The simulation was offered during Nursing 450L: Holistic Nursing Integration and Transition into Practice Lab. Students utilized the newly donated RealCare™ Geriatric Simulator, a generous gift from Chris and Jacinta Jewell. Using this award-winning wearable simulation product, students were able to personally experience varied age-related changes.

The pilot program was designed as a two-hour learning experience which began with a pre-briefing session to review learning objectives and create empathy by reading and discussing the poem "A Crabbit Old Woman," written by Alice Chilton. Following the pre-briefing,

students participated in an interview with Professor Sheila Molony, a board-certified Geriatric Nurse Practitioner and Fellow of the Gerontological Society of America. As an advanced practice expert, Dr. Molony was able to disband myths associated with aging and older adults. Students were then divided into groups of four; each member of the group had a designated role. Student #1 was assigned as an older adult with a motor impairment using simulation equipment and a walker and visual impairment using a set of glasses. The wearables for this student were designed to simulate fatigue, restricted and slower movement, stooped posture and stiffness, restricted range of motion, and decreased flexibility. This was accomplished with the RealCare™ ankle and wrist weights, weighted vest, cervical collar, and knee and elbow restraints. Arthritic hands were simulated by taping of fingers and hands. Visual impairments such as glaucoma,

diabetic retinopathy, cataracts and macular degeneration were simulated with glasses. Student #2 was assigned as an older adult with a sensory impairment (visual and hearing) and motor impairment, using a cane for ambulation. A reduced sense of touch was simulated by wearing the gloves provided with RealCare™. Hearing impairment was simulated using earplugs. Again, visual impairments such as glaucoma, diabetic retinopathy, cataracts and macular degeneration were simulated with glasses. Student #3 was assigned as a safety monitor/observer to document what was heard and observed while ensuring safety. Student #4 was assigned as a safety monitor/observer to keep time so that the participants completed the simulation on time.

The groups were assigned to complete several everyday activities. For example, one of the groups was assigned to identify care providers at the local library. Another group was assigned to purchase a snack from the vending machine and walk to the bus stop. The third group was assigned to fill a weekly pill box with medications, use the cellphone to order lunch from a restaurant and pay by credit card.

A debriefing session followed all the group activities described above. Students discussed how the activity made them feel, what made the experience difficult, and what adaptations may have made the activity more disability-friendly. Students discussed their thoughts on how sensory losses may impact the daily lives of older



adults and any related safety concerns. They were challenged to identify how, as a healthcare provider, they could assist a client in this situation. The learning experience assisted students with building empathy for older adults as evidenced by the following student comment: "I think this experience really showed me why it's important to cluster care and provide time for rest. It helped remind me that they need to pace themselves." As another student noted, "It will make me think about treating these people with dignity and respect and remembering they were just like me in the past."

As a result of the success of the Aging Simulation Pilot in Nursing 450L, faculty members were able to identify a variety of other experiences to integrate within other baccalaureate nursing courses. ♦



Quinnipiac Healthcare Simulation Program Granted Prestigious Accreditation



Quinnipiac's simulation program has been granted accreditation from the Society for Simulation in Healthcare (SSH).

Quinnipiac's simulation program in the Center for Medicine, Nursing and Health Sciences on the North Haven Campus received accreditation in the area of teaching/education.

"As the associate dean in the School of Nursing, I oversee the very talented team of simulation staff who are experts in the field," Professor Lisa Rebesch said.

"Along with colleagues from the Schools of Medicine and Health Sciences, they have developed a simulation program of the highest quality.

"Simulation-based clinical education is a powerful pedagogical approach that provides students with the opportunities

to refine their clinical judgment and decision-making skills," Rebesch said. "It remains at the forefront of nursing education and continues to provide students with impactful learning experiences."

The prestigious accreditation further solidifies Quinnipiac's commitment to simulating the front lines of modern patient care. The facilities include expansive skills labs with lifelike anatomical models and equipment that mimic what is found in real clinical settings. The university provides health assessment and skills laboratories along with high-fidelity simulation suites, including operating rooms and multiple state-of-the-art adult, pediatric and neonatal manikins used to represent various stages of care and need.

"It is a great honor and pleasure to collaborate with colleagues across the Schools of Nursing, Health Sciences and Medicine to build bridges and strengthen relationships among the healthcare professions through simulation," said Liana Kappus, simulation director for the School of Nursing. "This accreditation process was an enlightening and healthy process that challenged us to continuously improve our simulation-based education in meaningful ways for our students. I'm very proud of what we accomplished together."

In granting accreditation, SSH said Quinnipiac's collaboration among healthcare programs is exemplary and provides a solid foundation for synergistic simulation initiatives and expanded interprofessional education in the future. The university also was lauded for its consistent and systematic process utilized to develop, implement and evaluate simulation activities with associated documents and templates.

"The value of the program resonates at all levels, including the provost office, faculty, learners and colleagues," noted the accreditors.

SSH accreditation is a peer-reviewed, customized evaluation of healthcare simulation programs. This accreditation examines a simulation program's processes and outcomes in assessment, research, teaching/education and systems

integration. SSH, which is the largest healthcare simulation accrediting body in the world, accredited its first healthcare simulation program in 2010. There are now more than 100 SSH-accredited programs in 10 countries. ♦



EMS Organization Expands to Keep the Quinnipiac Community Healthy and Safe

When Quinnipiac's Emergency Medical Service organization was founded in 2019, it started with just 18 members. Today, it has grown to more than 70 members and has big ambitions for the agency's future.

With this rapid growth, Quinnipiac EMS has expanded its community education initiatives, training almost 90 students, staff and members of the Hamden community in CPR and more than 20 people in its Stop The Bleed initiative.

