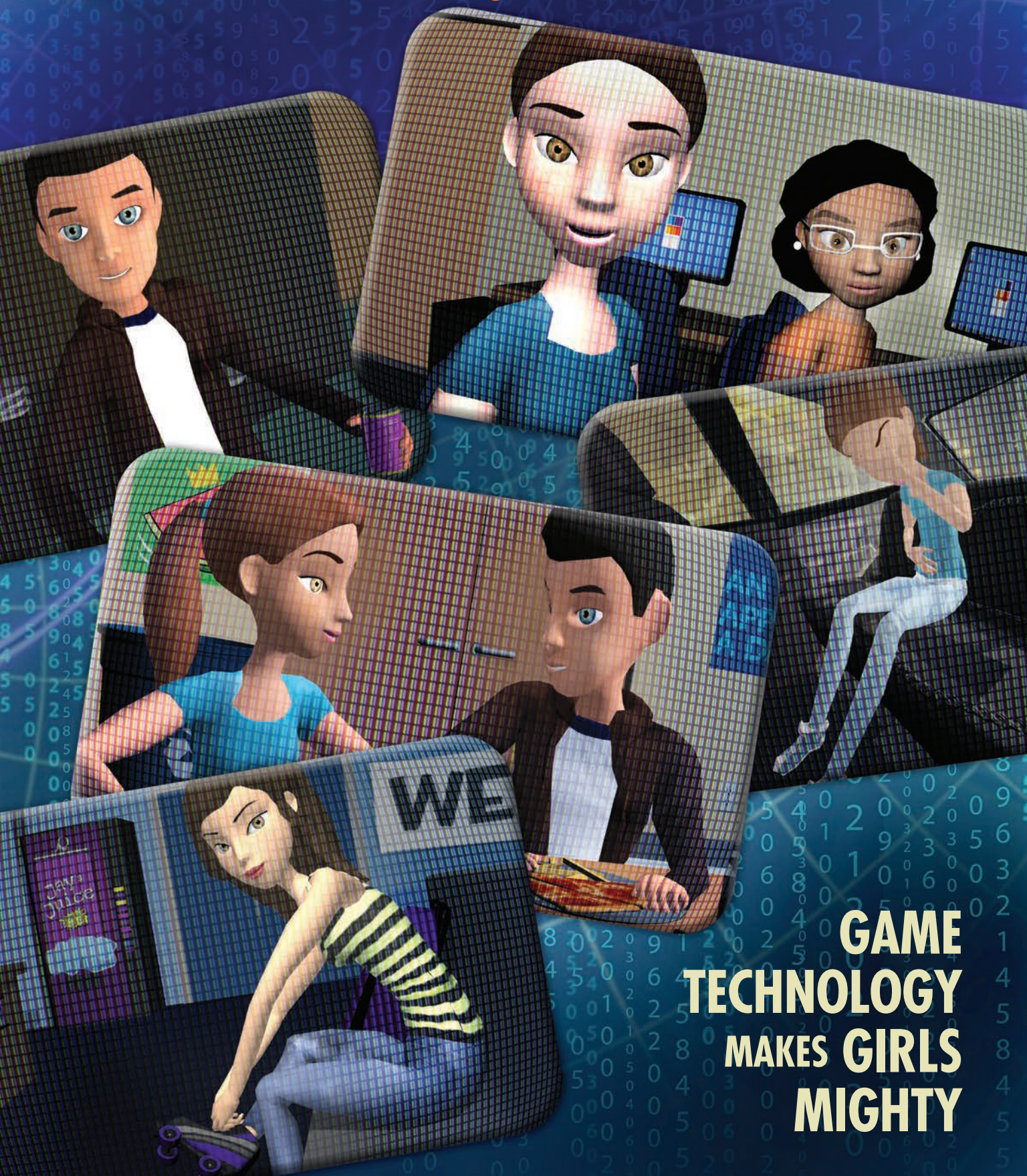


Spring 2016

heartbeat

University of Miami School of Nursing and Health Studies



**GAME
TECHNOLOGY
MAKES GIRLS
MIGHTY**

features

- 10 Mighty Girls**
Interactive classroom and digital games developed by faculty researchers empower girls to use their voices to make wise choices.
- 16 Traumatic Experiences**
Unique partnership with the Ryder Trauma Center exposes students to world-class clinical practice skills.
- 20 Toward a Simulation Destination**
Groundbreaking of Simulation Hospital celebrates a historic step forward in the vision to revolutionize health care education.
- 22 Transforming Nursing Education in Guyana**
Collaborative partnership and online certificate program breathe new life into Guyana's nursing schools.

departments

- 2 Leadership**
- 3 Dean's Message**
- 4 Vital Signs**
Inauguration of new UM President Julio Frenk • Public health project in Ecuador • El Centro hosts LGBT wellness forum • ACC All-Academic students • Improving end of life education • Impact of community health fairs • Child welfare conference • Minority organ donor designation • SONHS technology conference
- 26 Faculty Honors**
Reaching top rankings • Faculty achievements
- 27 Faculty Profile**
Mary Hooshmand, Ph.D. '10
- 28 Class Notes**
Good news from SONHS grads
- 31 Alumni Profile**
Carol Lindsey, M.S.N. '91
- 32 Student Profile**
Kristiana Yao

EDITORIAL CONTRIBUTORS

Marina Alvarez, B.S. '03
SONHS Executive Director

Rosa M. Lamazares-Romero
SONHS Communications Manager

Maria Padron
SONHS Project Manager, Research Support

Meredith Camel, M.F.A. '12
Christina Delphus, B.S.C. '91, M.B.A. '95
Yolanda Mancilla
Ginny Pickles

UNIVERSITY COMMUNICATIONS

Jacqueline R. Menendez, A.B. '83
Vice President for Communications

Todd Ellenberg
Assistant Vice President for Communications and Marketing

Julia D. Berg
Director of Communications and Marketing

Scott Fricker
Design Director

Lisa Kuehnle
Art Director

Kristian Rodriguez
Assistant Art Director

Nicole Andujar
Graphic Designer

Angie Villanueva, A.B. '12
Production Manager

Heartbeat is published twice a year by the School of Nursing and Health Studies (SONHS) and the University of Miami Office of Communications and Marketing. *Heartbeat* is distributed to alumni, faculty, staff, and friends of the SONHS. Reproduction in whole or in part without permission is prohibited. Postmaster and others, please send change of address notification to *Heartbeat*, School of Nursing and Health Studies, P.O. Box 248153, Coral Gables, Florida, 33124; telephone 305-284-3666. Contributions of articles and artwork are welcome, but *Heartbeat* accepts no responsibility for unsolicited items.

The comments and opinions expressed in this magazine do not necessarily reflect those of the University of Miami or the staff of *Heartbeat*. Copyright © 2016, University of Miami. An Equal Opportunity/Affirmative Action Employer.

UNIVERSITY COMMUNICATIONS 15-175

HELP SHAPE THE FUTURE OF HEALTH CARE EDUCATION

BE PART OF THE TAKE A SEAT CAMPAIGN



LEAVE YOUR MARK AND TAKE A SEAT!

Join us in the new state-of-the-art auditorium in the forthcoming University of Miami Simulation Hospital at the School of Nursing and Health Studies.

The **TAKE A SEAT** campaign offers a unique opportunity to play a vital role in shaping the future of health care education.

Proud to be a 'CANE
Your Name Here
Class of 2015
GO 'CANES!

A gift of \$250 or \$500 will allow donors to name a seat in the auditorium in honor of their

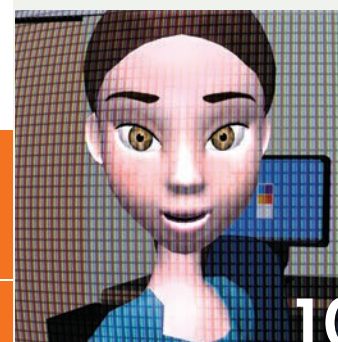
time and accomplishments at the School, as a tribute to a family member, or as a commemoration of a special memory. The nameplate, mounted on the back of a seat, will be installed upon completion of the project in 2017.

Only 300 seats are available, and we expect them to go quickly.

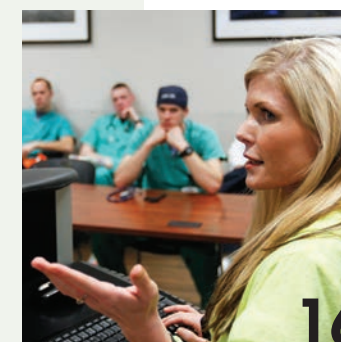
To make a gift online, visit www.miami.edu/sonhs-takeaseat or call the Advancement Office at 305-284-5435.



UNIVERSITY OF MIAMI
SCHOOL of NURSING
& HEALTH STUDIES



10



16



20



22

UNIVERSITY OF MIAMI School of Nursing and Health Studies

ADMINISTRATION

Nilda (Nena) Peragallo Montano, Dr.P.H.

Dean and Professor

Doris Noel Ugarriza, Ph.D.

Vice Dean and Professor

Victoria Behar Mitrani, Ph.D.

Associate Dean for Research and the Ph.D. Program, and Professor

Martin M. Zdanowicz, Ph.D.

