We engage students, faculty and communities through dynamic and innovative nursing education, practice and scholarship to influence health in our world.

BEING THE CHANGE®
TABLE OF CONTENTS

2 Letter from the director
By Julie Sanford, DNS, RN, FAAN

3 Design thinking in nursing education
By Erica Lewis, PhD, RN

5 JMU School of Nursing director testifies before Senate committee
By Lindsay Grohowski ('19)

7 $2.7 million grant for UPCARE project in Page County
By Erika Metzler-Sawin, PhD, RN

8 JMU Health Policy Institute: An immersion experience for Doctor of Nursing Practice students
By Jeannie Garber, DNP, RN

9 Simulation: Innovation and Impact
By Lauren Mullen, MSN, RN, CNE, CHSE

12 Simulation based experiences improve cultural competence
By Caroline Whitlow

13 Nursing students and faculty travel to Japan for patient safety workshop
By Laura Mack ('18)

16 2018 study abroad in Catalonia, Spain
By Betsy Herron, PhD, RN

17 International health: A Tanzanian experience
By Erika Metzler Sawin, PhD, RN and Christine Argenbright, PhD, RN

18 Nursing and health care in Costa Rica: An interprofessional perspective
By Tammy Kiser, DNP, RN and Marjorie Scheikl, MSN, RN, CNE

20 Nursing graduate leading effort to keep chronic patients out of the ER
By Jim Heffernan ('96)

22 School of Nursing receives Compass Award for diversity and inclusion
By Katherine Gentry

23 Nursing awards

24 2017-18 JMU School of Nursing faculty accomplishments

27 Alumni news

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Dear Readers,

Welcome to the inaugural issue of the James Madison University School of Nursing magazine! I am pleased to present this collection of highlights from the past year, as well as provide a look into what our school will be doing in the future.

Just this fall, James Madison University modified its motto from “Be the Change” to “Being the Change.” This adage could not be more fitting for what our students and faculty continuously exemplify, as you will read in this issue. From innovation in healthcare education with Design Thinking in Nursing; to testifying on Capitol Hill to address the nursing workforce shortage and growing the Health Policy Institute experience in Washington, DC; to the various opportunities for global engagement via study abroad excursions, JMU nursing students and faculty are committed to being the change.

This commitment is at the forefront of our goals as we begin another academic year. In June, our school was awarded a $2.7 million grant to fund the UPCARE (Undergraduate Primary Care and Rural Education) Project in Page County, which will bring much-needed educational and clinical support to a federally-designated medically underserved area in Virginia. Additionally, we continue to make improvements and advancements in our simulation lab teachings, highlighting cultural diversity in the clinical setting.

As changes in healthcare continue to unfold, it is important that nursing education meet those challenges. JMU Nursing is dedicated to following this forward path. I believe that JMU nurses, both past and present, in being the change, demonstrate the strength and capacity to succeed in today’s complex healthcare environment. JMU nurses are evidence of our commitment to engage students through innovative nursing education, practice and scholarship to influence health in our world. We are excited for what the future holds and invite you to join us as we work towards “Being the Change!”

Julie Sanford, DNS, RN, FAAN
Professor and Director
School of Nursing
James Madison University

“JMU nurses are evidence of our commitment to engage students through innovative nursing education, practice and scholarship to influence health in our world.”

– Julie Sanford, professor and director, JMU School of Nursing
In the fall of 2015, James Madison University offered its first Medical Innovations course where nursing, engineering, and pre-professional health students collaborated in a shared academic makerspace (JMU X-Labs) to solve "wicked" problems—problems that are intractable and by defying definition complicated to simply understand. The project-based course will be taught for the fourth time this Fall 2018 and explicitly use design thinking. During this time student teams from different disciplines will work together to define a problem using an empathetic lens and then use that definition to develop tangible, product solutions.

Design thinking is a method used specifically for solving problems. In order to converge around a clear, authentic problem definition a design team must first aim to understand the experiences of those directly affected by the problem. From this empathetic point of view, the team is more effectively positioned to develop creative solutions for which to then build and test tactile representations of those solutions. Furthermore, because design thinking provides a nearly universal problem-solving language, it allows students to work easily across disciplinary lines.

The implicit prioritization of diversity of thought within design thinking means that students easily recognize the value of their own disciplinary knowledge and that of their teammates. As a result, a course like Medical Innovations is different from a Gen Ed course because students actually practice using their disciplinary knowledge to develop solutions to problems.

Medical Innovations was co-created by Drs. Erica Lewis (Nursing), Patrice Ludwig (Biology), and Jacquelyn Nagel (Engineering) and will be welcoming Kinesiology students and faculty member Dr. Stephanie Kurti for the first time this fall. For the second consecutive year interdisciplinary student teams will focus on aspects of the opioid crisis. Prior student team solutions have included alternative methods for pain control using gate theory and a secure, timed, medicine dispensary for patients requiring daily addiction treatment.
But, Medical Innovations is just one of several elective courses JMU Nursing Students are offered that uses design thinking. Nursing students have also participated in the Hacking for Defense (H4D) course: a curriculum developed by Stanford University faculty that relies on both design thinking and the Lean Methods, another way of structuring innovation and entrepreneurship creation. In 2017, JMU faculty instructed the first version of H4D in the country that centered entirely on an undergraduate cohort, during which one JMU student group developed a medical device tracking system for the U.S. Army. The system employs radio-frequency identification (RFID) tags and catalogs devices as they are scanned when they enter army tents to eliminate the need for human input when tracking important medical devices.

In addition, the principles of design thinking can also be applied inwardly to create personal change. An elective—Design Your Life—was piloted during the summer of 2018 with a group of nursing students who used design thinking to work on habit change in their own lives. Along with learning the principles of design thinking, students also learned the neurology and psychology of habit and applied that to making a personal change—the only parameter being that the change should bring them towards wellness and prevention of chronic illness. For example, one student suggested using design thinking to develop better solutions for nursing home residents who are fearful of the large bathtubs and another student considered the limitations of using robots in healthcare. During this process, students visually tracked their journeys and reported progress with infographics. At the end of the course students reflected on how they might apply what they learned not only to their own habits but also to their nursing practices. As a result, students made important steps towards wellness in their own lives during the course and were exceptionally creative in their ideas for future application.