"Quinnipiac EMS has hosted several hands-only CPR, American Heart Association Basic Life Support and Stop the Bleed classes over the course of the Fall 2021 semester because we believe it is paramount that students, faculty and staff are trained at even the most basic level to save someone's life," said Madison Murphy, director of education for EMS. "The immediacy of performing CPR, applying an AED or applying a tourniquet can quite literally save someone's life. Quinnipiac is a community and being part of the

community is tied to the responsibility of caring for one another. We aim to equip Quinnipiac with the tools to do so. In the spring, we hope to continue these initiatives and expand into Hamden by offering classes at the schools, libraries, churches and other interested groups."

This semester, the organization began providing EMS standby coverage for club sports games in addition to their regular coverage hours on Thursday, Friday and Saturday nights. Its members have volunteered more than 1,000 hours providing EMS coverage for Quinnipiac's campuses in the fall semester alone.

Their growth hasn't stopped there. This semester, Quinnipiac EMS hopes to provide 24/7 EMS coverage for Quinnipiac's Mount Carmel and York Hill campuses. This will



“Quinnipiac University EMS has provided me tremendous opportunity to build clinical skills as well as continue to develop leadership skills. As a first-year nursing student, I am still two years away from my clinical rotations and learning how to assess patients, but through QU EMS I have already started to work on these skills that I believe will only benefit me as I enter into the clinical setting.”

—Abigail Crowell '25

ensure that all students, staff, faculty and visitors can receive rapid emergency medical care whenever it is needed.

Not only will they be expanding their coverage, but they will also be upgrading how they respond to emergencies. Historically, Quinnipiac EMS has responded to medical emergencies using their club car, but beginning this spring semester, the organization started responding to

emergencies on the Mount Carmel and York Hill campuses with its very own Quinnipiac EMS SUV. Thanks to the support of Public Safety, Quinnipiac EMS was able to acquire a Ford Explorer, which allows the organization to carry even more equipment that can be used in the event of an emergency.

The agency is entirely student-run and is one of only a handful of collegiate EMS agencies in the state. Its membership is composed of both undergraduate and graduate students with a variety of different majors — from biology to business. ♦

“Quinnipiac University EMS has challenged me to continue learning and growing in the field of emergency medicine, providing me with leadership and professional skills that will be invaluable to me as a future nurse.”

—Alex Bayer '25

Oncology Fellowship Opens Door to Nursing Dream Job



As a nursing student, Francesca Marchiano, class of '22, learned to combine holistic, compassionate care for patients with the clinical skills necessary to secure her ultimate dream job.

After an extensive vetting process, she was one of only five nursing students selected for the 2021 Susan D. Flynn Oncology Nursing Fellowship Program at Children's Hospital of Philadelphia, a 10-week program for pediatric oncology nurses.

"CHOP has always been my dream job," Marchiano said. "During my fellowship, I shadowed oncology RNs performing a variety of procedures, like lumbar punctures and bone marrow biopsies. But it was the interaction between the patients and nurses that struck me as truly special."

Through the School of Nursing's holistic approach to patient care, Marchiano gained valuable insight into the benefits of addressing a patient's physical, spiritual, emotional and social needs when providing

care. She was able to apply what she'd learned to the oncology care unit, working directly with children and their families.

"The experience underscored all I'd learned about compassionate patient care. I understand how vital it is to listen to the patient," she said. "Sadly, sometimes all you can do is sit and listen. What I had never fully realized was how the holistic aspect of nursing can create a meaningful experience, not only for the patient, but for their nurse as well."

Marchiano credits the close ties she developed with her nursing professors and the faculty's field expertise in helping her to secure the competitive fellowship position.

"My professors mentored me through every step of my Quinnipiac nursing education. The material is presented in a clinical way that showcases their love for teaching, making the course load fun and understandable," she added. "QU's clinical simulations and lab courses prepared me to handle the many techniques I was asked to perform in the hospital."

After graduation, Marchiano hopes to explore healthcare globally through travel nursing as an RN.

"There's always more to learn," Marchiano said. "When I visited Quinnipiac's nursing simulation labs, I knew I would receive a strong education with hands-on training. It was the perfect fit."

The Flynn Fellowship has been a highlight of my Quinnipiac experience."

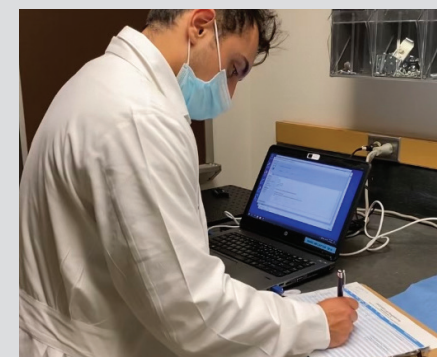
**Susan D. Flynn Oncology Nursing
2021 Fellows:**

Renata Abialdi – CT Children's Medical Center; **Amanda Brocki** – CT Children's Medical Center; **Francesca Marchiano** – Children's Hospital of Philadelphia ♦

“Since 2018, seven outstanding Quinnipiac nursing students have been competitively selected from a large, talented applicant pool to participate in my Oncology Nursing Fellowship program at two of the country's leading pediatric hospitals, CT Children's Medical Center and Children's Hospital of Philadelphia. I've had the pleasure of witnessing their professional development and getting to know them individually. They are a credit to Quinnipiac and reflect the high caliber of nursing students it produces. Of the four Quinnipiac Flynn Fellows already in the workforce, three are working as pediatric oncology nurses! I highly value Quinnipiac's participation and look forward to more such participants in the future.”

