Message from the Dean

It is my great pleasure to write with updates on the extraordinary work of the Marion Peckham Egan School of Nursing and Health Studies. When I began the position in 2014, we were an unnamed School of Nursing with 550 undergraduate and graduate students. Through the generous philanthropy of former Fairfield University Trustee William P. Egan ’67, P’99 and his wife Jacalyn P’99, we joined the Charles F. Dolan School of Business as the second named School on campus. Just over a year ago, we moved into our new 70,000-square-foot building and filled every inch of it with our wonderful faculty, staff, and students. This year, we welcome our first public health majors and are gearing up for our first class of social work students in 2019. Our current Egan School enrollment is over 850 students.

Yet we’ve done all this while maintaining the quality of nursing education for which Fairfield is known. We are so proud of our movement toward high quality simulation in students’ educational experiences. The Kanarek Center for Palliative Care Nursing Education (KCPC) maintains a robust schedule of educational offerings that reached close to a thousand students and community members in its first year of operation. We continue to be the recipients of major grants from the Health Resources and Services Administration (HRSA), American Association of Colleges of Nursing (AACN), and the Centers for Disease Control (CDC) that support the great work of our faculty and students. All of these accomplishments culminated in our designation as a National League for Nursing Center of Excellence for Nursing Education in 2018.

I could not be more honored to serve as the dean of this exceptional school. The work of our faculty, staff, and students positively impacts our communities every day. Moreover, our graduates go on to establish a trajectory of health leadership in institutions nationwide, ensuring that our school’s excellence lives on to impact many more in the future.

I hope you enjoy reading about the wonderful work of the Egan School and feel a sense of pride for your contributions and affiliations with our success. We couldn’t have done it without the support of our entire community of interest and know that the best way to show our gratitude is to continue our excellent service as educators, clinicians, scholars, and members of the profession.

Sincerely yours,

Meredith Wallace Kazer PhD, APRN, FAAN
Dean & Professor

“I could not be more honored to serve as the dean of this exceptional school. The work of our faculty, staff, and students positively impacts our communities every day.”

Meredith Wallace Kazer PhD, APRN, FAAN
Dean & Professor
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In the fall of 2017, the Marion Peckham Egan School of Nursing and Health Studies opened its doors to the new state-of-the-art facility. The 70,000-square-foot, four-level, modern facility features open collaborative areas, cutting-edge simulation labs, equipment and control rooms, and enhanced clinical learning environments. The new school is also home to the Kanarek Center for Palliative Care Nursing Education.

Being at the forefront of health care, the Egan School expanded its innovative simulation pedagogy through a new state-of-the-art simulation center as part of students’ clinical education. The simulation labs feature high-fidelity simulators, control rooms, and actors as standardized patients.

Fairfield’s nursing faculty has fully integrated simulation education into the nursing curriculum at the undergraduate and graduate level. Working in a control room, the faculty establishes scenarios involving patients, evolving health conditions, and families, in order for students to learn how to react to a range of different clinical situations.

“Simulation enhances the education that students receive by exposing them to patients and scenarios that they otherwise may not encounter,” stated Director of Simulation Susan Reynolds, RN, BSN, MAHSM. “During off-campus clinical rotations, students are exposed to only those patients who happen to be in a hospital bed that day. With simulation, we can ensure the patients they are caring for align with the curriculum of the course and the students have a working knowledge of the disease process before caring for the patient.”

Simulation-based teaching helps students to integrate critical thinking accompanied by clinical and communication skills in order to practice evidence-based nursing care in a risk-free, hands-on environment. Having students assess their own behavior, in addition to having faculty review their behavior toward standardized patients during the simulation, has resulted in increased confidence as measured by the Confidence in Managing Patient Aggression scale (CMPAS).