Associate Dean for Health Studies and Professor of Clinical

Mary Hooshmand, Ph.D.

Associate Dean, D.N.P. Programs and Assistant Professor of Clinical

Johis Ortega, Ph.D.

Associate Dean for Master's Programs and Global Initiatives, and Associate Professor of Clinical

Mary Mckay, D.N.P.

Associate Dean for Nursing Undergraduate Programs and Associate Professor of Clinical

Sean Kilpatrick, M.S.Ed.

Assistant Dean of Student Services

Marina Alvarez, M.R.A.

Executive Director, Operations and Research

Zuny Fernandez, B.S.

Director, Budget

ADVANCEMENT

Karissa L. Grasty

Assistant Dean, Advancement

2015-2016 VISITING COMMITTEE

*Jayne Sylvester Malfitano, *Co-Chair*

M. Christine Schwartz, *Co-Chair*

Lisette Exposito, B.S.N.

Pamela J. Garrison, R.N.

*Thelma Anderson Gibson, B.S.N.

Jacqueline Gonzalez, D.N.P.

Kim Greene, L.C.S.W.

Michael Joseph, M.B.A.

Javier Lopez, M.D.

Joanne Martin, M.B.A.

Arthur R. Miller, M.B.A.

Oscar Morales, M.D.

Deborah S. Mulvihill, M.S.N.

Kevin O'Brien, M.D.

Maria Lamas Shojacee, M.B.A.

Joan K. Stout, R.N.

Deborah Tedder, M.S.N.

David Zambrana, D.N.P.

**Denotes Trustee*

FACULTY

Laura D. Albuja, D.N.P.

Assistant Professor of Clinical

Patricia Amado, Ph.D.

Assistant Professor of Clinical

Debbie Anglade, Ph.D.

Assistant Professor of Clinical

Rossana Bizzio, M.S.

Lecturer and Program Director, Nurse Anesthesia

Patricia Larrieu Briones, D.N.P.

Assistant Professor of Clinical

Rosina Cianelli, Ph.D.

Associate Professor

Nichole Crenshaw, D.N.P.

Assistant Professor of Clinical and

Director, Adult Gerontology Acute Care Nurse

Practitioner Program

Joseph De Santis, Ph.D.

Associate Professor

Diego Deleon, M.D.

Senior Lecturer

Karina Gattamorta, Ph.D.

Research Assistant Professor

Juan Gonzalez, D.N.P.

Assistant Professor of Clinical

Rosa M. Gonzalez-Guarda, Ph.D.

Associate Professor

Shayne Hauglum, Ph.D.

Assistant Professor of Clinical

Laly Joseph, D.V.M., D.N.P.

Assistant Professor of Clinical

Alexis M. Koskan, Ph.D.

Assistant Professor of Clinical

Kristin N. Levoy, M.S.N.

Lecturer

LaToya J. Lewis-Pierre, Ed.D.

Assistant Professor of Clinical

Linda Mays, D.N.P.

Assistant Professor of Clinical

Yui Matsuda, Ph.D.

Assistant Professor

Brian McCabe, Ph.D.

Research Assistant Professor

Greta Mitzova-Vladinov, D.N.P.

Assistant Professor of Clinical and Interim Associ-

ate Director, Nurse Anesthesia Program

Anne E. Norris, Ph.D.

Professor

Brenda Owusu, D.N.P.

Assistant Professor of Clinical

Linda M. Parker, D.Sc.

Research Assistant Professor

Andrew Porter, Ph.D.

Assistant Professor of Clinical

Carmen Rosa Presti, D.N.P.

Assistant Professor of Clinical

Deborah J. Riquelme, Ph.D.

Assistant Professor of Clinical

Anthony (Tony) James Roberson, Ph.D.

Associate Professor of Clinical

Deborah Salani, D.N.P.

Assistant Professor of Clinical

Jill Sanko, Ph.D.

Assistant Professor

Kenya Snowden, D.N.P.

Assistant Professor of Clinical

Natalia Villegas Rodriguez, Ph.D.

Assistant Professor of Clinical

Goldie Wasman, M.S.N.

Lecturer

Carole Wilkinson, D.N.P.

Assistant Professor of Clinical

Jessica R. Williams, Ph.D.

Assistant Professor

MISSION STATEMENT

The mission of the School of Nursing and Health Studies is to educate students and support faculty committed to excellence in nursing and health science. Through research, education, and practice, the school will create and disseminate health knowledge and prepare culturally competent leaders to provide safe service to our community, the nation, and the world.

Building the Future of Health Care

It is a transformative time at the SONHS! The hustle and bustle that typifies any busy academic program is being amplified by the sounds and sights of construction on our school grounds, as the long-awaited Simulation Hospital becomes a reality. Witnessing the creation of our new facility makes me more aware than ever of how far our school has come.

I am pleased to inform you that *U.S. News & World Report's* 2017 Best Graduate Schools issue named the SONHS's graduate programs among the nation's top 50, with the Master of

The stories in this issue illustrate our overarching excellence, beginning with the cover story on how a high-tech, game-based intervention created by one of our gifted faculty scientists is empowering young girls and revolutionizing the field of teen pregnancy prevention. Featured student, alumni, and faculty profiles describe how health care professionals who are educated in our programs are contributing in creative, intelligent, and



Closer to home, you will read about a community wellness forum that connected local stakeholders and our researchers to explore how to improve well-being in LGBT individuals and continue the dialogue on inclusivity. This issue also reports on an innovative event where we invited our South Florida neighbors into our school to promote inter-institutional commitment and the use of cutting-edge digital teaching techniques.

I am continuously inspired by the energy, call to service, scholarship, and focused dedication to health care teaching and learning that is happening around me every day. As members of the SONHS community, we can all be proud. I hope you enjoy this engaging issue!

Nilda (Nena) Peragallo Montano

Dr.P.H., R.N., F.A.A.N.

Dean and Professor

Science in Nursing program vaulting to No. 40 and the Doctor of Nursing Practice program, a new category, ranking No. 38 out of 149 schools. In this issue of *Heartbeat* you will see why our programs continue to rise in the rankings. It is the dedication, talent, and generosity of our students, alumni, faculty, community partners, and friends that facilitate this progress.

lasting ways to improve the health of our country's most vulnerable populations.

Beyond national borders, you will learn how our school is leading an exciting partnership with Guyana's Ministry of Health and the Pan American Health Organization to strengthen nursing education capacity in the Caribbean.

President Frenk Unveils Roadmap for the U in Inaugural Address

The University of Miami inaugurated Julio Frenk as its sixth president on January 29—a monumental occasion in the University's 91-year history and the cornerstone of a weeklong series of celebratory events.

Men's and women's basketball games, national inauguration watch parties, and Firsts at UM (an exhibit and discussion of pivotal moments at the U) were all part of Inauguration Week 2016. The week also included the launch of 'Cane Talks—lively ten-minute presentations by leading UM thinkers available online at canetalks.miami.edu.

President Frenk, former dean of Harvard's T.H. Chan School of Public Health and minister of health in Mexico, delivered an energetic and inspiring inaugural address, "Charting the Course to Our New Century." In it, he shared his vision for the U to become "a truly hemispheric, excellent, relevant, and exemplary university."

To achieve this vision by the University's centennial in 2025, Frenk outlined several initiatives: 100 new endowed faculty chairs, funding to meet 100 percent of student financial need, interdisciplinary collaboration to solve

complex problems such as rising sea levels, educational and hemispheric innovation, and a deeper culture of belonging where people of all backgrounds and identities feel valued. He also announced a \$100 million gift from longtime UM benefactors Phillip and Patricia Frost to support basic and applied science and engineering.

This "roadmap" for the future builds on the "intensive listening exercise" Frenk conducted during his first 100 days on campus. The School of Nursing and Health Studies was among the schools, colleges, and departments he visited to learn about the University's most critical needs. Interdisciplinary collaboration, particularly with the Miller School of Medicine, was a prominent topic among the SONHS faculty and leadership who attended the president's listening exercise at the Schwartz Center for Nursing and Health Studies on December 9, 2015. Building collaborative bridges later emerged as an important message in the president's inaugural address.



UM President Julio Frenk tours the SONHS during his "listening exercise."

"Another threat to excellence is fragmentation into silos that divide people, ideas, and disciplines," Frenk told an audience of thousands at the BankUnited Center that included delegates from 99 universities and learned societies, diplomatic representatives of 28 nations, students, faculty, civic and business leaders, employees, alumni, and trustees. "Much of this University's potential stems from the fact that—for all the diverse strengths of our 11 colleges and schools—we are one U."



Interdisciplinary Partnership Addresses Public Health in Ecuador

Two summers ago, School of Nursing and Health Studies faculty member Diego Deleon volunteered to dig sewer canal ditches as part of a project led by the UM chapter of Engineers Without Borders USA (UM-EWB) in Las Mercedes, Ecuador. The goal was to help reduce the spread of infectious diseases by connecting every home in the impoverished community to the town's central sewage system.



UM student inspects the septic tank system in the impoverished Ecuadorian community of Las Mercedes.

Deleon first heard about the initiative from then-president of UM-EWB Natasha Koerner, a biomedical engineering major with minors in Spanish (College of Arts and Sciences) and public health at the SONHS. The immersion inspired Deleon to organize a "Public Health in Action" project upon his return that would provide a service-learning experience for public health students to develop, implement, and evaluate sustainability initiatives.