—Fred Flynn

Student research: Giovanni Kanter



Junior nursing student Giovanni Kanter had two abstracts accepted for presentation at the American Association of Neuroscience Nurses (AANN). The titles of the abstract are: (1) Ex-Vivo Model of Intracranial Dynamics to Examine External Ventricular Management, and (2) Study of Outcome Prediction using Automated Pupil Assessment for Patient with Traumatic Brain Injury. Giovanni will present his posters at the upcoming AANN conferences.

Giovanni worked with the Neuroscience Nursing Research Center at the University of Texas Southwestern Medical Center in Dallas, TX. He conducted research in the Neuroscience Intensive Care Unit as a research coordinator. ♦

Innovative Nursing Partnerships: The Future Is Now

Written by L. Rebesch

The School of Nursing partnered with the Connecticut League for Nursing (CLN) on a virtual Summit titled Innovative Nursing Partnerships: The Future is Now! on June 8, 2021. Designed as a two-part series, the Summit was designed to convene academic and practice partners along with keyworkforce development stakeholders to discuss best practices and innovations to strengthen and sustain a pipeline of diverse nursing professionals in CT.

A keynote presentation was delivered by Brittany Burke, DNP, NEA-BC, RN-COB, Director of the Center for Nursing Practice at Norton Healthcare in Kentucky. As a recognized expert and presenter, she described the positive outcomes of Norton's highly regarded Student Nurse Apprenticeship Program, known as SNAP. The keynote presentation was followed by two panels presented by leaders from academic,

practice and workforce organizations. Panelists included:

- Laura Bailey, BS '96, MSN, RNC-OB, HHC Regional Vice President of Patient Care Services
- Beth P. Beckman, DNSc, Chief Nursing Executive for Yale New Haven Health
- Kathy Gallo, RN, PhD, Dean at Hofstra School of Nursing and PA Studies, and Executive Vice President and Chief Learning Officer at Northwell Health
- Chris Ann Meaney, DNP '13, MHA, RN-BC, NE-BC, FACHE, Chief Operating Officer and Chief Nursing Officer at Bristol Hospital
- Lisa O'Connor, EdD, MSN, RN, Dean of the School of Nursing
- Bernadette Park, DNP, MSN, RN, Member of the Governor's Workforce Council
- Marcia Proto, M.Ed, CAS, Executive Director for the Connecticut League for Nursing
- Lisa Sundean, PhD, MHA, RN, Former Statewide Director of the Connecticut Nursing Collaborative-Action Coalition
- Kelli-Marie Vallieres, PhD, Executive Director of the Office of Workforce Strategy, Co-Chair of the Governor's Workforce Council



- Jill Watson, Manager of Special Grants and Projects, Connecticut Workforce Alliance

Some of the key discussion items included specific SNAP outcomes such as return on investment cost avoidance, culture shift and increased RN retention at Norton Healthcare. Panelists analyzed existing successful academic practice partnerships in CT with suggestions to replicate, innovate, and expand in order to develop a more sustainable workforce pipeline. ♦



Debra Fisher, part-time faculty member in the School of Nursing and previous assistant dean of student services, teaches students how to intubate a patient during a workshop conducted by Quinnipiac faculty and specialists from Hartford HealthCare in November 2021.

The Bridge to Professional Practice

Written by L. Rebeschi

The COVID-19 global pandemic created many challenges for schools of nursing nationwide. During the Spring 2020 semester, the loss of clinical placements was rapid and dramatic. There was an immediate need for innovative strategies designed to ensure student preparation for professional RN practice within healthcare systems in crisis. As graduates across the nation transitioned into their new RN practices during the summer and fall of 2020, healthcare organizations identified that some struggled with the transition to practice with regards to clinical competence and confidence. It became quite clear that we must find new and creative mechanisms to best equip students with the necessary clinical practice to best facilitate their transition from student nurse to registered nurse during the COVID-19 pandemic.

Professional organizations, such as the American Association of Colleges of Nursing

(AACN), have made recommendations for academia and practice partnerships that assist with the enormous nursing workforce needs exacerbated by the pandemic. As such, the Quinnipiac University School of Nursing welcomed the offer to partner with the Yale New Haven Health System during the January 2021 term. A collaborative and innovative program titled the Bridge to Professional Practice (BPP) was launched. The program involved four hospitals within the YNHHS and eight nursing programs, including the QU School of Nursing.

In a non-credit course, senior students had the opportunity to work directly with BSN-prepared RNs with oversight from university clinical faculty starting in January 2021. Most recently, 17 seniors completed the innovative clinical immersion program in January 2022.

Program evaluation results have been overwhelmingly positive. Survey results from participating students, preceptors, clinical faculty and unit managers revealed a high level of satisfaction with the program. The following unsolicited statements were received from student nurse participants:

“I have truly gained so much knowledge and it has solidified my dream of wanting to become a labor and delivery nurse. This program truly allowed me to walk in the shoes of a L&D nurse for six amazing days. Being able to work one-on-one with



a nurse allowed me to grasp a lot of new concepts and really see what a typical day looks like for an L&D nurse.”

“This program was nothing but amazing! The staff was very helpful and supportive in the learning process, such a great group of nurses I was with the whole time!”

The Bridge to Professional Practice program has demonstrated the enormous impact of partnerships between academia and practice. ♦



School of Nursing Comes Together to Treat Patients, Lift Each Other During Pandemic

Written by B. Koonz

In the spring of 2020, as the COVID-19 pandemic swept across the world with uncertainty and often dire consequences, the School of Nursing found itself at an alarming crossroads. While the need for skilled and compassionate nurses was never greater, access to hands-on clinical training for nursing students suddenly vanished.