The simulation labs have also allowed for cross interprofessional education (IPE) between different nursing programs. In one instance, faculty from the midwifery and anesthesia programs worked together to create an IPE simulation on placental abruption. In this simulation, students were expected to identify the life-threatening condition of a placental abruption and to work collaboratively as nurses to safely and effectively care for the patient. These types of simulations enable students to practice taking the lead in clinical emergencies without risk of harming the patient. By integrating simulation education into the curriculum, students are able to have a broad spectrum of health care experiences.

Reflecting on her simulation clinical experience, nursing student Kalliopi Kapetanos ’20 stated, “The simulation labs help nursing students build up our confidence and prepare us for real-life patient scenarios. The labs provide realistic experiences that truly help us to be prepared for any nursing situation we may find ourselves in throughout our future careers.”

LEFT: The cutting-edge simulation labs provide nursing students exposure to realistic experiences through the use of technology and professional actors. Photo by Newman Architects
“At the Egan School, it is our commitment to educate all nursing students to provide compassionate, holistic, and high-quality care for all patients faced with life-threatening conditions and their families.”

Eileen O’Shea, DNP, APRN, PCNS-BC, CHPPN
Director of the Kanarek Center for Palliative Care Nursing Education
opening its doors in fall 2017, the Kanarek Center for Palliative Care (KCPC) Nursing Education aims to prepare students to provide holistic, patient-centered care in their future health care careers. Fairfield University Trustee and Alumna, Robin Kanarek, BSN ’96, of the Kanarek Family Foundation made the leadership gift to found the Kanarek Center for Palliative Care Nursing Education.

Palliative care programs and services benefit patients who have a life-threatening illness and who require supportive care and pain and symptom management from a multidisciplinary healthcare team to enhance quality of life.

“Nurses can play a vital role in advocating for and assisting patients to complete advance care plans, with respect for an individual’s choices,” stated Director of the Kanarek Center for Palliative Care Nursing Education Eileen O’Shea, DNP, APRN, PCNS-BC, CHPPN. “At the Egan School, it is our commitment to educate all nursing students to provide compassionate, holistic, and high-quality care for all patients faced with life-threatening conditions and their families.”

While at the Egan School, nursing students experience a comprehensive, integrated curriculum that provides students and nursing professionals with the education needed to be leaders in palliative care. Curriculum is based on the End-of-Life Nursing Education Consortium (ELNEC), a national end-of-life program administered by City of Hope and the American Association of Colleges of Nursing. Designed to enhance palliative care in nursing, ELNEC modules and simulation exercises were developed and implemented into the undergraduate and graduate programs to prepare Egan students to be future leaders in health care. Dr. O’Shea said, “Using standardized live actors in the Simulation Center has really made sensitive and difficult conversations take on new meaning. Students realize that continued and repeated practice is critical in order to become more comfortable with patient and family interactions concerning serious illness.”

Throughout the 2017-18 academic year, the Egan School hosted a series of events to raise awareness about palliative care, including hosting Angelo Volandes, MD, who is a physician, patients’ rights advocate, writer, co-founder and president of Advance Care Planning Decisions. The Center also hosted the panel discussion “Transparency and Ethics in Palliative Care,” which helped attendees learn about palliative care and how to have a constructive ethical dialogue about its complex issues.

Additionally, the Egan School received a two-year, $1.2 million grant for palliative care education. The grant, called Implementing Palliative Care Across the Community (IPAC), is from the U.S. Department of Health and Human Services, Health Resources and Services Administration Advanced Nursing Education Workforce (ANEW) Program. This grant sponsors traineeships for students in the Nurse Practitioner programs and helps to strengthen the academic-practice partnership between the Egan School of Nursing and Health Studies and Southwest Community Health Center (SWCHC) in Bridgeport, Connecticut.

The goals of IPAC include a curriculum that addresses key details of evidence-based palliative care along with clinical experiences that allow students to apply their education in practice settings.