Understandably, there have been recent criticisms in higher education about the use of design thinking without also measuring student learning. Fortunately, in addition to seeing student creative output in the form of products in each of our design thinking courses, the program consistently measures student learning outcomes using both qualitative and quantitative research methods with increasing rigor. There has been reported student gains in problem solving, attitude toward other disciplines and student confidence in ethical reasoning. And, according to a survey done for the American Association of Colleges and Universities (AAC&U), each of these are skills relating to areas mentioned as essential but often deficient in new college graduates. Trying to fill these gaps in undergraduate education is a "wicked" problem itself, and so JMU is proud to be implementing solutions at the highest level.
Dr. Julie Sanford, professor and director of the JMU School of Nursing, recently testified in front of the Senate Health, Education, Labor, and Pensions Committee during the hearing, The Health Care Workforce: Addressing Shortages and Improving Care. This opportunity came about through Sanford’s seven years of service as a State Grassroots Liaison (SGL) for the American Association of Colleges of Nursing (AACN). Over time, Sanford got to know numerous legislators, which led to a nomination to testify by Senator Tim Kaine, after a vetting process conducted by the staffs of Senators Lamar Alexander and Patty Murray. According to Committee Chairman Alexander, the intention of the hearing was “...to learn about the growing shortage of healthcare professionals especially in rural areas, examine what the federal government is doing to support our nation’s healthcare workforce, look at how well we are training healthcare professionals to meet the needs of patients, and to better understand where healthcare professionals are choosing to work.”

Dr. Sanford addressed the impact that the Title VIII Nursing Workforce Development programs have in disadvantaged and underserved areas.
communities, where there is a critical need for quality health care. As a first-generation college student from a rural farming community in Mobile, Alabama, Sanford shared her own experience as a Title VIII grant recipient, which allowed her to “… pursue what would become a life in higher education, helping to educate the next generation of nurses.” Sanford made the case to safeguard strong investments in the nursing workforce now and in the future, stating that healthcare professionals and communities at large are currently being challenged by the Silver Tsunami, a metaphor used to describe population aging. Many nurses from the baby boomer generation were able to retire when the economy improved and simultaneously, as this generation ages, their health care needs are increasing. The visibility JMU gained through this testimony was “publicity you cannot buy” said Sanford, who spent the immediate days after the hearing answering Questions for the Record (QFR).

Sanford stated that, nationwide, there are approximately 1600 unfilled nursing faculty positions, while the Center on Education and the Workforce at Georgetown University projects a nursing shortfall of 200,000 professionals by 2020. At JMU, there are only one or two unfilled positions, the result of recent retirements. The School of Nursing has worked hard to attract quality faculty candidates, and despite a tendency toward optimism, Sanford suspects that the shortage will only get worse.

In some ways, the shortage has benefited JMU students, as they are heavily recruited and sometimes offered employment as early as a year before graduation. However, this means students risk choosing their path before fully knowing all of the options available to them. Plus, once they arrive in the field, many face the long hours and added stress of an increased workload.

One recent positive development was announced by Senators Mark Warner and Tim Kaine in June — $2.7 million in funding from the Health Resources and Services Administration (HRSA) to support nursing education at JMU. This federal funding will be used for student scholarships and to hire personnel to run the project. As part of the effort, JMU will work with Page County to place students in rural clinical settings to help students understand and appreciate the value of population health and primary care.

“… we seek to apply the knowledge and skills learned in the classroom to the real-world challenges of our community…”

– Jonathan Alger, JMU president

JMU President Jonathan Alger stated that “… this collaboration is a great example of our university’s mission in action, as we seek to apply the knowledge and skills learned in the classroom to the real-world challenges of our community partners outside the classroom.” Sanford said that nursing, as a discipline, is hopeful additional support will be made available to reauthorize the Title VIII Nursing Workforce Reauthorization Act (S. 1109/H.R. 959), which “… is critical to making sure these programs continue to meet the care demands of rural and underserved communities by the largest healthcare workforce — nurses.”
In July, James Madison University School of Nursing (JMU SON) was awarded $2.7 million to support nursing education over the next four years. Funded by the Health Resources and Services Administration’s Nurse Education, Practice, Quality and Retention (NEPQR) Program, the purpose of the grant is to increase the BSN workforce working in primary care settings. This will be accomplished by educating a group of UPCARE (Undergraduate Primary Care and Rural Education) Project scholars who will be based in rural Page County. Through the four semesters of BSN clinical, students’ clinical experiences will be based in primary care. They will take part in learning communities that allow them to dialogue about issues facing rural health nurses, such as health care access and health disparities in rural areas. Additional emphases of the grant are faculty development in community health concepts and support for curricular revisions.

The project is also beneficial to one of Harrisonburg’s neighboring communities — Page County, which is a federally-designated medically underserved area in mental health, dental health, and primary care. Two BSN-prepared nurse preceptors will be working in Valley Health-Page Memorial Hospital’s four Rural Health Clinics (RHCs) in an enhanced primary care RN role, which includes elements of chronic disease management, preventive care, hospital transition management, and health coaching. Patients and families in Page County will receive RN-enhanced primary care, the clinics will gain nursing staff, and JMU SON students gain the opportunity to learn in a clinical site dedicated to providing rural primary health care.

The grant team includes Project Director Erika Metzler-Sawin, Christina Lam, Jamie Robinson, Joy Harnage, Joe Tacy, Tim Schulte, Tina Switzer and Julie Sanford. The project supports JMU SON students to work interprofessionally with Counseling and Psychological Services. Through the UPCARE Project, JMU SON students have an exciting opportunity to be part of the national initiative to develop the enhanced primary care RN role - something that will, in the long term, strengthen the primary healthcare system of the nation. The JMU UPCARE Project will allow students to fulfill BSN educational requirements in a rural primary care environment while also impacting the health of others through focus on health promotion and literacy, disease prevention, and illness care at all levels of care.
What do nurses need to know about health policy? What are the health care issues being discussed and addressed on Capitol Hill? Chances are that most nurses are challenged to answer these questions. In 2016, the Health Policy Institute (HPI) at James Madison University (JMU) was developed and implemented to strengthen Doctor of Nursing Practice (DNP) students’ political astuteness and meet AACN DNP Essentials. This interprofessional experiential learning immersion on Capitol Hill pairs DNP students with federal policymakers to work side by side for 7-10 days in Washington, DC. Students become a part of a health policy organization and engage in the day to day work that will ultimately impact healthcare policy decisions for the nation. Most recently, 9 students attended the HPI in May of 2018. Students and faculty consider the impact of the HPI to be transformative on their nursing practice and perceptions of health policy.