An inaugural group of SONHS Bachelor of Science in Public Health students are spending part of this summer in Las Mercedes completing their global practicum requirement. The project is a first-time interdisciplinary collaboration among the school's B.S.P.H. students, Miller School of Medicine's graduate public health students, and College of Engineering students, who will join forces to help improve population-level health in a real-world setting. Deleon is traveling with the students as a faculty mentor.

He explains that participants are partnering with local leaders, residents, and key stakeholders to conduct a community needs assessment focusing on the town's built environment, with a view to collaborating with EWB on future infrastructure projects.

"These kinds of projects teach us leadership skills through civic engagement," Koerner reflects. "By working together and combining our passions with our academic talents, we can create sustainable solutions to health issues. It's worth it when you see the end product of what you all accomplished together to improve the well-being of a marginalized community."

Assessing the Impact of Community Health Fairs

When School of Nursing and Health Studies faculty member Jessica Williams was tapped to teach Population Focused Nursing, a requirement of the B.S.N. curriculum, she embraced the long-standing practice of students implementing community health fairs as a part of this course. She designed a study to measure the impact of health fairs on participants' health knowledge, skills, and behaviors, and on the level of community engagement with the school. As a dedicated researcher who helps lead the community engagement activities of the Center of Excellence for Health Disparities Research: El Centro, Williams enlisted help from El Centro faculty and nursing students to create a toolkit that would standardize the planning, execution, and evaluation of the health fairs.

"Almost no evaluations have been conducted to determine the long-term effectiveness of health fairs," says Williams. "The study follows up with participants to see if they made behavioral changes or can still perform the skills they learned after a certain amount of time has elapsed."

Williams is now pilot-testing a community-based organization engagement tool developed by Ph.D. student Winnie Adebayo to evaluate and help improve the school's relationships with its community partners.

"This project is the perfect confluence of nursing education, research, and service," says Williams. "Blending the health fairs with the research and service mission of El Centro shows our students that nursing scholarship, nursing science, and service to the profession are not discrete elements, but rather can be combined to maximize the well-being of community residents and support the work of our community partner health care providers."



From Curing to Comforting: Improving End of Life Education

Given the reality of a rapidly aging U.S. population, the American Association of Colleges of Nursing (AACN) has called for incorporation of End of Life (EOL) education throughout the nursing curriculum. To meet this mandate, Assistant Professor LaToya Lewis-Pierre, B.S.N. '02, in collaboration with fellow School of Nursing and Health Studies faculty Mary McKay, B.S.N. '88, D.N.P. '10, and Jill Sanko, Ph.D. '15, and sociology faculty Linda Belgrave, worked with an instructional designer to develop and test an innovative, engaging, and interactive EOL online learning module and EOL simulation activity.

"There is a need for compassionate EOL nursing care," says Lewis-Pierre. "Nurses must be prepared to deliver all aspects of care—not only maintaining or restoring patient health but also helping patients and their families to experience dying in a humane manner."

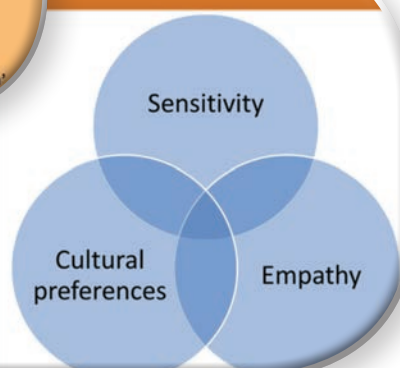
While the SONHS curriculum has always included some EOL care components such as managing symptoms of impending death, this initiative focused on how to interact with dying patients and family members to facilitate a peaceful and comfortable death.

"We're teaching students how to make the psychological switch from curing to caring for a dying patient, which can make students feel helpless and uncomfortable," says Lewis-Pierre.

"They have to turn off the voice that tells them a nurse should promote wellness and save lives. Rather, the goal of compassionate EOL care is to provide comfort."

The study intervention group completed an online EOL educational module and then participated in an EOL simulation scenario, while the control group completed the online module only.

and Religious Issues



Teams of three students participated in each simulation scenario. Two of the students cared for a dying patient, while the third student played the role of a family member, helping them learn about and respond to concerns that a dying patient's family might have.

The simulation scenarios closely mirrored real-world EOL situations with adult patients, with the simulators displaying EOL symptoms. An inter-professional approach to EOL care was emphasized: students responded to orders from physicians and other providers, and were encouraged to access resources such as pastoral care and psychosocial services. The students learned to work in teams to deliver patient- and family-centered, culturally appropriate care.

"It was gratifying that the students reported feeling compassion and care for the dying patients and their families, even when they were also experiencing discomfort because they weren't sure which clinical skills to employ," says Lewis-Pierre. "Just realizing how much they wanted to help and to learn was so rewarding for me."

Both the online module and simulation experiences demonstrated positive impacts on participants' attitudes toward EOL care, but improvements were more pronounced in students who were exposed to both teaching strategies. The latter were more willing to provide care to the dying patient and felt more comfortable communicating with families.

"Students reported greater understanding of the role and value of nurses as advocates as well as caregivers," says Lewis-Pierre. "They learned that nurses not only support patients in getting well but also support them in the transition from living to dying."

Both the EOL online module and simulation experience have been permanently incorporated into the Adult Health II curriculum at the SONHS.



Types of Grief

- ❖ Anticipated mourning
- ❖ Sudden Loss
- ❖ Complicated Grief

- ❖ Focuses on supporting the patient while the individual is in the dying process
- ❖ Death with dignity
- ❖ Address the needs of different populations:

- ❖ Minorities
- ❖ Poor
- ❖ Uninsured

Death is resented and feared because it brings an end to human joy, but it also brings an end to fear and pain and suffering.

Iona Heath, 'Matters of life and death'

A new interactive EOL online learning module supports simulation experiences at the SONHS.



El Centro Hosts LGBT Community Wellness Forum and Scientific Advisory Board Meeting

On February 5 the school's Center of Excellence for Health Disparities Research: El Centro hosted two events—both designed to highlight best practices for at-risk populations. The day began with Community Responses to Improve the Wellbeing of LGBT Individuals, a scientific forum for community workers and academic researchers to increase awareness and mitigate problems that disproportionately affect lesbian, gay, bisexual, and transgender (LGBT) populations.

"LGBT health and wellness is gaining national attention, but few opportunities exist for LGBT community advocates to talk with researchers," says SONHS professor and El Centro director Victoria Mitrani, A.B. '80, Ph.D. '86. "This forum provided an open discussion to explore challenges and resources, and to form collaborations."

Participants and panelists explored strategies that bridge science, practice,

advocacy, and activism. Emerging areas of need include LGBT wellness across the lifespan from youth to seniors, and challenges facing transgender individuals such as stigma and lack of access to competent health care.

Later in the day, El Centro's Scientific Advisory Board (SAB) convened, bringing together distinguished scientists from across the United States, as well as from the University of Miami's SONHS, Miller School of Medicine, School of Communication, School of Education and Human Development, and College of Arts and Sciences. The meeting showcased El Centro's commitment to preparing the next generation of minority health disparities scientists.

"A major challenge to reducing health disparities is the shortage of a diverse research workforce," said Mitrani. "El Centro is at the forefront in advancing the careers of emerging health disparities scientists."

At the heart of El Centro's model is "training con cariño." The Spanish word cariño means paying attention when students are having a hard time, and reaching out and offering support.

"You have to provide mentorship with affection, caring, and warmth," explains Mitrani. "Minority students and early career scientists face many obstacles to achievement in the sciences and can easily become discouraged. Many of us are minority scholars ourselves, and we know what it's like."

The SAB heard El Centro success stories from student Ariel Smith, a Minority Health International Research Scholar who was accepted to the SONHS B.S.N. to Ph.D. program; Jacob Martinez, a Ph.D. student who will conduct his dissertation research at the University of Texas at El Paso; and postdoctoral associate and medical anthropologist June Carrington, who is looking at how culture affects access to care among women in Miami and Puerto Rico.



SONHS Students Named to All-ACC Academic Team

Gracie Lachowecki, soccer player and nursing major, and Justin Vogel, football player and health science major, were among the SONHS athletes selected to the All-ACC Academic Teams in their respective sports in February 2016. Lachowecki was also the lone player in the conference to win back-to-back ACC Offensive Player of the Week last season. Eligibility requirements are a 3.0 grade point average for the prior semester and 3.0 cumulative GPA.

Researching Minority Organ Donor Designation in South Florida

Every organ donor can save up to eight lives, yet an average of 22 people die nationwide every day waiting for a lifesaving organ transplant.

Organ match compatibility is more likely among those from the same ethnicity or race, putting some minority populations at risk due to religious or cultural concerns, explains Christina Karapelou, D.N.P. '15, who has years of advanced nursing experience in the organ transplant arena. While reviewing statistics for South Florida between people needing transplants and those getting them, she noticed a wide discrepancy among Haitian-Americans. "Nationally, minorities donate in proportion to their population," she explains. "But in South Florida, Black Americans comprise 45 percent of the organ transplant waitlist while only 27 percent donated in 2014," she reveals.