Through primary and behavioral care clinical experiences, the IPAC program ensures that students will have the education and skills necessary to provide effective palliative care to underserved populations. The grant seeks to increase the accessibility of palliative care in the state of Connecticut and nationwide.

ABOVE: Student Rachel Fitchel engaging with health care simulation actor and Dakota, the Egan School’s emotional support dog.
Photo by Fairfield University Media Center

LEFT: Students meeting in the atrium outside of the Kanarek Center in the new Egan School.
Photo by Newman Architects
EGAN SCHOOL DEVELOPMENTS
PREPARE STUDENTS FOR

Future of Health Care

Being well prepared to meet the challenges and ever-changing demands of any workplace starts with having the proper programs. As a leader in health care education, the Marion Peckham Egan School of Nursing and Health Studies has expanded its offerings to meet the rapidly-evolving world of health care, sending students into the workforce prepared not only for a lightning pace of change, but also equipped with a breadth and depth of knowledge for a range of fields across the health care spectrum.
Kicking off these upgrades to the Egan School’s curriculum is the introduction of its first non-nursing degree in public health, the school’s first program under its Health Studies branch. Offered as both an undergraduate major and minor, the public health degree comes as a response to the increasing demand for workers with the knowledge and competencies of an entry-level public health professional, including skills such as quantitative analytic skills and qualitative skills in communication and policy development.

Running alongside the addition of the public health major and minor are several new programs available in the nursing branch of the Egan School including a bachelor of science in social work in the fall of 2019. At the graduate level, the Doctorate of Nursing Practice in Nurse Midwifery program prepares students to be expert nurse midwives for every circumstance in which midwifery care is delivered to women. Students attend births and provide gynecologic, antepartum, intrapartum, postpartum, newborn, and breastfeeding care under the supervision of Certified Nurse Midwife (CNM) faculty.

Also offered as a graduate program is the Leadership in Informatics Nursing (LEAD-IN) program, a new cross-disciplinary curriculum that offers nursing students the opportunity to learn the latest skills in informatics, analytics, and computer engineering. The concentration provides graduate nurses with the ability to apply informatics theory through clinical experiences in a variety of health care settings, resulting in all program graduates meeting the qualifications to register for the national Informatics Nursing Certification Exam.

Calling the program “unlike any other program in our area,” Linda Roney, EdD, MSN, RN-BC, CPEN, CNE, LEAD-IN, specialty coordinator, assistant professor of nursing, said the informatics program is “specifically designed for nurses interested in a graduate degree program where they have opportunities to learn from leaders in informatics both in the classroom and in a clinical setting through real-world practicum experiences.”

As a leader in health care education, the Marion Peckham Egan School of Nursing and Health Studies has expanded its offerings to meet the rapidly-evolving world of health care.
It is an exciting time for the Marion Peckham Egan School of Nursing & Health Studies. This summer, the National League for Nursing (NLN) announced that the Egan School of Nursing & Health Studies was one of 16 nursing programs nationwide selected to be a NLN Center of Excellence. The Egan School was formally inducted during the Honors Convocation at the 2018 NLN Education Summit in Chicago, Illinois.

Ranked among the best nationwide, the Egan School is named among the top 15 nursing programs in the country and the top nursing program in Connecticut by College Factual. Additionally, College Factual’s ranking placed Egan graduates among the top 5% highest paid graduates in the country. In their annual rankings for graduate schools, U.S. News & World Report named the Egan School among the best in the country in the category of Doctor of Nursing Practice, as well as in the Master’s nursing degree category.

“The Egan School faculty has a long-standing reputation for clinical nursing excellence, deep commitment to student learning, and innovative teaching and learning practices,” stated Dean Meredith Wallace Kazer, PhD, APRN, FAAN. “Our designation as a NLN Center of Excellence provides the well-deserved recognition of these stellar attributes, and I am honored to be the dean of this wonderful faculty whose teaching excellence will continue to improve nursing care for years to come.”