Undaunted, School of Nursing faculty collaborated with nursing leaders across Connecticut to develop digital clinicals,

including virtual labs and online simulations. The School of Nursing also invested in cutting-edge software to help students continue their education in thoughtful, meaningful ways.

“The School of Nursing was amazing during that time, just how everyone helped us feel more confident and flexible in our abilities,” said Melissa Guzman ’21, now a registered nurse who works in the neonatal ICU at Yale New Haven Children’s Hospital.

“They kept finding new ways for us to learn, whether it was online simulations or making

things from supplies we had at home,” Guzman said. “You had to think and figure things out. It really helped to shape me into the nurse I am today.”

But as the pandemic wore on, students also needed hands-on experience to satisfy the clinical requirements for their BSN degrees and to qualify for the national RN licensure exam known as NCLEX-RN.

Once more, the School of Nursing started thinking about an ambitious yet safe strategy to ensure students received the very best training. As it turned out, Beth Beckman, chief nursing executive at the Yale New Haven Health System, was thinking the same thing.

Beckman called Dean Lisa O’Connor, and they discussed a collaborative, statewide immersion program that would start during J-term with Quinnipiac and other nursing schools.

Working with the Yale New Haven Health System, Quinnipiac students learned from RN preceptors and faculty at six facilities across Connecticut, including Bridgeport Hospital, Greenwich Hospital and Lawrence + Memorial Hospital in New London.



Debra Fisher is a part-time faculty member in the School of Nursing and previous assistant dean of student services.



Quinnipiac University nursing faculty and students administer Covid-19 testing in the parking garage on the York Hill Campus.

“Quinnipiac was a major player in all this,” Beckman said. “All of our academic colleagues were talking about how we could figure this out. So together, we stood up and decided we were going to teach these students how to be COVID nurses. We simply couldn’t avoid the inevitable. You can’t graduate in May and have never touched a COVID patient.”

It was an accessible progression of healthcare education — swabbing nasal passages for COVID tests, administering vaccines, and finally, treating patients with dignity,



Lisa Rebesch is the associate dean of the School of Nursing and a professor of nursing.

humanity and the highest level of holistic care in the ICU, emergency department and medical/surgical unit. “What came out of that was really the resilience of the students,” said Debra Fisher, part-time faculty member and former assistant dean of student services. “They took care of COVID-positive patients assigned to a COVID unit, but they also had clinical faculty to help guide them. It was imperative that students had these experiences because we owed that to them. We needed to prepare them for the world they were entering.”

For Jillian Isolano ’21, now a registered nurse at Cohen Children’s Medical Center on Long Island, New York, the real-world experience in real-time made all the difference.

“We were all so eager to help and contribute however we could,” Isolano said. “It wasn’t just me; it was everyone — all my classmates. We knew there was a pandemic going on, but we were ready to do our jobs. We were prepared. This is why we got into nursing.”

The students were courageous, measured and deliberate. But most of all, they were professional and poised, serving with distinction at a time when uncertainty was dispensed in relentless doses.

“The professors always taught us that a person is more than their chart or their diagnosis or their symptoms,” Guzman said. “You have to treat the mind, body and soul of a person. You have to treat the whole person.”

The same could be said for future nurses.

Lisa Rebesch, associate dean of the School of Nursing and a professor of nursing, is proud of the way Quinnipiac students were so committed during the pandemic — to their craft, to their community and, most of all, to their patients.



Beth Beckman is the chief nursing executive at Yale New Haven Health System.

“This was a once-in-a-career learning opportunity,” Rebesch said. “Hopefully, they’ll never have to go through something like that again. But for students to be involved on the front lines during such a historic time — and be able to impact public health in a such positive way — that’s something they’ll take with them their entire careers.” ♦



Learning to Take Better Care of Our Caregivers

The importance of taking care of caregivers rose to new importance during the COVID-19 pandemic, and Tina Loarte-Rodriguez '22 continues to refine wellness best practices for coworkers and herself.

Loarte-Rodriguez is Vice President of Nursing at Wheeler Health, a community health center with five locations across Connecticut. Wheeler offers a wide array of health programs including integrated medical care, a therapeutic day school, behavioral health and addiction treatment.

Wheeler also hosts congregate care treatment, an initiative funded by the Connecticut Department of Children and Families for young people with temporary housing placement.

Loarte-Rodriguez will graduate from Quinnipiac's Post-Master's Doctor of Nursing Practice program in December 2022. She holds a bachelor's degree in human development and family studies from Cornell and a BS from the University of Connecticut's School of Nursing. She also participated in the quality assurance graduate program at California State University.

After 15 years of professional nursing experience, the onset of COVID-19 demanded a new level of communication

and safety protocols in healthcare facilities. Loarte-Rodriguez worked to be available to every level of staff.

"It comes back to the foundation of emergency preparedness and understanding our team and their needs. I listened to their fears and included them in the decision-making," she said. "As things rapidly developed around COVID-19, I made it a point to ensure that I went back to front-line staff to get recommendations and hear what was working and what wasn't."

Other areas of importance include ensuring Wheeler's vulnerable patient population doesn't feel isolated and still connects to mental health providers and nurses. Providing reliable information around COVID-19 remains a priority.

"We focus on cleaning up the misinformation that is still out there. I strive to educate in manners and methods that our patients can understand and relate to," said Loarte-Rodriguez.

Holistic support for her staff means giving resources to her team that promote wellness and reduce stigma around mental health.