Identifying this as a major health care issue, Karapelou made it the focus of her D.N.P. capstone project, "A Bimodal Approach to Increasing Organ Donation Designation: A Minority Nursing Organization and Legislative Awareness." It successfully leveraged a minority association partnership and a health policy to build awareness on how to improve organ donor designation in South Florida.

"South Florida is a very unique environment regarding transplants because amongst certain minority groups in the community, various ethnic and religious beliefs exist that go into making a decision for someone to donate their organs or accept a transplant," says Karapelou. "Combatting myths, distrust, or religious objections about donations and transplantation is culturally sensitive, so the right type of education and awareness-building is critical to increase designation."

Karapelou's "Train-the-Trainer" (TTT) phase of her project aimed to build such awareness within the Haitian-American community by partnering with the Haitian-American Nurses Association (HANA). Evidence shows that members from ethnic communities connect better with those from their own race and ethnic origins when discussing health care. Using the TTT model to train HANA member nurses about organ donation, Karapelou empowered them to educate 23 Haitian-American community

"Combatting myths, distrust, or religious objections about donations and transplantation is culturally sensitive."

members. As a result, the aggregate knowledge gained and shared may lead to 184 potential saved lives, if the newly aware now register to donate.

"Using a nursing organization versus going into the community and doing my own education was pivotal to the success of my project," reveals Karapelou. "It showcases the exponential

power of a community network."

Mary Etienne, D.N.P. '10, chair of HANA's Public Relations and Legislative Affairs Committee and a Miami Dade College nursing professor, says, "Working with Christina was a perfect fit for the HANA in addressing the need to increase awareness regarding organ donation in the Haitian-American community of South Florida."

As part of her pilot, Karapelou also presented on legislative awareness to the Florida Nurses Association (FNA) and worked with Florida state representatives to help draft pending legislation on organ donor registration.

"People are dying while they're waiting. And Christina took that on from the perspective of really delving into the evidence and then working with the legislators and appropriate nursing associations," says Mary Hooshmand, Ph.D. '10, assistant professor of clinical nursing at SONHS and Karapelou's advisor.

Karapelou now has a new position in the Department of Nephrology and Hypertension at the Miami Transplant Institute (MTI). Her pilot has been internationally acknowledged through invitations to speak to the HANA affiliated nursing schools in Haiti.

Christina Karapelou presents the results of her D.N.P. capstone project, which partnered with the Haitian-American Nurses Association to educate Haitian-Americans about organ donation.

El Centro Co-Hosts Child Welfare Conference

Each year domestic violence, mental disorders, and substance abuse take a significant toll on the welfare of children. Last winter, the school's Center of Excellence for Health Disparities Research: El Centro co-hosted the 9th Annual Miami-Dade Community Based Care Alliance Child Welfare Conference. The conference theme was "Improving Frontline Practice through Therapeutic Jurisprudence."

Faculty members Rosa Gonzalez-Guarda, Ph.D. '08, and Anthony Roberson helped plan and presented at the event, held on the Coral Gables campus. About 280 child welfare professionals attended, including judges, case managers, attorneys, court staff, administrators, volunteers, advocates, and mental health professionals.

Participants received training on how to implement a therapeutic approach in the court system that considers not only the prescribed legal route but also the science-based impact that their decisions may have on the therapeutic process and, consequently, on the mental and physical well-being of children involved in the system.

Roberson, who has conducted extensive research into the intersection of therapeutic jurisprudence and mental health among youth, said one of the overriding goals of the conference was to "facilitate a dialogue among the various disciplines about the complexities we all face in treating this vulnerable and oftentimes ignored population."



Innovation in Education Conference Builds on Last Year's Tech Fair

What began last year as a technology fair at the School of Nursing and Health Studies grew into a full-day technology conference this year, offering continuing education credits for nurses and attracting numerous participants from throughout the University and South Florida community.

The conference—Technological Innovation in Health Care Education: Collaborations for Empowerment and Learning—took place on January 23, 2016 at the Schwartz Center for Nursing and Health Studies. Allan Gyorke, assistant vice president for information technology and chief academic technology officer at the University of Miami, delivered a keynote session covering the gamut of teaching tech, including wearable technology, Massive Open Online Courses (MOOCs), and 3D printing. Breakouts and hands-on technology demonstrations followed.

Participants included nurses and instructional design professionals from Jackson Memorial Hospital, University of Miami Hospital, The Cleveland Clinic, and Nova Southeastern University, as well as UM's Miller School of Medicine, School of Education and Human Development, and Department of Information Technology. Opening the event to those outside of the school helped "to encourage inter-institutional connectedness and communication, as well as community partnerships, as strategies to promote digital tools," explains SONHS Assistant Professor of Clinical Carmen Presti, D.N.P. '12, who organized the conference with Khitam Azaiza, director of instructional design and media production at the school. "This is important because

effective teaching strategies promote critical thinking in students."

The topic that generated the most excitement, according to Azaiza and Presti, was the "flipped classroom," in which online didactic instruction helps free up classroom time for interactive learning. "At the conference we showed faculty that they do not have to transform their entire teaching modality all at once," Azaiza says. "For example, if students are struggling with a particular lesson, faculty can implement the flipped classroom format for just that lesson to see if it helps. They can customize these cutting-edge tools as needed to enhance our students' learning experiences."

SONHS Sim-Tech facilitates hands-on demonstrations with technology conference participants.





MIGHTY GIRLS®

By Yolanda Mancilla

It's a breezy afternoon at Miami Lakes Middle School, and Mighty Girls program facilitator Dina Ferranti greets 15 Latina seventh-graders who are entering the classroom. The girls talk excitedly as they line their backpacks against the wall, cell phones safely tucked inside. They take their seats and look expectantly at Ferranti. "It's time for our NO thanks, NO way Mighty Moment," she announces.

During the next 45 minutes, the 11- to 13-year-olds learn about three different styles of communication—aggressive, passive, and assertive—and how they can refuse their friends' requests to engage in risky behaviors by using their words, their voice, and their body language. "Communication is more than the words you say," Ferranti tells them. "You're also 'talking' with your body and the sound of your voice."

The girls learn that when their words, voice, and body language match, others will see them as being confident and convincing. "Voice and Body-language Always Match," emphasizes Ferranti, who is a School of Nursing and Health Studies (SONHS) Ph.D. student. "That's V-BAM power!"

Interactive classroom and digital games empower girls to use their voices to make wise choices.



Julissa, an avatar in the Mighty Girls teen pregnancy prevention skill-building video game, helps to orchestrate challenging scenarios for game players.

The girls break into pairs and take turns practicing the “strategies for refusal” they are learning in the group. One girl tries to talk the other into engaging in the kind of risky behaviors that many early adolescent girls face every day, such as skipping class, shoplifting, hanging out with older teens, or sneaking beer from the refrigerator at home. The other girl uses her “V-BAM power,” together with “POW,” the Power of Words, to refuse the request in a way that’s convincing, considerate, and confident. She practices putting her shoulders back, looking her partner in the eye, and saying no without talking in a “squeaky” voice or sounding like she’s asking a question. And she learns how to choose words that will protect her friendship while getting her safely out of the risky proposition.

A week later, the girls are back. This time their eyes are on Christina Lopez, B.S.P.H. ’15, who is sending them to the game room to play DRAMA-RAMA, the Mighty Girls skill-building video game. After 15 minutes, they return with big smiles on

their faces and giggle while comparing stories, especially stories about “Javier.” Girls need to use a lot of POW and V-BAM with Javier—he likes to flirt and invite them to do things like come over to his house when his parents are not there.

The girls are participants in Mighty Girls, an early intervention pregnancy prevention program for Hispanic and Brazilian girls and the brainchild of University of Miami School of Nursing and Health Studies Professor Anne Norris. Mighty Girls is currently being implemented in Miami-Dade County middle schools as part of the JUEGA! study (see sidebar). The program combines highly interactive classroom sessions with DRAMA-RAMA, a cutting-edge video game that uses avatar-based, mixed-reality technology to empower early adolescent girls with skills to resist everyday peer pressure and remove themselves from risky situations. SONHS undergraduate and graduate students team together with School of Education and Human Development graduate students to help Norris deliver and evaluate the program.

RESISTING RISK WITHOUT LOSING FACE

“Early adolescents are at risk for engaging in behaviors linked to early initiation of intercourse, such as hanging out with older teens who are engaging in sexual behavior,” explains Norris. “Girls who initiate intercourse early are at risk for teen pregnancy, especially pregnancies that end up with a baby in the NICU [Neonatal Intensive Care Unit]. The costs to the adolescent, family, health care system, and society are high—but preventable.”

National statistics show an increased risk for teen pregnancy among Hispanics living in low socioeconomic neighborhoods, such as the ones targeted by Norris’s study. Data from a Mighty Girls feasibility trial indicates that the program has a more powerful impact on reducing risky sexual behavior than other early intervention prevention programs. These promising early results led the National Institute of Nursing Research of the National Institutes of



Anne Norris

Health to award Norris a \$3.3 million, five-year grant in 2014 to further test the efficacy of Mighty Girls.