In order to become a Center for Excellence, selection is based on the school’s sustained excellence in faculty development, nursing education research, and student learning and professional development.

NLN CEO Beverly Malone, PhD, RN, FAAN, stated, “Centers of Excellence help raise the bar for all nursing programs by role modeling visionary leadership and environments of inclusive excellence that nurture the next generation of a strong and diverse nursing workforce to advance the health of the nation and the global community.”

Fairfield’s Egan School was specifically selected for its sustained efforts to “promote the pedagogical expertise of faculty.” Egan’s programs use the latest in medical equipment and small classroom settings to provide a practical and engaging education for students. This is achieved while offering students a strong liberal arts education paired with the theory-based knowledge and skills that will allow them to work in the expanding fields of nursing and health studies. Students grow both personally and professionally to become committed and compassionate nurses, capable of providing professional care to people in any setting.

LEFT: The Egan School’s stunning design illuminates the night.
ABOVE: Egan students meeting in one of the new meeting spaces.
Photos by Newman Architects
Can’t Snooze on Sepsis
Olivia Foye
Fairfield University, Fairfield CT

SIGNIFICANCE IN PATIENT CARE

BACKGROUND

Significant findings from the literature show that in patients with sepsis, the mortality rate increases by 10% for every 1°C increase in the core temperature. Early recognition and treatment of sepsis can reduce mortality rates. A comprehensive approach to sepsis management is crucial for improving patient outcomes. The use of sepsis bundles and early goal-directed therapy (EGDT) have been shown to improve survival rates in patients with sepsis. However, despite the advancements in the field, sepsis continues to be a significant cause of mortality worldwide. Therefore, it is crucial to develop strategies to improve the diagnosis and management of sepsis to reduce mortality rates.

PROFESSIONAL PRACTICE

Knowledge of the signs and symptoms of sepsis is essential for healthcare providers to recognize the condition early and initiate appropriate treatment. Early recognition and treatment can prevent the progression of sepsis to septic shock. Healthcare providers should be familiar with the sepsis bundles and EGDT, and they should follow these guidelines to improve patient outcomes. Regular training and education on sepsis management, including the use of sepsis bundles, are necessary to ensure that healthcare providers are adequately prepared to manage sepsis cases.

REFERENCES

Fairfield Nursing Students Present Research At National Convention in Nashville

This spring, six undergraduate senior nursing students and Assistant Professor Mary Murphy, PhD, BC-FNP, presented their capstone research to more than 3,000 nursing students, faculty, and nursing leaders at the 66th Annual National Student Nurses' Association Convention in Nashville, Tennessee.

Olivia Foye '18, Kaylee Dwyer '18, Samantha Bongo '18, Katherine Dowling '18, Elizabeth Harwood '18, and Lilly Kemm '18 had the opportunity to present their original research in the poster presentation session to a conference of thousands of nursing students, faculty, and nursing leaders from across the country. The nursing students who were selected for the conference were all seniors completing their capstone and transition clinical experiences.

In addition to presenting their research, students attended seminars, workshops, and general sessions that focused on the trends, issues, and career opportunities within the nursing field.

“The conference was an amazing experience for all of us,” stated Foye '18, Fairfield's Student Nurses Association president. “It was great to talk to other student nurses from across the country to share our experiences and knowledge with one another. In addition, there were several representatives from health systems across the country, graduate nursing schools, and board certification representatives sharing information with us.”

Olivia Foye '18

CLOCKWISE FROM TOP LEFT: Lilly Kemm '18, Olivia Foye '18, and Katherine Dowling '18 presented at the 66th Annual National Student Nurses’ Association Convention; students presented their research to thousands of nursing students, faculty, and nursing leaders; Katherine Dowling '18 enjoyed sharing her research and networking with health care professionals.

Photos provided by Olivia Foye '18

“It was great to talk to other student nurses from across the country to share our experiences and knowledge with one another. In addition, there were several representatives from health systems across the country, graduate nursing schools, and board certification representatives sharing information with us.”