Dr. Patra Hull Reed, JMU DNP, HPI 2016, DNP Graduate 2016 shares, “I was assigned to Senator Tim Kaine’s office during the 2016 presidential campaign. Part of our role during the week included drafting policy briefs... Initially reluctant to embrace health policy, I gained a new appreciation for policy and advocacy and what a difference we, as nurses, can make. This “taste” of health policy gave me the desire to continue... after graduation. My policy work has focused on advocacy for community health workers and I recently led a team of community health workers and case managers to lobby on Capitol Hill.” Dr. Linda Hulton, JMU Doctoral Faculty, reports, “In the second year of the HPI, students witnessed historical hearings in the Senate which I’m sure they will never forget. We were on "the Hill" when we heard that the FBI Director was fired by the President. There was definitely energy in the air as we all witnessed these historical events. Many students have reflected on the HPI experience as one that was life-changing and remarkable.” Caitlin Crowder, JMU DNP HPI 2018, shares that, “The highlight for me... was working with the American Nurses Association (ANA). This was important because it allowed me to advocate for the nursing profession... in support of quality legislation that promotes nursing practice. The most exciting part is during that time I built a lasting relationship and have been invited back to the ANA for an additional experience in fall of 2018.” Audrey Myers, a JMU DNP HPI participant in 2018 shares that, “the policy experience was an amazing opportunity. The ability to spend time watching the progress and stages of a bill on the House floor was truly enlightening, and made me realize the importance of the voices of experts when it comes to policy formation. I also was able to spend time at the National Press club as I attended briefings on precision medicine...AACN graciously hosted me for the week, and I was able to see the workings of this large organization up close and personal.”

The Health Policy Institute is a valuable, transformative experience for DNP students. There are nearly 4 million nurses in the United States with a tremendous opportunity to influence health policy. Becky Howdyshell, a JMU DNP HPI 2018 participant, sums up her experience, “After the Health Policy Institute I feel like I am fully capable to advocate for health policy on “the Hill”! The JMU SON hopes that this health policy immersion experience will lead others to the same conclusion — nurses can make a difference!

(L-R) Karen Skinner, DC Board of Nursing Executive Director, DNP student Dierdre Rea, DNP student Rebecca Howdyshell, Cathy Borris-Hale, Nurse Specialist- Discipline DC Board of Nursing.
Patient X sits and waits for the next student. She has rehearsed the script and knows what is expected. Upon entering, the student introduces themselves and nervously begins the assessment. Today’s case is abdominal pain and the next time it will be an earache. Graduate student “Tracy” understands the value of simulation using Simulated Patients (SP’s): “SP’s provide a real-life touch to academics. When I started my first practicum I felt prepared and less anxious in approaching a patient because I had practice with the SP’s.”

The SP experience is just one example of how the JMU School of Nursing is using simulation to transform student learning. Simulation is a teaching method that replicates realistic healthcare situations and allows students to develop critical skills and abilities within the safety of a simulated environment. For nursing, simulation has provided an avenue through which students gain confidence and competence in caring for their patients.

During the academic year, undergraduate and graduate students are exposed to a variety of simulation-based experiences (SBE’s) that are uniquely tailored to the learner. The JMU School of Nursing utilizes an assortment of simulation modalities. Each of these modalities helps learners meet specific learning outcomes while contributing to safe and effective nursing practices.

Manikin-based simulations employ the use of “dummies” that elicit life-like responses such as heart and lung sounds, pulses and blinking. But don’t be misled, these manikins are far from being lifeless dolls. The manikins contain serious technology and must be operated by a person with specialized knowledge and expertise. Hybrid simulation utilizes two modalities of simulation at one time. These can be in the form of manikins and SP’s or SP’s wearing a device called an accoutrement. Accoutrements allow students to perform skills that would not be possible during a simulation. For instance, students may need to practice placing a device inside the body that would typically be done on a stand-alone training device. With the accoutrement, students are able to have the “patient” interaction while performing the skill on the device at the same time. Multi-patient simulations are dynamic learning activities that present students with more than one patient at one time. The reasoning behind this activity is to challenge students in a way that is often only reserved for more advanced learners. Using a variety of simulation techniques gives the simulation team the ability to choose the ideal technique to help students meet important learning outcomes. Simulation is the prototype for engaged learning. So, where does all this simulation happen? The wonderful thing about simulation is that it can happen anywhere as long as the environment is appropriate for the chosen simulation modality. JMU School of Nursing boasts state of the art spaces and includes the following:

**Skills Laboratory**

A lab furnished with 20 hospital grade beds, automated IV pumps, over bed tables, side cabinets and manikins that support the teaching and assessment of foundational skills. Each station has a wall-mounted computer station with a barcode scanner for accessing simulated electronic health records, a headwall connected to compressed air and a fully-equipped instrument panel. 10 of the stations are equipped with two cameras per station that record student’s skills and interactions with simulated patients. Student recordings are accessible as a live feed or as a video file on an integrated audiovisual capture system. An isolation area is available for students to practice skills necessary for cases requiring contamination prevention.
Health Assessment Laboratory

A lab featuring 23 simulated primary care office units and each including a privacy curtain. Every unit includes an examination table and fully-equipped, wall-mounted instrument panel for faculty demonstration and student practice of physical examination and health assessment techniques. 10 evaluation stations are equipped with two cameras per stations to record the student’s practice/test sessions using the integrated audiovisual capture system.

Home Environment Laboratory

A simulated home environment lab that is used to help students understand the impact of the home environment on nursing care. This lab is set up as a 780-square foot, one-bedroom apartment complete with full kitchen, living room, computer/desk area, dining room, laundry area, full bathroom, bedroom and walk-in closet. There are four cameras strategically placed throughout the space that connect to the integrated audiovisual capture system.

Simulation Laboratory

A simulation suite that houses six simulation rooms (critical care, maternity, pediatric, two medical/surgical rooms and a general-purpose room), a control room, workstations, supply storage room and three debrief/conference rooms. Each simulation room is equipped with state-of-the-art equipment including high fidelity manikins, headwalls with instrument panels, hospital beds/gurneys, computers, mobile workstations, an intercom system (set up like a telephone) and two cameras in each room to live broadcast and record simulations. The control room allows for execution and viewing of the simulation through one-way glass. Once students complete the simulations, they transition to the debriefing rooms. The debriefing rooms are equipped with audiovisual/computer technology similar to a classrooms and conference style tables and chairs.