“Early adolescents need information presented in a concrete, rule-based manner that at the same time enables them to think about the effects of their choice and to resist social influences without losing face with their friends,” says Norris. “Mighty Girls was designed to do all of these things.” Through activities such as rating the riskiness of various behavior choices or critiquing the messages embedded in media images and television programs, the girls also develop critical thinking skills.

“The classroom sessions teach decision-making by scaffolding formal operations thinking through fun, game-like activities that link goals, choices, and results of choices,” says Norris. Through Mighty Moments and other fun, interactive activities Norris developed in collaboration with Roxana Delcampo Thalasinis (research support coordinator for JUEGA!), “the girls develop a kinesthetic or whole body

ADVANCING THE SCIENCE OF TEEN PREGNANCY PREVENTION

JUEGA! (“PLAY!”) is a randomized group trial that tests the efficacy of Mighty Girls, a teen pregnancy prevention program that empowers early adolescent girls with the peer-resistance skills they need to avoid risky social situations. The study focuses on low-income Hispanic adolescent girls in response to national concerns about the increased risk for teen pregnancy within this U.S. subpopulation. It is an interdisciplinary, collaborative effort involving the UM School of Nursing and Health Studies, REAL Prevention, E2i Creative Studios at the University of Central Florida’s Institute for Simulation and Training, Interactor Simulation Systems, and experts in teen dating violence and economics.

The JUEGA! study is being conducted in 20 Miami-Dade County public middle schools that have a predominantly Hispanic student body as well as a high proportion of students who qualify for free or reduced lunch. Study participants are seventh-grade, English-speaking girls of Hispanic or Brazilian background, and 85 percent qualify for free or reduced lunch. Girls are followed into fall of their ninth-grade year. All study activities are held after regular school hours, and girls are provided healthy snacks and free transportation home.

Participating schools are randomly assigned to either the Mighty Girls intervention or a control condition called Game Girls, but regardless of study condition, all girls in JUEGA! have access to fun computer games and the opportunity to build skills for success in life. This year, the study was implemented in nine schools – five Mighty Girls schools and four Game Girls schools.

The Mighty Girls condition has six classroom sessions in which girls learn to link choices and consequences, identify risky behaviors and situations, match their words with their tone of voice and body language, use avoidance and refusal techniques to respond to peers, and critique sexualized messages in the media.

After completing the classroom sessions, girls play DRAMA-RAMA, a computer game that allows them to practice their newly acquired skills verbally and non-verbally with several “early adolescent” avatars. The girls’ words, voices and body language are the “inputs” to which the avatars respond. They earn game points for socially competent and effective responses to simulated interpersonal encounters that are drawn from the kinds of situations that middle school girls typically encounter in their schools and neighborhoods.

The Game Girls condition features Science Valley, an interactive, virtual reality computer game designed by UCF’s E2i Creative Studio to help increase girls’ interest in science and create an opportunity for them to practice using the scientific method as they interact with male and female scientist avatars and a friendly robot dog in a virtual world. Girls are able to experiment with building a wind turbine or a robot, or with determining the environmental conditions needed to grow a crop. The Game Girls condition helps the study team ensure that changes in the Mighty Girls participants are due to the intervention and not to girls maturing or changing their behavior over the short term simply by virtue of being part of a research study (i.e., “the Hawthorne Effect”).

“I think we’re going to see some really groundbreaking and innovative results,” says Anne Norris, principal investigator of this study and a professor in the University of Miami School of Nursing and Health Studies. “The Mighty Girls intervention, the DRAMA-RAMA game, and the way we’re going to analyze the data are all cutting edge,” Norris says.



Left: Mighty Girls avatars Vicky and Javier share pizza in the school cafeteria.
Right: Vicky is on her way home, feeling sick after drinking something that her friend Arcade told her to try because “it will make you feel real good.”

awareness of assertive communication,” Norris explains.

“You can see them grow from one session to another,” notes Ferranti. “They begin to think of their own new ways to say no or to avoid giving an answer altogether.”

The project is an interdisciplinary, collaborative effort that brings together experts in communication, psychology,

when they are in the real situation.”

Together with colleague Michelle Miller-Day, a professor of communication studies at Chapman University, Hecht developed Keepin’ it REAL, a prevention modality that provides teens with effective communication skills to help them negotiate risky situations that might lead to drug use. REAL stands for four important skills: refuse, explain,

challenge the girls to use their new communication and refusal skills to make wise choices. One of the most innovative aspects of the gaming technology is the use of digital puppetry which allows the girls to talk directly to the avatars as if they were real people, fully immersing them in a virtual world that simulates their everyday experiences. Each story unfolds differently as the characters respond to each girl’s own words, tone of voice, and body language. The players earn points by using their Mighty Girl “powers” – V-BAM and POW – to respond to the risky scenarios.

“This is the model of the future,” says Temple. “Technology isn’t going away, and we can use it to our advantage to promote healthy behaviors in teens.”

Eileen Smith, director of the E2i Creative Studio at the University of Central Florida Institute for Simulation and Training, collaborated with Norris in the production of DRAMA-RAMA. Together with project manager and designer Alexia Mandeville, they helped create the look of the fun, cartoonlike characters and the virtual world in which they live. Actors with expertise in interactive performance helped Norris create the game stories and provided the physical poses and facial expressions for each of the characters.

“Emerging media research is about creative innovation, transcending the limitations of current technology, and getting to the next level,” says Smith. “We’re finding new ways to use creative technology for learner engagement.”

Another innovation is the use of the players’ voices and body language—instead of a mouse, joystick, or keyboard—as the “input” for the game. “They need to learn how to respond the way they would in a real-life situation—by using their voices and body language,” explains Smith.

Using gaming technology to advance prevention science is an approach that greatly interests the NIH. “The technology behind DRAMA-

“The girls don’t use a mouse, joystick or keyboard to play the game because in real life, they won’t use technology to respond to a risky situation. They need to learn how to respond the way they would in a real-life situation – by using their voices and body language.”

theatre, and technology. “When you bring people from different fields together, you get multiple areas of expertise and different perspectives on a problem that enriches the solution-finding process,” explains Norris.

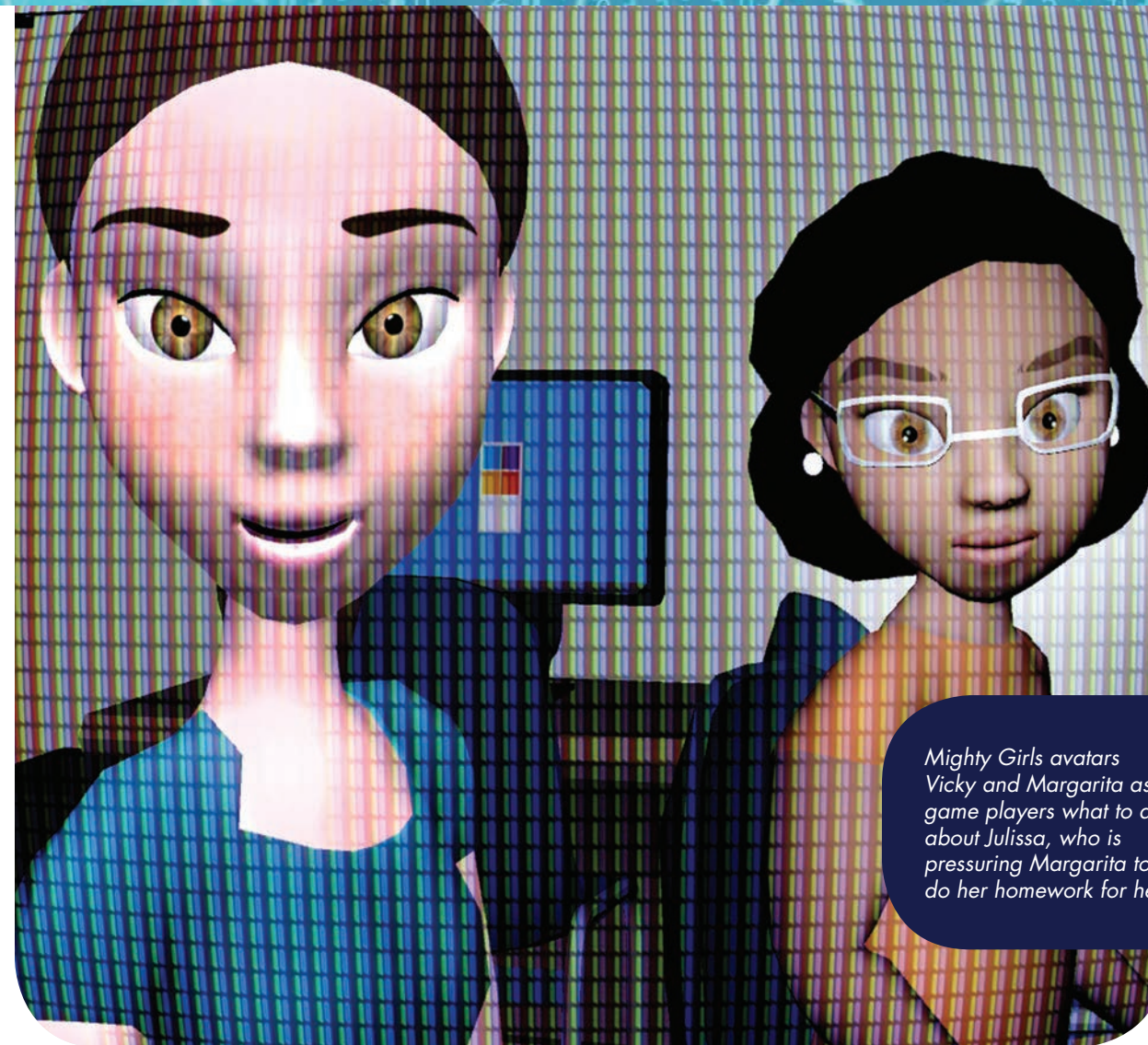
Jeff Temple, an associate professor and psychologist at the University of Texas, is bringing his expertise on dating violence to the project. He explains that problem-solving, conflict resolution, and decision-making in real time are some of the foundational skills participants learn in this program. “Greater self-confidence and increased self-efficacy are the results,” he says.