Olivia Foye '18
EGAN STUDENTS MARK THEIR PLACE IN THE WORLD

In keeping with the mission of Fairfield University’s Jesuit values, specifically the concept of men and women for others, the Egan School inspires students to become leaders within the health care industry. Through their curriculum, the Student Nurses Association, and a variety of study abroad opportunities, students are able to engage and support vulnerable populations with the goal of continuing such activities well after their college careers have ended.

Egan Students Complete Oncology Nursing Fellowship

In memory of his late wife, Susan, who succumbed to ovarian cancer, Fred Flynn launched the Susan D. Flynn Oncology Nursing Fellowship Program in 2014. The Egan School was one of the first nursing programs to participate in the fellowship. The highly competitive program selects rising seniors from the top nursing schools in the country with the aim of providing them with comprehensive clinical exposure to oncology nursing and the “best practices” in compassion.

This year, three Egan School students participated in the fellowship at Greenwich and Stamford Hospitals in Connecticut. Carissa Corrado ’19, Brittany Fasanelli ’19, and Emily Etchegary ’19 were among 33 oncology nursing Flynn Fellows nationwide during this year’s program.

During the eight-week program at Greenwich Hospital, the students shadowed seasoned nurses and served as integral hands-on members of the cancer care team. The program provided students with experience in medical and surgical oncology, clinical research and trials, chemotherapy, infusion services, radiation therapy, palliative care, hospice services, and patient and family support. Additionally, each student completed and presented an evidence-based research project to improve care in an oncology setting at the conclusion of the fellowship.

“What I learned most from the fellowship is the importance of communication between each of the major components that
make up comprehensive care for an oncology patient,” stated Corraro. “With this solid communication, care can be completed in a way that is best for the patient. I also learned how to provide therapeutic communication to families and patients at times that are most often very difficult, which will help me throughout my nursing career.”

The students were able to apply the skills learned at the Egan School while gaining new knowledge from the health care teams they shadowed.

“Through this fellowship, I was able to apply my nursing school knowledge to a real-life hospital setting, which has helped me to decipher my strengths and weaknesses as a nurse,” stated Corraro. “I have become an advocate for my patients as well as someone they can trust in such trying and difficult times in their lives.”

The experience gained during this fellowship helped the students solidify their post-Fairfield plans. “The fellowship rotated us through all the different units of oncology, which ultimately helped solidify my decision to become an oncology nurse,” stated Fasanelli. “Having the opportunity to just experience what an oncology nurse does helped me figure out what I wanted to do after nursing school, and I cannot thank Fred Flynn enough for that!”

**Students Make a Difference at Hope Dispensary**

The world’s top 33 developed countries each possess universal health care, with the startling exception of one: the United States. And although the U.S. outspends every other high-income nation within the health care industry, approximately one-third of Americans struggle each year to obtain adequate health insurance. More than 43 million people completely lack any sort of medical coverage at all. As a result, millions of individuals are severely disadvantaged, causing many to struggle in obtaining vital medications necessary for their survival or well-being. Created in an attempt to alleviate this impending crisis, the Dispensary of Hope was founded in 2003. This national nonprofit organization and licensed pharmacy, through partnership with pharmaceutical manufacturers, strives to deliver medicine, fill prescriptions, and supply essential medication for uninsured or low-income patients.

The Egan School has partnered with the Hope Dispensary of Greater Bridgeport to educate its nursing students about demographic factors that may influence health outcomes and also to question why inequities exist in certain populations. Within the program, students participate in varying capacities, such as providing assistance with health screenings and patient visits. After the partnership began in the fall of 2016, Hope Dispensary
pharmacist Christine Toni was thoroughly impressed with the work Egan students performed, so much so that two Fairfield faculty members – Associate Professor Jessica Planas, PhD, RN, MPH, CHES, and Associate Professor Michelle Leigh Farrell, PhD, – along with 20 other Fairfield nursing students, received the Values Recipient Award at St. Vincent’s Medical Center. The award, typically reserved for hospital staff who go above and beyond the call of duty, recognizes the dedication, strong work ethic, and compassion that the collaboration between Fairfield and Hope Dispensary has generated.