Standardized Participant Suite

A dedicated space that portrays the primary care setting and includes a waiting area, bathroom, and four patient care rooms. Exam rooms feature an exam table, integrated wall-mounted diagnostic panels, exam supplies and interview style furniture. Each room has internet capability for access to documentation.

Undergraduate and graduate students utilize the suite for physical exam demonstrations, problem focused exams and psychiatric care simulations. Audiovisual recording capability is possible via two PTZ cameras per room and choir microphones connected to the integrated audiovisual capture system.

While not all simulations are created equal, they should meet certain criteria. The JMU SON simulation program adheres to the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice — Simulation for all SBE’s. Adherence to these standards assures students that they are participating in experiences that demonstrate industry excellence. In addition, the lab team is comprised of four full-time faculty and staff that are all certified for their expertise with simulation education and technology.

“The combination of an outstanding simulation stage, cast of characters and production expertise makes JMU School of Nursing simulation a ticket to an award-winning education.”

– Lauren Mullen, lab director, JMU School of Nursing
For years, nursing students have utilized simulation laboratories to practice caring for patients in an environment conducive to learning. The School of Nursing has expanded its simulation lab program to include diversity scenarios, enhancing the cultural competence of students through simulated clinical interactions.

“Simulations have been shown through research to be just as effective as direct clinical time,” said Lauren Mullen, who worked to help create the diversity simulations. “Our goal is to provide innovative, dynamic learning experiences for nursing students that give them the opportunity to make mistakes in a safe learning environment.”

The diversity simulations, piloted in 2016 and fully integrated during the spring semester of 2017, focus on four main areas of diversity: language, religious and/or cultural, physical disability and sexual orientation. Lab facilitators present participants with a situation involving these diverse client situations. For example, students might need to work through language barriers or the inability to make healthcare decisions for themselves.

“We focus on the role of the nurse in these situations. Nurses have to understand and apply culturally competent care. For example, if a female patient has a religious difference and can’t have men in the room during certain procedures, it’s the nurse’s job to make sure that request is respected,” said Mullen. “We take on a holistic role when caring for patients and their families.”

Data has shown that inclusion of diversity scenarios positively impacts nursing students’ education and confidence in navigating these situations. Students have given overwhelmingly positive feedback to diversity-based simulations.

“Students say that these simulation experiences really help them,” said Mullen. “These are situations that they might never come across during clinical hours. But because of the simulations, they still have experience with varying needs when they enter their nursing career.”

Mullen hopes that other degree programs will adopt a similar model specific to their discipline.

“Other programs on campus could benefit from creating similar elements. We can talk and read about diversity all we want, but it becomes far more real once we have truly been in those scenarios and felt them,” said Mullen.
In August 2017, nursing students, Brooke Thompson and Rachael Vono, attended a patient safety workshop in Hiroshima, Japan led by JMU faculty Julie Sanford, Christine Argenbright and others. This eight-day workshop entitled “Global Perspectives on Quality and Safety: Improving Patient Outcomes” was held at Hiroshima University by the International Network of Universities (INU). As the only university from the U.S. included in this network, JMU students have a unique opportunity to practice and build career-related skills, while gaining a cross-cultural perspective on their areas of interest.

The Nursing Leadership Collaborative, comprised of nursing faculty leaders from each of the member universities, planned and taught the workshop to provide nursing students with hands-on experiences related to patient safety, as well as to prepare faculty for effectively employing patient safety lessons in the classroom. The workshop lasted from August 4 to August 12, with the first two days focused on cultural experiences for students. Participants attended the Hiroshima Peace Memorial Museum, as well as the Hiroshima Peace Memorial Ceremony that commemorated the anniversary of the atomic bombing of the city.
Over the next six days, classroom time was complemented by more hands-on experiences, as they incorporated patient safety case studies in simulation. “In simulation labs, we are able to enact the skills we have learned in a safe setting by practicing on life-like mannequins,” explained Thompson. “During the workshop, we took the case study of a 15-year-old patient that died as a result of poor care and reenacted what happened – but we, as nurses, had to go in and do something different than the nurses in the case.”

Faculty members sought to challenge and expand students’ notions of patient safety, which, according to the World Health Organization, is defined as “the prevention of errors and adverse effects to patients associated with health care.” Students were able to expand this concept by visiting a variety of facilities, from hospitals to nursing homes to car factories, and observe their efficiency models. Vono discussed one field trip to Mazda’s car factory, which showed students that even manufacturing methods of safety and efficiency can be used to inform and make improvements in healthcare systems. They also toured Mazda’s own hospital, which integrates safety and wellness measures by providing care for employees, as well as the surrounding community. “Each student talked about our country’s definition of patient safety, our programs and policies in place, and together came up with patient safety goals and standards that we thought could be universal,” said Vono.

Thompson and Vono felt well-prepared for this workshop because of their experiences using JMU’s state-of-the-art simulation labs and their exposure to the formalized, methodical U.S. approach to patient safety. However, both students came away from the workshop with an increased awareness of quality healthcare. “One of the students from South Africa shared a story of patients dying in their ICU unit because they didn’t have access to clean water,” explained Thompson. “That’s something that I never even think about – I don’t think of water ever being unsafe here. So, that opened my perspective.” Vono and Thompson discussed how listening to other students share their experiences and revisiting concepts they already learned strengthened their grasp of patient safety. “You kind of lose perspective when you think you know something so well,” Thompson added. “When you revisit patient safety and hear other people’s ideas, it’s like, ‘oh, I never really thought about it like that.’”

The INU workshops demonstrate how impactful international learning experiences are on both an interpersonal level and a global level. Sanford added, “We’re educating nurses to take care of the healthcare needs in their communities and their countries. It makes you understand that you can impact the world in a very positive and meaningful way.” Students and faculty left this workshop with a better understanding of patient safety, enhanced skills to effectively care for patients and mitigate medical error and profound connections to other nursing professionals around the world.
For three and a half weeks, 14 students, studied abroad in the beautiful northeastern coastal city of Tarragona, Catalonia, Spain.