"I lead by example. I take my sick days and use my vacation time to refresh and rejuvenate so I can come back prepared to

do our work," said Loarte-Rodriguez. "We focus on strengthening our trust in each other by sharing our struggles and challenges, both professionally and personally."

Her coursework at Quinnipiac continues to serve her during this unpredictable time. Health policy in organizational systems is particularly useful.

"I'm learning about the power both entities have and how health organizations should leverage it, and also those in the nursing profession, in terms of advancing health policy and health equity," she said.

Looking forward to the future, Loarte-Rodriguez sees her professional opportunity as twofold.

"Primarily, my desire is to change our reimbursement system, so social determinates don't impede improvements in health and wellness outcomes for all," she said. "I also look forward to continuing to work on racism in healthcare by making organizations accountable for education and ongoing monitoring, as we gather data to inspire justice and belonging in our system." ♦



National Trade Publication Highlights Research of Recent DNP Graduate

For Preston Briggs, DNP '20, his Quinnipiac doctoral nursing education did more than prepare him for a successful career in the healthcare industry. His nationally published DNP research project helped to positively impact patient care and reduce the number of postoperative hospitalizations related to heart surgery.

All within a year of graduation.

A hallmark of the Quinnipiac DNP program is its emphasis on skills-based holistic care to improve patient safety and quality care standards. In support of this core principle, students are involved in a yearlong project focused on quality improvement in a specific clinical process as a part their training.

With a personal commitment to promote preventative care, Briggs focused his research on open-heart surgery patients. His final project included a series of self-care measures that significantly reduced postoperative complications and hospital readmissions related to heart failure and fluid volume overload.

Based on its success, Briggs felt compelled to share his findings with the greater medical community. He submitted his manuscript for review and was recently notified it had been selected for inclusion in the November 2021 issue of the national peer-reviewed publication *The Journal of Doctoral Nursing Practice*.

It's a unique and prestigious honor for any healthcare professional.

"My project took a great deal of focus, perseverance and planning. In addition, it required collaboration among various medical specialties in order to provide patients with an educational pathway following open-heart surgery to reduce complication rates, promote self-care and improve postoperative patient outcomes," Briggs said. "The project was a multifaceted learning experience, and its completion gave me a great deal of pride."

Briggs chose Quinnipiac's DNP family nurse practitioner track to develop partnerships with his patients to prevent acute and chronic medical conditions while promoting overall health and well-being.

"Quinnipiac is one of the few programs in the country with a holistic medicine designation," Briggs said. "My training included 1,000 clinical hours in various specialties and provided focused coursework in electrocardiogram interpretation, radiography interpretation and simulation training experience with a dedicated electronic health record system. These offerings better prepare new nurse practitioners for clinical experience."

Through his clinical rotation placements, Briggs built the professional connections that led to his current position as a primary care provider with ProHealth Physicians in Vernon, Connecticut.



"Each day, when I see my diploma hanging on the wall in my office, I feel a sense of accomplishment and pride. It is a reminder of the excellent experience and clinical training I received from attending QU," Briggs said. "But the most inspiring thing I learned is that with passion, a plan and the right support, you can position yourself for a bright, fulfilling future." ♦

Hartford HealthCare Partnership

Redefining Nursing Education

Consistently ranked as having one of the best nursing programs in the country, Quinnipiac continues to explore innovative ways to prepare our students for the challenges they will face throughout their careers in healthcare. By developing strategic clinical partnerships with health systems and hospitals throughout the state, Quinnipiac ensures that undergraduate and graduate nursing students have the resources and hands-on training they need to excel before and after graduation.

Alongside established relationships at clinical sites with nearly all health systems throughout the state, our groundbreaking new partnership with Hartford HealthCare will play a key role in promoting the comprehensiveness of our nursing programs and advancing Quinnipiac as one of the state's primary educators of nursing professionals.

By way of this partnership, the School of Nursing and Hartford HealthCare will:

- Develop and innovate clinical learning opportunities and job placements for all students.
- Partner in delivering state-of-the-art, high-fidelity simulation education.
- Offer primary clinical placements within the Hartford HealthCare system for each student in the hybrid Accelerated Bachelor of Science in Nursing (ABSN) cohort.

- Provide all qualified graduates of the hybrid ABSN cohort with an employment opportunity following graduation.
- Develop a program for nursing students to serve as assistants and technicians in the HHC system.
- Provide students with a no-cost opportunity for Patient Care Technician training and offer employment within a Hartford HealthCare facility as student nurse tech.
- Support the development of a new Adult Gerontology Acute Care Nurse Practitioner program. ♦

Gillian Chung, a '22 Quinnipiac nursing student who did clinical fieldwork at Hartford HealthCare (HHC), and Lisa O'Connor, dean of the School of Nursing, during the announcement of a partnership with Quinnipiac University and HCC on the North Haven Campus.

Hartford HealthCare 



Investing in the Community & the Profession

Written by J. Taylor

During the COVID-19 pandemic, 217 Bobcat nursing students were deployed into our local communities and engaged in a host of activities: Medical Reserve Corps training, contract tracing, vaccine education, registration and administration, etc. The School of Nursing has repeatedly demonstrated the ability to deploy our QU nursing students in strong numbers to make measurable differences in our communities.

Leveraging deep relationships with Hamden political leaders, Hamden Middle and High School, the Hamden Police Department and local businesses, among others, the Quinnipiac University School of Nursing Community Engagement Program funded by the Keiser Foundation

will build on QU's existing community work as well as the previous research and programs of Director of Community Engagement Dr. Giuseppina (Pina) Violano, PhD, MSPH, RN-BC, CCRN. More than 250 nursing students annually will build on their requisite community health courses under the mentorship of graduate student nurses to help transform community and home environments physically and socially.