“Students are exposed to the realities of being uninsured and barriers that many face accessing necessary medication,” stated Dr. Planas. “For many students, this experience is their first encounter with the health inequities that occur in our health care system. It challenges them to reflect on their own privilege and the experiences of others. All of the students are encouraged to think about how they might contribute to a solution, regardless of their future careers.”

The program’s success has improved the quality of life for countless members of our local community and has dramatically impacted the way Egan students think about the national and global health care industry. The partnership, a true embodiment of Fairfield’s core Jesuit values, grants participants the tools necessary to navigate a diverse world, allows students to empathize with patients by gaining insight to multiple perspectives, and graduates mindful scholars trained to care for people through a culturally responsive lens.

**Fairfield Nursing Students Make a Difference During Service Trip to Nicaragua**

This spring, a passionate group of nursing students traveled to Nicaragua to immerse themselves in a new health care environment. This program was initiated in 2009 in collaboration with the Universidad Centroamericana (UCA) and community partners to develop and implement sustainable, evidence-based interventions to address health concerns. The partnership is unique in that Fairfield students are exposed to working alongside students studying social work as well as students learning to teach English as a second language.

“As a nursing student at Fairfield, we are privileged to complete our clinical experiences at some very well-known hospitals with so many resources, but to step inside a clinic in Nicaragua is so different and truly humbling,” said nursing major Olivia Foye ’18. “The work we were able to complete was beyond rewarding. This experience has truly opened my eyes to public health at a global level.”

This year, project participants worked in two urban communities, Ayapal and Nueva Vida, volunteering in clinics and conducting research on the high rates of cervical cancer and childhood obesity.

To address the issue of cervical cancer, students completed house-to-house interviews with over 100 women in Ayapal, where they asked about their knowledge of Pap smear tests and cervical cancer. After evaluating the learning needs of the community, program participants developed a handout to educate the community on the importance of Pap smear screenings to detect cervical cancer in its early stages and to promote better outcomes.

While researching the high rates of childhood obesity, students visited Nueva Vida to complete a third year of tracking growth data for a primary school. Program participants measured weights and heights of 230 students in a Nicaraguan school. In addition to collecting this data, they developed educational activities addressing healthy food choices, exercise habits, water safety, and bullying.

“This trip allowed me to truly see the varying degrees to which social determinants can affect access to health care and quality of life,” said nursing major Zerin Sattar ’18. “I’m so blessed to have had the opportunity to give back to another community and even more so for gaining so many new friendships on this trip. I definitely left a piece of my heart in Nicaragua, and I do wish to visit again one day, hopefully on an alumni trip.”

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**LEFT FROM TOP:** Students conducted research on the high rates of cervical cancer and child obesity. Residents were provided information sheets to educate the community on preventive measures to take to detect cancer early and promote better outcomes.

*Photos by Associate Professor Jessica Planas*
Susan Bartos, PhD, MSN, RN, CCRN, assistant professor of nursing, was selected from a nationwide pool to serve on the Clinical Advisory Workgroup for the American Association of Critical Care Nurses. The group will review and revise current clinical content and re-evaluate various channels of distribution to increase the translation of evidence into practice.

Associate Dean Audrey Beauvais, DNP, MBA, RN and Dean Meredith Kazer, PhD, APRN, FAAN, guest-edited a special themed summit edition of Nursing Education Perspectives detailing the work of State Action Coalitions formed to implement Institute of Medicine Future of Nursing recommendations. The issue included an article on the Connecticut state work led by Drs. Beauvais and Kazer, as well as their editorial and the successful work of a dozen of the more than 50 state-based groups, funded by the Robert Wood Johnson Foundation and American Association of Retired Persons (AARP).