Michael Hecht, distinguished professor of communication arts and sciences at The Pennsylvania State University, is a communications scientist and nationally recognized drug abuse prevention researcher who serves as the study co-investigator. He says that DRAMA-RAMA enables girls to “practice putting themselves in the risky situation. They learn what they can do and develop the self-efficacy to do it

avoid, and leave. Because the skills that kids use to refuse drug offers are similar to the skills they use to refuse other risky behaviors, the REAL resistance skills component is an important part of the Mighty Girls program.

ENGAGING THE DIGITAL GENERATION

The Mighty Girls classroom sessions take place after school over six consecutive school days. In the days following the last session, the girls play DRAMA-RAMA two times. Developed by Norris and her colleagues, this innovative computer game presents the player with four distinct stories and engaging, recognizable characters: the best friend who doesn’t always make good choices, the popular girl who is involved with a high school boyfriend, the cute boy all the girls want attention from, and the party boy who is always offering alcohol or other drugs. These characters



Mighty Girls avatars Vicky and Margarita ask game players what to do about Julissa, who is pressuring Margarita to do her homework for her.

RAMA helps us capture the girls’ decisions so we can learn more about female empowerment,” says Smith. “The technology guides the experience, but the girls drive the experience.”

TAKING NEW SKILLS INTO THE REAL WORLD

There is great enthusiasm for the project among the girls as well as their parents. “The girls are super positive about the game. They say, ‘This is so fun, I wish I could take it home with me,’” says Ferranti. “And the parents say their daughters have changed in a positive way after being in the program,” adds study assistant Jennifer Donoso, who helps coordinate the DRAMA-RAMA sessions.

The schools are just as enthused. Marly Hernandez is at specialist and school counselor at Miami Lakes Middle School, one of the schools participating in the Mighty Girls program. “The girls who are engaged seem more empowered, and the parents are happy with the program,” she says. “I’ve noticed girls using their skills in my individual and family meetings. It’s exciting. We want to start offering this program to all the girls in our school every year.”

Clearly, Norris’ vision and leadership are at the heart of the program’s success. “Projects like this come down to someone like her making it happen,” says Hecht. “She’s a gifted researcher who has the ability to move effectively within interdisciplinary groups and to connect to the schools and teachers and parents and computer programmers.”

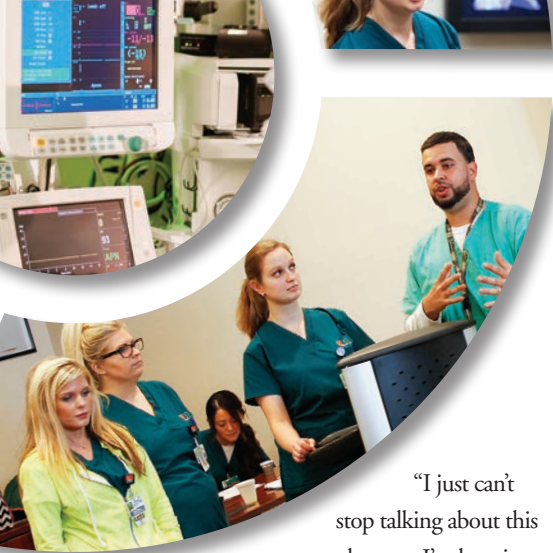
In the end, the girls are taking their new awareness and skills into the very real, everyday world of middle school. After a Mighty Girls session last fall, Natacha Janac, one of Norris’ program facilitators and a master’s student in the UM School of Education and Human Development, was outside the school with one of her students when both noticed a girl trying to tell a boy to stop bothering her. The young “mighty girl” sized up the situation right away. “She’s saying no, but her body language doesn’t match,” she observed. “That girl really needs to learn how to V-BAM!”

[illegible]

WHEN WAS THE LAST TIME an educator

A unique partnership with Ryder Trauma Center exposes School of Nursing and Health Studies students to world-class clinical practice skills.

student is enrolled in the University of Miami School of Nursing and Health Studies (SONHS) Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program, and she is describing her clinical practice experience at Ryder Trauma Center at Jackson Memorial Hospital in Miami, then the answer is: just this spring.



Caring for the Most Critical Patients

In addition to providing comprehensive care to Level 1 trauma patients, Ryder is the go-to healthcare destination for the county's most critical and complex medical cases.

"Graduate students have the opportunity to care for a variety of acutely ill and injured patients in a clinically advanced setting under the guidance of nurse practitioner preceptors, who are leaders in the profession and the community," says Assistant Professor of Clinical Nichole Crenshaw, D.N.P. '14, who is director of Adult-Gerontology Acute and Primary Care Nurse Practitioner programs at the SONHS. "Even nurses with ICU and emergency department backgrounds may not have been exposed to victims of assault, gunshot wounds, or stab wounds, or people who were involved in serious motor vehicle crashes. Their injuries are quite different from what is typically seen in a hospital ICU, where patients may be recovering from surgery or have a serious illness that is deteriorating. Managing Level 1 trauma patients in this progressive environment is a completely new experience for our students."

Ryder also offers a unique educational experience beyond the clinic, tapping into the students' critical thinking skills. Six students per semester are paired one-to-one with acute care nurse practitioners who guide them and serve as mentors. These 12 individuals compose a team that meets twice per semester with Hernandez, Ortega, and Crenshaw to collaborate on a quality improvement project. Not only are the students earning required clinical hours, they are also becoming invested in Ryder, working toward a common purpose: to improve patient care.

People are the most valuable resource for students at Ryder, particularly the clinical mentors who are paired with the graduate students.

"These students are the next generation of nurse practitioners, and their preceptors have an important role in shaping their knowledge base, not only how to manage patients but also how to drive the profession forward," Crenshaw says. "In addition to being excellent clinicians, the preceptors are experts and leaders in their field. They are active in professional organizations, they contribute to the literature, and they regularly attend and present at national conferences."

A clinical practice experience at Ryder also benefits students by exposing them to an advanced level of specialized care. Ryder is a pioneer in various areas of medicine, employing bedside robotics in the TICU, for example, and conducting cutting-edge research at the William Lehman Injury Research Center. In fact, surgical and medical teams from the United States, the Caribbean, Europe, and Asia, visit the center to study the latest techniques in advanced trauma care.

In addition, Ryder houses the University of Miami/Jackson Memorial Burn Center, one of the country's leading burn treatment facilities and the only American Burn Association-verified center in South Florida, and is home to the U.S. Army Trauma Training Center, where U.S. Army Forward Surgical Teams train before they are deployed overseas to treat injuries sustained on the battlefield.

In addition to caring for patients with a wide range of acute injuries and complications, students experience diversity of a different sort at Ryder. "Because the trauma center is located in a major metropolitan area, our students are exposed to patients from all walks of life and various ethnic backgrounds, including many international patients transferred from the Caribbean, South America, and Central America," says Crenshaw.

Benefiting Bachelor's Students Too

It isn't just graduate-level nursing students who are expanding their clinical knowledge at Ryder Trauma Center. Undergraduate students seeking their Bachelor of Science in Nursing (B.S.N.) degrees are also reaping the benefits of this exceptional partnership. Although they approach the experience from a different level of education and training than the graduate students do, their enthusiasm is comparable.

"Working at Ryder Trauma Center was the absolute most amazing experience I have ever had!" says new grad Avichayil "Vivi" Simon, B.S.N. '16. "I gained valuable knowledge and skills from the talented staff while caring for patients with a multitude of complex injuries. I observed lifesaving measures in the trauma resuscitation area and then cared for those patients in the ICU. Not only did I learn important clinical skills, but I also learned the importance of therapeutic communication and cultural competency. The experience has strengthened my passion for nursing."

Rachel Rosen, who also graduated with her B.S.N. in spring 2016, was assigned to the Jackson Memorial Burn Center at Ryder. "An advantage of working at Ryder is that we are taking care of a variety of patients in a fast-paced environment," she says. "We saw new things that we would never have seen on a medical-surgical floor." Rosen was also impressed with the level of collaboration among the health care professionals at Ryder.

Liliana Montoya, B.S.N. '16, found that the timing of her clinical practice experience at Ryder was particularly beneficial. "We had just completed our critical care class, and at Ryder we saw multiple textbook cases of critical patients play out before our very eyes," she says. "Most importantly, the nursing interventions were often the same protocols that we had learned in class. We had the advantage of learning from lectures and reading, and then by experience, which research has shown is the most effective way for students to learn."