The town of Hamden is developing worrying problems associated with being the neighbor of the large urban center of New Haven. Whether it is spillover of crime and violence or pedestrians struck due to increased vehicular traffic, Hamden's community resources are stretched. At the same time, Hamden's underserved population is growing. The Quinnipiac University School of Nursing Community Engagement Program aims to bridge gaps in

the areas of injury and violence prevention, providing evidence-based, community-centric programs and strategies to address the leading causes in our local communities. 2022 will see two national programs led by Bobcat student nurses implemented in our communities: STOP THE BLEED, created after the Sandy Hook shooting with a mission to minimize preventable deaths by empowering members of the public to provide immediate care to the traumatically injured through tourniquet education and application; and CUT IT OUT, with a mission to fight the epidemic of domestic abuse by building awareness and training beauty salon professionals to safely refer clients, colleagues, friends and family to local resources. In addition, Community Health Fairs will be held multiple times per year at important locations in the Hamden

community with established community partners. A blend of traditional nursing as well as injury and violence prevention, the fairs will build on existing community efforts and incorporate new programming based on the needs of the specific communities.

Thanks to the funding of the Keiser Foundation, the Quinnipiac University School of Nursing is becoming a model for best practices in local injury prevention, utilizing a well-established record of reducing and sustaining lower injury rates for underserved children and adolescents.

For more information about giving opportunities, please contact Jonathan H. Taylor, senior director of development for health affairs, at jonathan.taylor@qu.edu or 203-582-4515. ♦

Precepting Nurse Practitioner Students – Educating the Future of Primary Care

Why be a Quinnipiac School of Nursing preceptor?

Preceptors are essential to educating the next generation of advanced-practice registered nurses. In addition to providing invaluable clinical education to the Quinnipiac School of Nursing NP students, becoming a preceptor provides many additional benefits:

- Opportunity for courtesy faculty appointment at Quinnipiac
- Modest stipend (may vary according to practice group agreement*)
- Access to online resources through Quinnipiac's libraries
- Certificate attesting to the hours precepted, which may be used for recertification
- Access to discounted continuing education programs offered by the Quinnipiac School of Nursing

*Conditions apply



Commencement 2021

Chief Nursing Executive Urges Graduates to Take Flight

Beth Beckman, chief nursing executive at Yale New Haven Health System, will never forget the flight when she told a mother and her 5-year-old boy she was a nurse.

The little boy, illuminated with curiosity, nudged her to sit forward.

“I smiled at him and asked what he was looking for,” Beckman recalled at the 2021 School of Nursing Commencement. “He said, ‘Your wings. Aren’t nurses angels? I want to see your wings. Where are they?’ I laughed out loud and quickly realized the enormity of this moment.”

On a day of milestones and memories, the enormity of the moment took center stage.

“The power of nursing’s reputation, the weight of nursing’s responsibility,” Beckman said, pausing to let the weight of her words linger. “Remember that even when you are off duty, you are always a nurse.”

In all, 265 candidates for undergraduate degrees and 130 candidates for graduate degrees turned their tassels on the Mount Carmel Quad.

President Judy Olian spoke of the importance and urgency of a career in nursing.



“You have chosen one of the most noble and truly life-saving professions; a career of sacrificing for others, extending compassion, connecting with the humanity of another, listening to others’ fears and dreams,” Olian said. “It can be an intimidating and exhausting vocation, and at the same time, it can be an exhilarating vocation.”

Provost Debra Liebowitz said the nursing graduates have exhibited extraordinary endurance.

“You have continually shown the kind of grit and resiliency that is needed to be successful,” Liebowitz said. “You have risen to the challenge. You know what that means, Class of 2021? It means you’re on your way to success!”

Morgan Literate ’21 and Gregory Foster ’14, DNP ’21, delivered the Response of the Class of 2021. Christine Mueller, DNP ’21, sang the national anthem.

For Literate, nursing is always personal.

“One of the coolest things about nursing is that we have a story of why we chose this field,” Literate said. “For me, it was my mom. She was diagnosed with breast cancer when I was in fourth grade, and due to a series of events, she had to fight every day since.”

But Literate wasn’t finished sharing.

“Watching her fight so hard and the healthcare team that fueled her fight,” Literate said, “made me realize that I wanted to be that person in someone else’s story.” ♦

Beth Beckman, the chief nursing executive at Yale New Haven Health System, addresses School of Nursing graduates and their families during 2021 commencement exercises on the Mount Carmel Campus.





Commencement Awards

Undergraduate

Trewin Leadership Award:
Charles Sharkey Jr.

Trewin Academic Excellence Award:
**Rosalba DiIorio (4.0 GPA) and
Makaela Flamand (4.0 GPA)**

Holistic Nursing Practice Award:
Audrey Rosztoczy

Graduate

Trewin Leadership Award:
Stephanie Krasinski (DNP ADUNP)

Holistic Nursing Practice Award:
Karen Wenger (DNP POP QUON)

Benjamin and Juliette Trewin Award
for Academic Excellence in Nursing:
Samira Fisayo (DNP ANEPB)

University Award - Academic Excellence
Award - Master of Science in Nursing:
Michael Tomczyk (FNP MSN)

University Award - Academic Excellence
Award - Doctor of Nursing Practice:
Elizabeth Stark (DNP POP QUON)



Faculty & Staff Scholarship and Achievements

Cynthia Barrere

Presentations: Delaney, C., and Barrere, C. *Hidden Treasures: Mining for Metaphors in Qualitative Data*. American Holistic Nurses Association Virtual Conference, June 2021.