Cynthia Bautista, PhD, RN, APRN, CNRN, FNCS, associate professor of nursing, was named Alpha Sigma Nu Undergraduate Teacher of the Year. The award is bestowed yearly upon one graduate and one undergraduate teacher, as a result of student feedback. The society encourages its members to a lifetime pursuit of intellectual development, deepening Ignatian spirituality, service to others, and a commitment to the core principles of Jesuit education. Dr. Bautista was also appointed as the Consulting Editor for Critical Care Clinics of North America.

Jaclyn Conelius, PhD, FNP-BC, FHRS, associate professor of nursing, and Joyce Shea, PhD, CNSc, APRN, associate dean of graduate studies and associate professor of nursing, were awarded a $1.2 million dollar grant from the Health Resource and Service Administration (HRSA). The IPAC program (Integrating Palliative Care Education Across the Community) project funded by this grant supports education of Psychiatric and Family Nurse Practitioner students in palliative care in conjunction with our partners at the Southwest Community Health Center.

Sally Gerard, DNP, RN, CDE, CNL, associate professor of nursing, and Deborah List, PhD, MA, MPH, visiting assistant professor of nursing, received a grant from the Centers for Disease Control and American Association of Colleges of Nursing to support an academic and community-based, year-long learning hub. The hub will establish collaborations among multiple resources working independently around the topic of food insecurity in Greater Bridgeport, Connecticut. Interventions and outcomes focus on health outcomes related to chronic illness with an emphasis on obesity and Type 2 Diabetes Mellitus.

Alison Kris, PhD, MSN, RN, was honored with an award for Quality Improvement by the Yale New Haven Health System (YNHHS). Dr. Kris and her collaborator, Sheila Pacia, were recognized and received a certificate for their project, “Knowledge About Hospice Services Among Nursing Staff.” The purpose of the study was to determine some of the reasons why patients may not be referred for hospice care. Once the barriers to referral are better understood, a campaign will be undertaken to raise awareness about the presence of the program and to dispel any myths about hospice services.

Diana Mager, DNP, RN-BC, associate professor of nursing, created a study guide for Defining Hope that aired on PBS during April for National Patient Decision Month and in May for National Nurses Week. Dr. Mager was also appointed to the Health Information Technology Advisory Council’s Polypharmacy and Medication Reconciliation Work Group through the CT Office of Health Strategy.

Nancy Moriber, PhD, CRNA, APRN, assistant professor of nurse anesthesia, received a grant from the Health Resources and Services Administration (HRSA) to provide Nurse Anesthetist Traineeships to Egan School Nurse Anesthesia Doctorate of Nursing Practice students.

Jessica Planas, PhD, RN, MPH, CHES, associate professor of nursing, was selected to participate in AACN’s new Diversity, Equity and Inclusion Group (DEIG), which will be instrumental in ensuring adequate attention and resources to these issues across AACN schools and colleges.

Susan Reynolds, RN, MAHSM, CNML, director of simulation, was selected as a National League for Nursing Simulation Leadership fellow. This competitive program will provide her and the Egan School with essential information and education to enhance our simulation program.

Kathleen Wheeler, PhD, APRN, FAAN, professor of nursing, was awarded funding from the George Link Foundation to develop Trauma & Resilience Competencies for Nursing Education. This project was held in June 2018 at Egan School of Nursing with 20 national nursing experts in trauma attending. A Delphi survey is currently being conducted and will be presented to APNA in October and disseminated this year. Dr. Kathleen Wheeler was also the invited editor of a special issue of Journal of American Psychiatric Nurses Association on trauma in January 2018. Her editorial, “A Call for Trauma Competencies for Nursing Education,” appeared in that issue.
WELCOME NEW FACULTY

Hilary Bartholomay '08, DNP'18
Visiting Assistant Professor of Nursing
Hilary Bartholomay, DNP, APRN, FNP-BC, joined the Egan faculty in fall 2018 as a visiting assistant professor of nursing. A graduate of Fairfield University, she specializes in inpatient orthopedics, joint replacement, fracture care, and spinal surgery at Yale New Haven Hospital–St. Raphael’s Campus. Her research area is in geriatrics with a focus on depressive symptoms in older adults with dementia.