One of the assignments for NUR 411 (Adult Health), a required course for the B.S.N. degree, is for students to present a clinical case review, usually to their instructors or to each other. Last semester, however, clinical instructor Luis DeRosa Jr., arranged for the students to present their cases to a high-level audience that included Ryder Trauma Center clinical staff as well as members of the U.S. Army Forward Surgical Team, which was receiving specialized trauma training at Ryder prior to deployment to Syria.

"Initially, the students were nervous about presenting to such a sophisticated audience," says DeRosa, who is a Level 1 trauma nurse, "but their delivery of accurate, evidence-based information that meets best nursing practice standards was spot-on and well received. The Army medics, as well as the Ryder Trauma staff, told me afterwards that they gained enhanced knowledge from our students' presentations regarding burn injuries. They made the School of Nursing and Health Studies shine."



MAKING THE CASE FOR MORE EDUCATION

The close relationship between the University of Miami School of Nursing and Health Studies and the Ryder Trauma Center at Jackson Memorial Hospital has produced some unexpected synergies. Even as students in the SONHS Adult Gerontology Acute Care Nurse Practitioner program have benefited from their experiences at Ryder, so have nurses employed at Ryder recognized the value of an advanced degree through their interactions with students.

Christopher D. Diamoy, M.S.N. '14, is a case in point. Equipped with his B.S.N., he worked in an intensive care unit at another facility before joining the staff at Ryder. After eight years in the resuscitation area, he decided it was time to take on new challenges and advance his career. He did not have to look far for a means to achieve his goals, as he had observed graduate students from the SONHS gaining advanced practice skills and experience at Ryder for years. He enrolled in the AGACNP program and, of course, had his clinical practice experience at Ryder, was assigned to the trauma ICU. After earning his advanced practice degree, Diamoy resumed his career at Ryder, an environment in which he thrives. He is now a trauma surgery nurse practitioner, having expanded his career horizon at the SONHS.

The Simulation Hospital groundbreaking is a historic step forward in the vision to revolutionize health care education

Toward a Simulation Destination

By Meredith Camel, M.F.A. '12

ON NOVEMBER 12, 2015, more than 200 School of Nursing and Health Studies (SONHS) alumni, donors, students, faculty, and friends gathered in the courtyard of the Schwartz Center for Nursing and Health Studies to celebrate the groundbreaking of a new Simulation Hospital, the largest endeavor in the school's 67-year history. Slated to open in 2017, the five-story, 41,000-square-foot Simulation Hospital will be one of the nation's first education-based destination centers for simulation immersion.

"The hospital will be a unique resource to train those who share our passion for caring for others, as we all know that simulation saves lives," said guest speaker Pamela J. Garrison, co-chair of the Simulation Hospital fundraising campaign and a retired nurse who spearheaded a \$1 million matching gift program with her late partner, R. Kirk Landon.

Susana Barroso, director of operations for the school's International Academy for Clinical Simulation and Research, presented a virtual tour of

the hospital's rooms, suites, and units where students, nurses, physicians, and other health care professionals will work in teams to "treat" standardized patients and high-fidelity simulators while learning skills to prevent medical errors. An emergency department, operating suite, intensive care unit, and women and children's wing with neonatal and pediatric intensive care units will be outfitted with medical equipment identical to what is used in the world's most advanced health care settings. An on-site patient apartment

will be the setting for home health, hospice, and end-of-life care scenarios.

The entire fifth floor of the hospital will be occupied by The Helene Fuld Skills Resource Center, where students and professionals can practice techniques and procedures until they master them.

Additional naming opportunities include the entire Simulation Hospital for \$8 million, as well as other spaces that start at \$25,000. The SONHS has also introduced a Take a Seat campaign, which allows donors who contribute

\$250 or \$500 to name a seat in the Simulation Hospital Auditorium in honor of their accomplishments at the school or as a tribute to a family member or special memory.

Dean Nilda (Nena) Peragallo Montano noted that in addition to dramatically increasing its current simulation experiences for students, the Simulation Hospital will greatly enhance the school's outreach and service to the professional health care community. It will offer simulation courses and needs assessment services for health care professionals and serve as a beta testing site for medical devices and equipment. This hospital will greatly expand the capabilities of the school's International Academy for Clinical Simulation, which this year received provisional accreditation from the Society for Simulation in Health-care. The simulation program is one of only three in the state of Florida to receive this recognition.

UM President Julio Frenk, a physician and former minister

of health in Mexico, stressed the important role the Simulation Hospital will play in engaging student nurses and doctors in critical interprofessional communication.

"This will be a great way to bring together our two health sciences schools—the Miller School of

Medicine and the School of Nursing and Health Studies," Frenk said. "Something I've heard from both ends of the Metrorail is that this will shorten the distance between our two campuses. Having this state-of-the-art facility will be a key to advancing our global mission in health education."



Sebastian celebrates the Simulation Hospital groundbreaking with Dean Nilda Peragallo Montano, President Julio Frenk, and Felicia Knaul (center), as well as members of the SONHS Visiting Committee.

Grant Funds The Helene Fuld Skills Resource Center and Scholarships

The Helene Fuld Health Trust, one of the nation's largest private funders devoted to nursing students and nursing education, awarded a \$1.7 million naming grant in April to the School of Nursing and Health Studies (SONHS).

In addition to naming the entire fifth floor of the new Simulation Hospital The Helene Fuld Skills Resource Center, the grant will fund three years of scholarships for eight



full-time students per year enrolled in the Accelerated Bachelor of Science in Nursing program at the SONHS. The financial aid to these students is critical, because most in this program have exhausted other scholarship support while earning their first non-nursing degrees.

In 1935, Leonhard Felix Fuld and his sister, Florentine, contributed \$5,000 each to create a foundation

to honor the memory of their mother, Helene Shwab Fuld.

Fuld, a graduate of Columbia University with a bachelor's degree, law degree, and a doctorate, later converted the fund to a charitable trust with a primary mission to support and promote the health, welfare, and education of student nurses. The trust's assets are valued at over \$145 million today.

TRANSFORMING NURSING EDUCATION IN GUYANA

By Yolanda Mancilla

When Hilary Christopher was growing up in Guyana, a country on South America's North Atlantic coast, he was fascinated by anatomy and physiology. These studies led to his passion for learning about how the body works. "I especially wanted to understand the body's healing abilities," says Christopher. "I wanted to see a complete microscopic healing process, start to finish, with my own eyes." ● Encouraged to pursue a

Online certificate program targets severe faculty shortage

career in health care by his mother and sister, he enrolled in nursing school and became involved in health-related activities at youth clubs and church groups while still a student. "I'm always excited to share my knowledge of the human body," he says. ● Now a registered nurse midwife and a member of the health science faculty at the Charles Roza School of Nursing in Linden, Guyana, Christopher set a demanding new goal for himself – "to master the classroom arts and skills of teaching." ● The timing couldn't have been better. In 2015, Christopher became one of 26 nurse faculty chosen by Guyana's Ministry of Health to participate in a new UM School of Nursing and Health Studies (SONHS) faculty-led project to build capacity among Guyana's nurse educators.



Students at New Amsterdam School of Nursing and Charles Rosa School of Nursing in Guyana.



Deborah Salani and Mary McKay

SUSTAINABILITY IS GOAL OF PARTNERSHIP

The Certificate in Nursing Education initiative is a partnership between the SONHS's Pan American Health Organization (PAHO)/World Health Organization (WHO) Collaborating Centre, Guyana's Ministry of Health, the PAHO regional office in Guyana, and PAHO headquarters in Washington, D.C.

"This new generation of Guyana's nursing workforce will be prepared to deliver high-quality, safe, and competent care," says SONHS associate professor of clinical and associate dean for nursing undergraduate programs Mary McKay, B.S.N. '88, D.N.P. '10. "In this way, they'll contribute to the universal health access mission of the PAHO/WHO."

"PAHO clearly has a stake in nursing education and is willing to make available the best technical resources to help Guyana," adds Wilton Benn, director of health sciences education for Guyana's Ministry of Public Health. "The SONHS certificate course is an example of that commitment. Through this partnership, the SONHS's PAHO/WHO Collaborating Centre is providing the nurturing and mentorship we need at this stage of our nursing education development."

The course participants were all teaching faculty, hand picked to represent Guyana's four schools of nursing, and included experienced as well as early-career teachers. By learning best practices for instructing—and building their capacity to train other faculty members—these participants are now the bedrock of sustainable improvements to Guyana's nursing education infrastructure. It's a systemic approach that will ultimately translate to improvements in patient care,

as research on staffing in U.S. hospitals demonstrates that higher educational levels in nurses lead to better patient outcomes.

"These young nurses will have to sustain the efforts down the road as the older ones retire," Benn explains. "To have a sustainable system, we need young people who are equipped to become tomorrow's leaders."

GUYANA DELEGATION OBSERVES SONHS IN ACTION

In preparation for the launch of the nursing education certificate course, in October 2015, the SONHS's PAHO/WHO Collaborating Centre welcomed a delegation from Guyana that included the directors of its four nursing schools and representatives from Guyana's Ministry of Health. Another delegation

of six senior faculty members from Guyana's schools of nursing visited in December. The visiting faculty met with McKay and assistant professor of clinical Deborah Salani, B.S.N. '86, M.S.N. '89, D.N.P. '13, who co-taught the certificate course, as well as with SONHS dean and director of its Collaborating Centre, Nilda (Nena) Peragallo Montano.