During this course, students explored the Catalan and Spanish health care systems through a partnership with the Faculty of Nursing at Universitat Rovira i Virgili, which is, along with JMU, part of the International Network of Universities (INU). Through an international lens, students learned about health fields, such as nursing, medicine, and physical and occupational therapy, as well as the unique history, language, and culture of this Catalonian region of Spain. Students explored the ways that Spanish health professionals address health needs in both acute and community care settings in the context of the national health system. The course consisted of cultural immersion, class time, and observational clinical experiences. Students were all assigned to a wide variety of clinical sites, including medical, surgical, emergency, maternity, pediatrics and community health. In addition to clinical, the course included lectures about the differences among Catalan, Spanish, and the United States’ health care systems, as well as visits to many types of healthcare facilities.
This summer, nursing students traveled to Tanzania to immerse themselves in the culture, study the healthcare system and obtain clinical hours in various settings. Beginning in the most populous city of Tanzania, Dar es Salaam, students attended classes at the University of Dar es Salaam to learn about the history of Tanzania, the environment and the public health care system. They were given tours of the botanical gardens and the cultural museum while also experiencing life in the city.

The group traveled from Mwanza to Shirati in the North Mara district on the shores of Lake Victoria. The Shirati hospital is a community-based facility established by Mennonite missionaries who provide healthcare services such as women’s reproductive health, leprosy and HIV/AIDS clinics along with inpatient services for men, women and pediatric patients. The doctoral student who attended worked as a leader with the hospital administrators and engaged in diabetes care research.

Surrounding the Shirati hospital is an extremely rural community with few amenities. As student Caroline Nolan recalled, “I think that I will not look at health care from the same perspective as before. Working in Shirati challenged me to think outside the box when there weren’t any supplies readily available to us like in America.” This student attained valuable knowledge from her time spent with the community and gained confidence for providing care in a diverse environment stating, “I will not be afraid to take an HIV patient or a patient who is culturally different and doesn’t speak English.”

After completing clinical work in Shirati, the students set out on a safari through the Serengeti National Park that covers 5,700 square miles of Tanzania. Amongst the protected animals there were herds of elephants, prides of lions, families of giraffes and migrating wildebeest spotted throughout the park. The safari concluded in the Ngorongoro Crater: the world’s largest inactive volcano and a UNESCO World Heritage Site.

Students were engaged in health care in northern Tanzania at Machame hospital, working in community outreach, pediatrics, OB/GYN and orthopedics. Several days were additionally spent at Stella Maris School providing health education related to hygiene, growth and development and wound care. The nurse practitioner faculty, along with several of the BSN students, also provided a well-child clinic at the school as part of their community health experience.

The students’ experiences in Tanzania were enlightening and educational. Students expressed many feelings once their study abroad trip ended: “Tanzania has taught me more lessons than I could have ever imagined,” states student Annie Blemker. “I don’t think it’s just my nursing practice that has changed, but my mindset in life as well. This experience gave me grit that I believe many nursing students don’t get to experience and forced me to rely on my own senses and abilities than on equipment or machines,” reveals Theresa Kokkeler.

JMU School of Nursing is committed to the continuation of international experiences through the Center for Global Engagement study abroad programs. The faculty look forward to maintaining these relationships created with the people of this beautiful country.
One setting for this year’s Health and Human Services in Costa Rica: An Inter-Professional Perspective trip was the Costa Rican Humanitarian Foundation at La Carpio, a Nicaraguan refugee community located beside the landfill in San Jose. To the students and faculty engaging with this community it was a transformative experience. While sometimes challenging, many students found it uplifting and inspiring to take part in the improvements to healthcare occurring in such an impoverished community. As nursing student Madeline High would agree, “It was definitely a culture shock and made me realize just how different life would be growing up in a place like that.”

Health and Human Services in Costa Rica: An Inter-Professional Perspective is a three-week study abroad program designed to engage James Madison University students who major in a healthcare profession to grow both personally and professionally through learning and challenging existing ideas in healthcare. This first-hand experience is enhanced by a complete immersion into the culture that includes students being housed by Costa Rican host families during their stay. This year, the program hosted 23 students who represented pre-nursing, RN-BSN, occupational therapy, health business administration and pre-medicine majors.

Students are required to take a 360-degree view of Costa Rica’s system by visiting each level of the health care system. Nursing student Rebecca Poole reflected, “They [the ATAPs (técnicos de atención primaria en salud or technical assistant health workers)] were the
‘eyes and feet’ of these people living in poverty, and it made me appreciate the little things that none of us view as luxury —such as proper clothing, stable housing, bathrooms and access to water.” Paramedic and pre-med student Kyle Sperber also noted, “The issues presented in the Costa Rican health care system vary greatly from the ones in the U.S. The easiest example of these setbacks is in the market for physicians and nurses which is saturated in Costa Rica.”

As an interprofessional team, students came as “one voice” to help others. “Interprofessional communication and cohesiveness is key for the progress of any patient,” said nursing student Sydney Parker. Prior to the program, two outreach experiences were secured with community-based agencies: a day support home for individuals with disabilities and a rehabilitation center for men with substance abuse issues. Once in Costa Rica, students had the opportunity to assess each agency’s needs and respond with teaching or interventions to meet those needs. To support this outreach work, students participated in daily Spanish language classes so they could communicate in the host country’s language. Pre-med student Alexandra Ayala, who assisted with language interpretation at the men’s rehab center, said of the director’s response to student support: “He talked about how great of a thing it was that we brought them this equipment (glucometers, supplies and automatic blood pressure cuffs) because for them it is really hard to get in their facility. I realized how big of an impact our visit had on not only us but them as well.”

Students of the program agreed that this study abroad experience was the chance of a lifetime to learn about the healthcare system, culture and people of Costa Rica. Many expressed an interest in returning to Costa Rica in the future: either to work, provide assistance where they can or simply reunite with the families and friends they built relationships with during their stay. These resolutions reveal the lasting personal and professional impacts that emerged through this experience. As nursing student Shaolin Mosely vowed, “In my career, I will put forth the little extra effort it takes... to increase [my patients’] satisfaction with my care and improve their health outcomes.”

“Interprofessional communication and cohesiveness is key for the progress of any patient.”

– Sydney Parker, student, JMU School of Nursing
Soon after joining Sentara RMH Medical Center in August 2013, Patra Reed ('93, '16D) helped initiate a Continuum Case Management program in which chronically ill patients were assigned a registered nurse upon their release from the hospital. But one year into the program, the caseloads for these RNs were increasing and they were performing duties that did not require nursing training.

A member of the inaugural class of JMU’s Doctor of Nursing Practice program, Reed began surveying the literature for best practices to better manage the needs of patients served by the continuum case management program.

She discovered the role of the community health worker, who serves as a liaison for the patient’s health, welfare and community needs, “whether it’s filling out paperwork for financial assistance or Medicaid, or educating them on self-managing their condition.”