Karen Corcoran, DNP, APRN, PMHNP
Visiting Professor of Nursing
Karen Corcoran, DNP, APRN, PMHNP, is currently a visiting professor of nursing at the Egan School. Dr. Corcoran is an advanced practice psychiatric nurse specializing in grief and bereavement, trauma, anxiety, and depression. She is trained in Eye Movement Desensitization and Reprocessing (EMDR) Therapy and CBT for Insomnia Therapy.

Deborah List, PhD, MPH
Visiting Professor of Nursing
Deborah List, PhD, MPH joined the Egan School as a visiting professor of nursing. Dr. List has worked in hospital, government, advocacy, and research settings around access and quality of care issues, including serving as the director of Preventive Child Health Services and the Policy Director for the Bureau of School Health at the NYC Department of Health and Mental Hygiene. Dr. List has consulted to various organizations over the last 25 years on public health policy and program development, including the NY Academy of Medicine and the CT Office of the Child Advocate. Additionally, Dr. List is actively involved in community organizations, and serves on a number of boards, including being appointed as a member of the Wilton Commission on Social Services, and is on the advisory board of the Kanarek Center for Palliative and Supportive Nursing Care Education at the Egan School.

Joshua Neitlich, MSW, LCSW
Visiting Instructor of Social Work
Joshua Neitlich, MSW, LCSW, is a visiting instructor of social work at the Egan School. Neitlich received his master of science degree in social work, specifically in advanced clinical practice, from Columbia University. His professional background as a social worker includes working with children, families, and adults in schools, camps, judicial-based programs, hospitals, and community support agencies. In addition to teaching, he is the dean of students and a social worker for Westport Day School.

Kim Oliver, PhD, LCSW
Visiting Assistant Professor of Social Work
Kim Oliver, PhD, LCSW, joined the Egan faculty as a visiting assistant professor of social work and director of the new undergraduate level social work program. A licensed clinical social worker with over 25 years experience, Dr. Oliver’s interests are in clinical social work, focusing on the integration of mindfulness and spiritual practice within psychotherapy, as well as the treatment of addiction, trauma, anxiety, bipolar disorder, depression, and relationship issues. Prior to becoming a social worker, she studied acting at the HB Studio in New York City. Additionally, Dr. Oliver is a visiting professor of sociology and anthropology.

Jennifer Schindler-Ruwisch, DrPH
Assistant Professor of Nursing
Jennifer Schindler-Ruwisch, DrPH, joined the Egan faculty as an assistant professor of nursing. She received her DrPH in health behavior from George Washington University. Her research focuses on chronic diseases and nutrition-related diseases, obesity prevention, smoking cessation, and maternal/child health. She has also studied mobile health as a means of health promotion and decreasing health disparities.
Gina Trovato
Visiting Instructor of Nursing

Gina Trovato is currently a visiting instructor of nursing at the Egan School. Since completing her master's degree, she worked at Greenwich Hospital caring for patients of varying acuity on the medical-surgical, intermediate care, and intensive care units. She has actively engaged in shared governance as the inaugural chair of the Night Shift Council and as a certified Palliative Care Resource Nurse, helping Greenwich achieve Magnet designation in June 2016. She will teach “Fundamentals of Nursing Care Lab” this semester.

RIGHT: Egan students caring for a simbaby in the labor and birthing suite.
Photo by the Fairfield University Media Center

BACK COVER: Students gaining hands-on experience during an emergency room simulation.
Photos by Newman Architects