Barrere, C. *Support Framework for Doctoral Students*. Career Advancement in Today's New World: Your Adventure to a Doctoral Degree. Hudson Valley Chapter, Case Management Society of America Virtual Webinar, February 2021.

Barrere, C. *Roles for the DNP After Graduation*. DNP Role Now and for the Future. The Influential Role of Nurses on Practice, Leadership and Policy, Yale New Haven Hospital Nursing Research and Evidence-Based Practice Virtual Conference, April 2021.

Initiative: Launched the foundational *Undergraduate Student Nursing Research Distinction Program and Digital Badge* and awarded this recognition to the first three senior nursing students.

Other: Barrere, C. Moderator: *Organizational and Systems Leadership for Quality Improvement: Challenges and Opportunities for Sustainability*. The Influential Role of Nurses on Practice, Leadership and Policy Here and Beyond, Yale New Haven Hospital Nursing Research and Evidence-Based Practice Virtual Conference, April 2021.

Barrere is on the editorial board of the *Journal of Holistic Nursing Practice* and associate editor for the *Journal of Holistic Nursing*.

Susan D'Agostino

Grant: D'Agostino, S. was awarded the Annual CVS Health Foundation Grant 2021 of \$4000 to support family nurse practitioner students.

D'Agostino is Treasurer of the *Connecticut Advanced Practice Registered Nurse Association* and a member of the *Connecticut League of Nursing Board of Directors*.

Barbara Glynn

Grant: Van Oss, T., Blood, K., Pata, R., Glynn, B. and Grgurich, T. received a \$5000 grant from the Center for Health Education to develop an Interprofessional Education Program entitled: *Benefits of Interprofessional Collaboration for Chronic Disease Management in a Primary Care Clinic*.

Other: Glynn is a Fellow in the Center for Interprofessional Healthcare Education representing the School of Nursing. Glynn is a manuscript reviewer for Sage Open Nursing journal.

Liana Kappus

Presentation: Kappus, L., Rogers, D., and Twomey, T. *Obstetric Simulation: An Interprofessional Education Experience*. Interprofessional Care for the 21st Century. Jefferson Center for Interprofessional Practice and Education Virtual Conference, April 2021.

Sheila Molony

Publications: Mast, B. T., Molony, S. L., Nicholson, N., Keefe, C. K. and DiGasbarro, D. Person-centered assessment of people living with dementia: Review of existing measures. *Alzheimer's & Dementia: Translational Research & Clinical Interventions*.

Fortinsky, R. H., Gitlin, L. N., Pizzi, L.T., Piersol, C. V., Grady, J., Robison JT., Molony, S. and Wakefield, D. (2019). Effectiveness of the Care of Persons with Dementia in Their Environments Intervention When

Embedded in a Publicly Funded Home- and Community-Based Service Program. *Innovation in Aging*, Volume 4, Issue 6, 2020, <https://doi.org/10.1093/geroni/igaa053>

Presentations: Waszynski, C. and Molony, S. (2020). *Impact of a Multi-Sensory Stimulation Environment on Hospitalized Persons with Dementia*. American Delirium Society Annual Meeting.

Molony, S. and Waszynski, C. (2020). *Qualitative Experiences of Multisensory Engagement for Acutely Ill Persons with Dementia*. Poster presentation. Gerontological Society of American Annual Meeting.

Grants: Molony, S., Project Manager and Principal Investigator, was awarded an NIH grant of \$255,873 for her research: *Holistic Evaluation to Advance Research in Dementia (HEARD): Phased Interdisciplinary Infrastructure Development and Pilot Studies for 2021 - 2023*.

Initiative: University Initiative at QU and steering council member of QU Interprofessional Coalition for Aging Inclusive Leadership/Learning Endeavors (QUIC-Agile)

Other: Molony is a manuscript reviewer for the *Western Journal of Nursing Research*, *Frontiers of Architectural Research*, *Qualitative Health Research*, *Journal of American Geriatrics Society and Geriatric Nursing*. Media interviews with the *Hartford Courant* re: Biden's Long-term Care Infrastructure plan; *New England Public Radio*, *WSHU-FM*, *NPR Affiliate in Fairfield and WICC-AM*, *Bridgeport and FOX 61 News* re: potential nursing home strike.

Deborah Morrill

Publications: Morrill, D. E. and Westrick, S. (July 2022). Fostering nursing students' moral decision-making through use of an affective

learning module. *Nurse Educator*, Volume 47, Number 4.

Nicholas Nicholson

Publications: Mast, B. T., Molony, S. L., Nicholson, N., Keefe, C. K. and DiGasbarro, D. Person-centered assessment of people living with dementia: Review of existing measures. *Alzheimer's & Dementia: Translational Research & Clinical Interventions*.

Presentations: Nicholson, N. *Redefining Livability in a Virtual World*. Zero Isolation Presentation and Panelist. Virtual, 10 November 2020.

DiGasbarro, D., Molony, S., Nicholson, N., Keefe, C. and Mast, B. *Person-Centered Assessment of People with Dementia: A Review of Existing Measures*. Poster presented at the American Psychological Association annual convention, Virtual, August 2020.

Nicholson, N. *Coalition for Elder Justice in Connecticut*. *World Elder Abuse Awareness Day: Building Strong Support for Elders*. The Vulnerability of Socially Isolated Older Adults, Virtual, June 2020.

Nicholson, N., Myrick, K., Lapinski, J., Williams, M., Nemeth, L. and Feinn, R. "Evaluation of The Painless Stretching Program on Range of Motion and Pain." *Medicine & Science in Sports & Exercise*, 52, 417 <https://doi.org/10.1249/01.mss.0000678396.63339.84>. Virtual, May 2020.