For her DNP project, Reed was awarded a $200,000 grant from the RMH Foundation to pilot the addition of three community health workers to assist patients in the central Shenandoah Valley with chronic heart conditions. The study yielded “tremendous” outcomes, she says. “We were able to reduce [hospital] readmissions, decrease emergency room visits, increase patient quality of life and substantially decrease health care costs.”

In today’s health care climate, that’s a winning formula.

“The current complexities in health care and the demand for safer care are more important than ever,” says Linda Hulton, professor of nursing and director of the DNP program at JMU. “Health insurance companies and the federal government are demanding increased accountability and decreased cost.”

By some estimates, nearly half of the U.S. population—133 million Americans—has at least one chronic condition. It’s a significant challenge that Reed is tackling head-on with her innovative approach.

As Blue Ridge regional director of integrated care management for Sentara, Reed is responsible for leading, directing and deploying innovative initiatives to support chronic patients and their families across the continuum of care.

“[These patients have lots of needs — medical, psychosocial, financial — that cannot always be met while they’re in the hospital.]”

– Patra Reed, 
alumni, JMU 
School of Nursing
chronic disease, driving up health care costs. These conditions account for 7 in 10 deaths annually in the U.S.

As Sentara’s Blue Ridge regional director of integrated care management, Reed is responsible for leading, directing and deploying innovative initiatives to support these patients and their families across the continuum of care. “These patients have lots of needs—medical, psychosocial, financial—that cannot always be met while they’re in the hospital,” she says.

As the only hospital in the Sentara system that is currently using community health workers, RMH’s patient outcomes are being closely monitored to determine if they can be replicated. Reed’s original study involving 41 heart failure patients has since been expanded to other chronic care populations.

Reed also serves as director of Sentara RMH’s Community Health division, which is focused on health education and prevention. “We have programs for at-risk mothers during pregnancy, children and the elderly, as well as school programs on safety and health,” she says. Reed’s 25-year career in nursing began in the intensive care unit at Kings Daughters Hospital—now Augusta Health—in her hometown of Staunton, Virginia. The undergraduate education she received at JMU prepared her for numerous leadership opportunities over the years. Reed had always wanted to pursue a doctoral degree, and when she learned that JMU was offering the DNP, which is focused on putting nursing research into practice, she jumped at the opportunity. “It was really exciting to be part of that first class,” she says.

Initially reluctant to embrace health advocacy, Reed soon adapted to the role. “I gained a new appreciation for policy and advocacy,” she says, “and what a difference we, as nurses, can make.” She has since joined a group looking to establish certification standards for community health workers in Virginia and is active with the American Nurses Association in supporting health care reform.

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In April, Reed received The Graduate School’s Civic Engagement Award, which recognizes a student’s academic, co-curricular or service activities that exemplify JMU’s vision of civic engagement.

“As a seasoned nurse, Dr. Reed is passionate about care of vulnerable populations in her community,” Hulton writes in her nomination letter. “She is a wise counselor, a standard bearer of integrity and civility, and is viewed by both faculty and colleagues as a true scholar. Throughout her career, she has nurtured the altruism of many staff, professional nurses and JMU students.”

Asked what she finds most rewarding about her job, Reed says her staff is driving change and improving health in the community. “I hear from our case management team, ‘I saved this patient from having to go to the emergency room today.’ That’s a wonderful feeling.”
In recognition of its contributions to James Madison University and the Harrisonburg community and its commitment to supporting diversity and inclusion, the Office of the President has presented the School of Nursing with the Compass Award for Diversity and Inclusion.

According to nursing professor Joseph Tacy, “The School of Nursing is committed to inclusivity by honoring the richness that diverse perspectives bring into our world. The school is a leader, advocate, and innovator that propels diversity within their curriculum.” Faculty intentionally thread diverse experiences into the curriculum. One way they accomplish this is by using diversity simulations, which were developed to expose students to diversity issues that are commonly experienced by nurses. Held in the simulation lab, these scenarios allow students to develop competence when faced with a wide range of diversity issues such as language, culture, and religion, disability and ethical decision-making concerning sexual orientation.

Nursing professor Emily Akerson noted, “The School of Nursing leadership is visionary and forward thinking, and provides support and encouragement for faculty to be innovative in developing and promoting strategies for mentoring, guiding and influencing students to think broadly and inclusively about their role as health professionals. Students are encouraged by faculty to advocate for all of their patients, families and communities, and aspire to the nursing code of ethics, which calls nursing to practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.”

Several clinical experiences are also designed to expose students to diverse populations. New programs in rural underserved communities, homeless shelters and the free clinic have been developed to build capacity for providing care. Other diversity initiatives include study abroad programs and the Interprofessional Health Policy Collaborative which provides for research and support for practical policy solutions and experiential learning on advocacy for improved health outcomes of all populations. The JMU School of Nursing continues to strive to educate students to be inclusive and respectful of all individuals.

During this simulation, students interact with a simulated patient who speaks another language.

“The School of Nursing is committed to inclusivity by honoring the richness that diverse perspectives bring into our world.”

– Joseph Tacy, associate director for undergraduate programs, assistant professor, JMU School of Nursing
It was an exciting night at the Richmond Omni this past November where JMU School of Nursing had an excellent showing at the Virginia MOD Nurse of the Year Awards. Congratulations to Andrea Knopp, Nurse Educator of the Year, Alyssa Williams, Student Nurse of the Year, Debbie Kile, DNP ’17, Surgical Services Nurse of the Year and Tiffany Kidd, DNP ’16, Advanced Practice Nurse of the Year.

Andrea Knopp, PhD, MSN, MPH, FNP-BC (left) pictured with Melody Eaton, PhD, MBA, RN, CNE

Alyssa Williams

Debbie Kile, DNP ’17

Tiffany Kidd, DNP ’16

Catherine Brown, MSN, RN
Farrell Faculty Excellence in Teaching Award, JMU School of Nursing

Lisa Carmines, MSN, RN
Farrell Faculty Excellence in Teaching Award, JMU School of Nursing

Karen Jagiello, PhD, RN
Jonas Nurse Scholar

Melissa Leisen, MSN, RN
College of Health and Behavioral Studies Faculty Award for Distinguished Service

Joe Tacy, PhD, RN
Fellow, Leadership in Academic Nursing Program

Julie Sanford, DNS, RN, FAAN
Fellow, American Academy of Nursing

Sharon Zook, DNP, RN, APRN, FNP-BC
Faculty member in residence, Antwerp, Belgium
**Publications**


**2017-18 JMU SCHOOL OF NURSING FACULTY ACCOMPLISHMENTS**


2017-18 JMU SCHOOL OF NURSING
FACULTY ACCOMPLISHMENTS

Podium Presentations


Houlahan, B. (2018, April). Health Equity and the Nurses’ Role in Advocacy; School Nursing in Rural Virginia 1900 – 1925. Paper presented at the Professional Development Day for Nurses hosted by the Pi Mu Chapter at Large of Sigma Theta Tau International Nursing Honor Society, James Madison University, Harrisonburg, VA.


Development Day: Symposium conducted at the Sigma Theta Tau Pi Mu Chapter-at-Large Annual Professional Development Conference at James Madison University, Harrisonburg, VA.


Lewis, E.J. (2017, Sept.). Moral distress: Defining the problems, personal resilience, systematic changes [Invited Speaker, for CEUs]. Sentara Rockingham Memorial Hospital.

Lewis, E.J. (2017, May). Integrating Design Thinking Into Nursing Education [Invited Speaker, Webinar for CEUs]. James Madison University School of Nursing CEU Education day.


Patricia (Mayer) Allen, BSN ’82, began her career working in ICUs and ERs in Richmond, VA, Houston, TX and San Francisco, CA. Upon moving to Amsterdam in 1991 she became a stay-at-home mom to her then 2 year son, Corey. In 1994, they moved to Geneva, Switzerland and are now living in Nyon, Switzerland just down the road from Geneva, about a 5-min walk from Lake Geneva. “We love it!” says Allen. In 2002, Patricia started volunteering with a cancer support association. She’d been diagnosed with breast cancer and had many family members with breast cancer. “So I felt this was my way of giving back,” Allen says. “I lost my mother to breast cancer in 1996.” Patricia was president of the association for 6 years and was the founder and coordinator of their main cancer awareness and fundraising event, Paddle for Cancer Support Dragon Boat Festival, for 11 years (www.paddleforcancer.ch). The association is now called ESCA Cancer Support (www.cancersupport.ch) and offer emotional support and practical help to those touched by cancer in the Lake Geneva region. The support services are free of charge and in English. They offer one-to-one counselling, peer support by trained volunteers, yoga, Pilates, gym for cancer patients, MBCT courses and more.

Patricia would love to hear what her classmates are up to now. She says, “I was back at JMU a few years ago for Homecoming and was absolutely amazed at the new facilities for the nursing school. Wow! Made me want to go back and do it all again!”

1997 GRADUATES CELEBRATE 20 YEARS AT HOMECOMING 2017

They had a great time catching up, touring our new nursing facility and then tailgating on Godwin Field. They were absolutely amazed with new building especially with the state of the art lab spaces.

Over 40% of the Geneva population is non-Swiss, working for multinational companies and international organizations, thus for many of these people, English is their primary language. “ESCA Cancer Support was started in 2000 to respond to the needs of this international population and the association has grown amazingly in the past 10 years,” says Allen. She is currently on the Board and remains a very active volunteer but handed over coordination of Paddle for Cancer Support in 2017.

Front row left to right: Natalie (Webb) Thompson works at Fauquier Hospital in Warrenton, VA in the Emergency Department. Beth (Barrett) MacPherson has her MSN from Northeastern University and is a Family Nurse Practitioner working at Family Dermatology in Raleigh, NC. Jen (Leedom) Schmidt works as a Clinical Education Specialist for eNuera in Chicago, Illinois. Natalie (Fishbaugh) Barb works at UVA as the Care Coordinator for Pediatric Gastroenterology. Back row: Tiffany (Simmons) Yount works for Oranogenisis as a Tissue Regeneration Specialist. Tina (Moore) Schoen has her MBA and is the Interim Director of Quality Management for Atrium Health in Charlotte, NC. She has two certifications, NEA-BC, CPHQ, is the North Carolina Nurses Association Southwest Region Director and the President-Elect for the North Carolina Association for Healthcare Quality. Kara (Wasley) Shorb has her MA in Organizational Management and CENP certification. She is a Clinical Account Manager/CES manager for eNuera in Austin, Texas. Deborah (Moyer) Brown is the Augusta Health Hospice of the Shenandoah Admissions Coordinator and has her BS in Sports Medicine/Pre PT as well. Lori (Jackson) Jayne is the Pediatric Sedation Nurse for Radiology at the University of Maryland Medical Center and has two certifications, Pediatric CCRN and Pediatric Certified Nurse. Blair (Copen) Fruck works at Doylestown Hospital in Doylestown, PA in the Cardiac Surgery ICU. Not pictured, Ian Drewry works in Mental Health clinically and in sales roles in Richmond, VA.
Georgetown University Hospital. Stephanie Searles just left her post-partum job at Fort Carson CO as her family just moved back to Virginia. Nicole and Beth O’Connor just finished traveling (in the ICU) for the past 3 years. Starting the beginning of August Beth will be full time in the MICU/ SICU at Morristown medical center in NJ and Nicole is per diem in the ICU at George Washington University Hospital (DC) and per diem in the ICU at Chilton Medical Center in NJ.

ALUMNI HIGHLIGHTS

Leah Haworth, BSN ‘98, was highly influenced by the late Dr. Vida Huber, former head of the JMU Nursing Department, who emphasized critical thinking and research amongst her nursing students. Leah is a former Clinical Research Nurse at the National Cancer Institute, a division of the National Institutes of Health in Bethesda, Maryland, where she ran clinical trials for novel immunotherapy cancer treatments. Her work has been published in more than a dozen research studies in peer-reviewed medical journals, including the New England Journal of Medicine and the Proceedings of the National Academy of Science. She currently works as an independent Research Nurse Consultant for a group of gynecologic surgeons. She hopes Dr. Huber would be proud.

Since graduating they’ve been to North Carolina, Hawaii, Tennessee, Louisiana, Maryland, Oregon, Utah, Virginia, and Massachusetts. This past year the group met in Boston. Next year will be their ten year reunion and location is set for one of the Great Lakes.