Williams, M., Lapinski, J., Nicholson, N., Nemeth, L., Feinn, R. and Myrick, K. *Evaluation of the Painless Flexibility Program on Range of Motion and Pain*. Poster presented at the 32nd Annual Scientific Sessions of the Eastern Nursing Research Society, Boston, MA/Virtual, March 2020.

Initiative: Launched the foundational Undergraduate Student Nursing Research Distinction Program and Digital Badge and awarded this recognition to the first three senior nursing students.

Other: He was invited to join the Mary Wade Home Board. He is a manuscript reviewer for the *Journal of Advanced Nursing*. Nicholson was awarded the Connecticut Nurses' Association Diamond Jubilee Research Award for his impactful research agenda. Nicholson was interviewed on FOX 61 Morning News as an expert of social isolation and its impact on older adults during COVID-19, emphasizing signs/symptoms of depression.

Lisa O'Connor

Other: O'Connor is a site evaluator for the CCNE. Additionally, she is a member of the Academic Affairs Steering Committee with Hartford HealthCare and Quinnipiac University.

Grants: O'Connor, L. and Headley, J. The Helene Fuld Health Trust Endowed Scholarship \$160,000. O'Connor, L. and Headley, J. The Paul L. Jones Endowed Clinical Simulation Laboratory Fund \$40,000. O'Connor, L. and Headley, J. Grant from the Gertrude E. Skelly Charitable Foundation \$20,000. O'Connor, L. and Headley, J. Grant from the Gertrude E. Skelly Charitable Foundation to support underrepresented nursing students \$20,000.

Lisa Rebesch

Publications: Burke, L., Rebesch, L., Weismuller, P., Bulmer, S., Kehoe, P. (2022). Grit levels of graduate nursing students: Why grit is needed in nursing. *Journal of Nursing Education*, Vol. 61, No. 4, 1-4.

Hahn, J., Resha, C., Beauvais, A., Beckman, B., Forte, P., Rebesch, L., Snyder, M. (2022). Bridge to Professional Practice: An Innovative Practice/Academic Partnership During a Global Pandemic. *Journal of Nursing Administration*. In press.

Cleary, M., Cunneen, J., DeMaio, S., Rebesch, L., and Fisher, D. (2022). Reshaping the future: An innovative academic-practice collaboration for COVID-19 vaccinations and testing. *Nursing*

Administration Quarterly. In press.

Beauvais, A., Kazer, M., Rebesch, L., Baker, R., Lupinacci, J. (2021). Educating nursing students through the pandemic. *SAGE Open Nursing*, Vol 7, 1-6.

Dietmann, M., Beauvais, A., Beckman, B., Snyder, M., Resha, C., Rebesch, L., Forte, P. (2021). How the practice/academic partnership model helped one state during COVID-19. *Leader to Leader*, Fall 2021, pp. 8-9.

Other: Rebesch is president of the Connecticut League for Nursing; on the editorial board of *Sage Open Nursing*; on the nursing advisory boards of Goodwin University and Gateway Community College; and a member of the Governor's Workforce Council Career Pathways in Healthcare. She is a CCNE accreditation site visitor.

Rebesch is a manuscript reviewer for the *International Journal of Nursing Education Scholarship*.

Darlene Rogers

Presentation: Kappus, L., Rogers, D., and Twomey, T. *Obstetric Simulation: An Interprofessional Education Experience*. Interprofessional Care for the 21st Century. Jefferson Center for Interprofessional Practice and Education virtual conference, April 2021.

Teresa Twomey

Presentation: Kappus, L., Rogers, D., and Twomey, T. *Obstetric Simulation: An Interprofessional Education Experience*. Interprofessional Care for the 21st Century. Jefferson Center for Interprofessional Practice and Education virtual conference, April 2021.



Teresa Twomey Appointed as Undergraduate Program Chairperson

Dr. Teresa Twomey was appointed as Chairperson of the Undergraduate Nursing Program during the Spring 2021 semester. Dr. Twomey joined the Quinnipiac University School of Nursing as a full time professor in 2014. Prior to that time, she had taught as an adjunct faculty member at both QU and the University of Hartford. She also spent 7 years teaching full time at Goodwin University.

Dr. Twomey's nursing practice expertise is in pediatric and family nursing. She has taught baccalaureate didactic and clinical courses in the Care of Children and Families and Health Promotion and Wellness. In addition, she has taught several courses in the online RN to BSN and graduate programs at Quinnipiac University. In addition to her faculty role, she has served as the Director of Global Nursing Experiences. In this role, she supports nursing students who study abroad during the sophomore year. Additionally, she has led several short-term study abroad learning opportunities in Barbados, Nicaragua and Guatemala for students at the junior and senior level in nursing.

In 2021, Dr. Twomey was accepted into the American Association of Colleges of Nursing Diversity Leadership Institute. The program is designed for academic nursing leaders who are committed to diversity, equity and inclusion. As a result of her participation in the program, she developed a diversity and anti-racism project now being implemented within the School of Nursing. She currently serves as the Co-Chair of the Inclusive Excellence Teaching Lab at Quinnipiac University.

Dr. Twomey earned her BSN from The Catholic University of America. She received both an MSN degree and EdD in Educational Leadership degree from the University of Hartford.

Quinnipiac

School of Nursing





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Our Commitment

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the Quinnipiac community. Members of minority groups and individuals with disabilities are encouraged to consider and apply for admission. Quinnipiac University does not discriminate based on race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other university-administered programs.