From left to right: Melissa Brannigan is currently in CRNA school at VCU. Kimberly Ohgren works at Sentara Rockingham Memorial Hospital ED in Harrisonburg, VA. Jenna Smith, FNP-BC works in the Blood and Marrow Collection Program at

Kelsey (Rakes) Kelly, BSN ‘14, currently works at Wake Forest Baptist Medical Center in Winston Salem, NC in the Pediatric Emergency Department. It is a level one Pediatric Trauma Center in NC that sees children from all over western NC and southwestern Virginia. “Children are so resilient and strong, I love caring for them and their families, it’s truly my passion!” Says Kelsey. She has earned several certifications since graduation; Certified Pediatric Emergency Nurse, Certified Pediatric Nurse, and a teaching certificate for Emergency Nurse Pediatric Care courses. Kelsey was a Unit Supervisor at Inova Fairfax before transferring to Wake Forest. “I have a great husband, JP Kelley that I meet at JMU. I also have two fur babies, Kip and Ziggy. I was a bridesmaid in two fellow JMU Nursing classmates’ weddings, Lauren (Vaccarello) Braun and Kara (Schach) Katz. It is true you make some of your best friends in nursing school. Life is wonderful and I am so glad that I had a great start at JMU’s Nursing Program to get me where I am today!”

Kelsey shared this picture of five Dukes who all worked together at one point in the Pediatric Emergency Department at Inova Fairfax Hospital.

Left to right: Ausrine Bilyte, BSN ‘14, Holly Richitt, BSN ‘13, Kelsey (Rakes) Kelley, BSN ‘14, Lyndsey (Atherton) Lee, BSN ‘01 and Becky Eckerman, BSN ‘04

“We all worked together at the Pediatric Emergency Department at Inova Fairfax Hospital and thought it was such a JMU reunion when we all ended up working on the same day! Go Dukes!” Says Kelsey.
Kelsey Cunningham, BSN ’15, and Honors program graduate has worked in the Medical Respiratory Intensive Care Unit at VCU Health in February of 2017 and has precepted multiple nurses and is now a Clinical Nurse II. Kelsey says, “I have received over 10 Daisy award nominations and I absolutely love what I do! I just recently became active in the Unique Pathogens Unit as well. We activated a few years prior for a possible Ebola case. I am super excited for all the new JMU nurses graduating and wish them all the best of luck!” She is currently precepting Taylor Watkins, BSN ’15.

Nancy B (Manuel) Wheeler, BSN ’83, graduated from the 2nd nursing class in 1983. She says, “Wow sure doesn’t seem that long ago! I have had a wonderful, interesting career in nursing having worked in various settings, from hospital med-surg, ob/gyn, home infusion, long-term care consulting, to owning and managing an 87 bed assisted living facility the last 15 years in the beautiful mountains of North Carolina! I am so thankful that I pursued this career & received such a good education at JMU!”

Jamie Smith, MSN ’13, Nurse Practitioner Program wrote a book, along with a physician. Fannie Utz, MSN ’13 Nurse Practitioner Program is a contributor to the book. The purpose of the book is to be a quick, convenient resource for clinical use in the outpatient setting (e.g., nursing home, family practice, home health) and is specific to the geriatric population. It will be available on Amazon to purchase on Sept 03, 2018.

Kelsey Cunningham and Taylor Watkins

Katie Lidard, BSN ’11, recently graduated with her Adult Gerontology Acute Care Nurse Practitioner MSN degree from the University of South Carolina and officially accepted a position at University of Maryland Medical Center in Baltimore, MD as an NP with the Shock Trauma Surgery Team. She will be starting in October 2018.

Hannah Entwistle, BSN ’11, RN, CCRN, works at the University of Maryland Medical Center in the Medical Intensive Care Unit. She was awarded the “Innovation through EBP” award for implementing and writing how to safely prone ICU patients manually and the “Excellence in Nursing Practice” award in 2017 during our annual nursing awards. Subsequently in 2017 she was nominated by the University of Maryland Medical System for “Magnet Nurse of the Year” for the 2017 Magnet conference.

Allie Picard, BSN ’15, is pursuing her Doctor of Nursing Practice (DNP) at Columbia University. She received a hospital wide daisy award when working on McLean’s inpatient pediatric psych unit in 2016. She says, “They only give out two daisy awards a year to two nurses hospital wide so it was very exciting!”

Rachel Castleton, BSN ’16, received a team Daisy Award for her job at the Emergency Department at Carolinas Healthcare System University, her first job as a new grad. Her most recent venture is travel nursing in the emergency department. First stop is Reston VA near DC.

Anastasia Suslaev, MSN ’16, JMU, Nurse Midwifery Certification, Shenandoah University, is a practicing midwife in Harrisonburg, VA. In May her practice joined Harrisonburg Community Health Clinic to provide prenatal services. This is a federally qualified health center that provides exceptionally high quality care to women and their families in our community. “I am the delivering provider for this collaboration and serve as one of the overseeing clinicians. I am extremely proud to provide these services to the families of our community ensuring high quality, evidence based, and local health care!” Anastasia initiated bringing Nitrous Oxide to the labor and delivery ward at Sentrara RMH in June 2018 and is now an option for pain management at SRMH for women who desire to use it. She also created a visual guide for women to know their pain management options at SRMH, encouraging women to explore their options and make informed and empowered choices during the birth of their babies.

Brianna Morgenthaler, BSN ’17, currently works at VCU Medical Center on the Pediatric and Adult Bone Marrow Transplant Unit. During nurse’s week, she was nominated and chosen by her peers to receive the “Novice Nurse Exemplary Practice Award.” This award is presented to a RN with less than 18 months of experience that is dedicated and compassionate about the delivery of quality patient care.

John Estaesta, BSN ’17, currently works in the Tower Operating Room at INOVA Fairfax. He recently completed their perioperative fellowship this past April and is currently working on his certification to be a CNOR (Certified Nurse in the Operating Room).

Heather Galang, MSN ’14, DNP ’17, after graduating moved to Charleston, SC where she helped the Stroke Program achieve its Comprehensive Stroke Certification from the Joint Commission. Just recently she was promoted to Nursing Professional Development Specialist for the Adult Med-Surg population at the Medical University of South Carolina.
Academic Programs

DNP Program ▪ Online Executive Format ▪ www.nursing.jmu.edu/dnp

MSN Program ▪ Online & Hybrid Options ▪ www.nursing.jmu.edu/msn
- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Clinical Nurse Leader
- Nurse Administration
- Nurse Midwifery

RN to BSN Program ▪ Online Program ▪ www.nursing.jmu.edu/rntobsn
BSN Program ▪ Pre-licensure on campus ▪ www.nursing.jmu.edu/bsn

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