The faculty delegation toured the SONHS' International Academy for Clinical Simulation and Research and observed live simulation education and debriefing sessions. They also conducted observational visits to SONHS community partner hospitals, where they observed clinical instruction in action.

"We gave them the opportunity to observe nursing educational strategies used by SONHS clinical faculty to bridge didactic and clinical content," says Salani. "We emphasized the connection between clinical instruction and classroom learning," adds McKay.

“We explained that nursing students learn theories in class, but it doesn’t become real to them until they can integrate theory into practice in the clinical environment.”

The faculty visit yielded benefits right away. “The clinical instructors were able to see what a more resource-rich setting looks like,” says Benn. “But it also helped them say ‘we’re not here yet, but here are some things we can learn from’ and ‘here are some best practices that are immediately applicable’ in the global setting.”

According to Benn, during a stop at the University of Miami Hospital, the visitors learned how to conduct a debriefing session following hands-on clinical instruction to identify what went well and areas for improvement. They implemented this practice as soon as they returned to Guyana.

The visit by the delegation of nursing school directors and Ministry of Health officials was also fruitful. “It helped us validate our vision, identify standards to guide our schools, and determine how we can apply best practices to our current realities,” says Benn, who represented the Ministry of Health in that delegation. “The bonding between the SONHS faculty and Guyana’s leaders was critical to the success of the partnership. Our visit helped us share our vision in person so that together we could generate the passion required to see this to the end.”

CULTURALLY TAILORED TEACHING

Mckay and Salani mentored and instructed Guyana’s nursing educators through the certificate course, which ran from November 2015 to June 2016. They delivered a weekly e-lecture via Blackboard Collaborate, which was viewed by the students in Guyana. “Because internet service in Guyana is unreliable and many participants don’t have home computers, they gathered in small groups at their schools to partici-

pate in the virtual sessions,” says Mckay. “The upside is that it created strong bonds among the participants and helped them support each other through the course.”

The SONHS professors traveled to Guyana four times during the course to conduct onsite clinical simulation training. They also kept virtual office hours to respond to questions from participants, and the students had access to an online discussion board to post their thoughts.

The course was structured around Quality and Safety Education for Nurses (QSEN), the American Association of Colleges of Nursing’s nationally accepted, six core quality and safety competencies: patient-centered care, evidence-based practice, safety, teamwork and collaboration, quality improvement, and informatics. Mckay and Salani also conducted a baseline assessment of the Guyana nursing school faculty’s educational needs and used this data to tailor the course content to the specific challenges facing nursing education in Guyana.

“We have to work within their system,” says Salani. “When you’re working internationally you have to leave your preset assumptions at home and be respectful that other countries do things differently.”

The first course focused on teaching and learning theory and principles of nursing education, and encouraged participants to develop their own personalized philosophy of teaching using established theories to guide them. The second course covered teaching methods, with the goal of giving participants tools to customize their own curricula—such as SWOT analysis, evaluation methods, and curriculum-mapping exercises.

One critical teaching method, simulation, was taught live during Mckay’s and Salani’s visits to Guyana. “We assisted the participants in creating simulation scenarios specific to their own hospital and clinical environ-

ments,” Mckay emphasizes.

The third course taught participants how to develop different measures of evaluation, such as grading rubrics and test questions, and formative and summative methods for clinical evaluation. The course culminated with a practicum requiring participants to put their new knowledge into practice by designing and conducting a simulation education scenario.

A BOLD VISION FOR GUYANA AND THE CARIBBEAN

Guyana’s health and nursing leaders have a bold vision to transform nursing education in their country. After training a large cohort of nursing faculty through the SONHS certificate course, they hope to identify participants who will go on to complete master’s degrees. And it doesn’t stop there; they hope to see advanced practice nurses working in Guyana within ten years, as well as postgraduate training in nursing education and other specialty areas.

“The big picture across the Caribbean region and globally is that nurse leaders must have certain core competencies to be prepared to teach,” says Benn. “Our goal is to create an indigenous program supervised by the cream of the crop. But we need the commitment of PAHO and of the government of Guyana to continue investing in nursing education, and to support training course graduates at the master’s level so they can become our local trainers.”

With that big picture in mind, Mckay and Salani are already looking beyond their work in Guyana to explore how they might help build capacity among nursing faculty in the region. “The certificate course is a model of a replicable and sustainable product that can be implemented in other countries with similar nursing faculty education



Senior Guyana nursing school faculty members visit the SONHS and community partner hospitals to observe clinical instruction in action. From left to right, first row: Mary Mckay from SONHS; Daphne Trapp from Georgetown School of Nursing; Helkah Velloza from Charles Roza School of Nursing. Middle row: Belinda Alves-Blair, Samuel Benn, and Victor Van Buckley from New Amsterdam School of Nursing. Top row: Deborah Salani from SONHS; Sabina Gullin from Charles Roza School of Nursing.

needs to enhance nursing education throughout the Caribbean,” says Mckay.

Bringing together chief nursing officers and nursing leaders from throughout the Caribbean to forge a collective vision and plan for nursing education development was the objective of PAHO’s Subregional Workshop on the Development of Competencies for Nurse Educators, which convened in the Eastern Caribbean/Central American country of Belize in December 2015. Rather than working in a silo, the meeting offered participants an opportunity to pool their resources and expertise.

“These partnerships are beneficial for nursing education in Guyana, and they send the message that we are part of a global community and that we don’t have to solve our challenges by ourselves,” says Benn. “There is a collective will, a collective wisdom, and collective resources that are available for us to do well.”

Representing the SONHS in Belize was associate professor of clinical and associate dean for master’s programs and

global initiatives Johis Ortega, B.S.N. ’02, M.S.N. ’06, Ph.D. ’11. The SONHS’s PAHO/WHO Collaborating Centre will host the meeting when the network re-convenes in Miami in June 2016.

ALREADY MAKING AN IMPACT

By highlighting the importance of helping faculty improve their teaching skills, the certificate course is already impacting Guyana’s nursing education community. Individual faculty are identifying their strengths and weaknesses—and changing the way they approach their work as teachers.

“The SONHS faculty have helped model effective teaching and learning strategies, and that sends a strong message,” says Benn. “In each weekly session there are clear reminders and clear identification of best practices.”

Mckay and Salani are just as appreciative of the faculty they have taught. “They’re able to educate nurses

without all the technology and resources that we have,” says Mckay. “Their positivity, enthusiasm, and passion for education and for nursing come through. What they’re able to accomplish within a limited-resource system speaks to the dedication of these nursing educators.”

For his part, Hilary Christopher has wasted no time in sharing his new skills and strategies with Guyana’s nursing community.

“I firmly believe this course will impact Guyana because we all learned the same content and there’s more interschool collaboration,” he says. “We all face similar constraints and challenges, but if we pool our resources and ideas, we can enhance the teaching environment, develop our critical-thinking and problem-solving skills, and standardize the delivery of curricular content. Ultimately, more highly motivated educators and a more stimulating learning experience will lead to greater student success.”



PHOTOGRAPH BY R.M. LAMAZARES-ROMERO

Faculty Publication Named Article of the Year

Across the country, a new surge of overdoses and crime reported by health-care and law enforcement personnel is attributable to abuse of synthetic cannabinoids (SC). Two SONHS faculty members contributed to the literature on the topic with a publication that earned them the *Journal of Psychosocial Nursing and Mental Health Services* Article of the Year Award. The elite recognition includes a cash prize and an invitation for the authors to become members of the journal's editorial board or review panel.

The winning publication, "Synthetic Cannabinoids: The Dangers of Spicing it Up," was co-authored by Assistant Professor of Clinical **Deborah Salani**, D.N.P. '12, and Associate Dean for Health Studies and Professor of Clinical **Martin Zdanowicz**. It appeared in the journal's May 2015 issue.

"Because abuse of SC products has become a national public health issue, nurses should be aware of the effects of SC compounds and must take a lead role in educating patients about the dangers of their use," state the authors.

Salani accepted the award on October 29, 2015, during the American Psychiatric Nurses Association annual conference.



Karina Gattamorta

Strides in Drug Abuse Research

Karina Gattamorta, Ph.D. '09, research assistant professor at the SONHS, was selected by the National Hispanic Science Network on Drug Abuse (NHSN) to participate in the "New Investigators in Drug Abuse Research" panel at the 15th annual NHSN conference last year. The panel highlighted the work of early career scientists who, like Gattamorta, are conducting drug abuse research across a variety of disciplines, from basic to social science.



Victoria Mitrani



Alexis Koskan

Faculty Receive UM Awards and Fellowships

SONHS Associate Dean for Research **Victoria Mitrani**, A.B. '80, Ph.D. '86, is one of the first recipients of a new University of Miami Provost's Funding Award, recommended by a committee of UM research deans. Mitrani was selected for her productivity in research, as evidenced by sustained, peer-reviewed extramural funding



Rosina Cianelli



Linda Mays



Natalia Villegas

and exemplary ability to propose and perform innovative and relevant science.

SONHS Assistant Professor of Clinical **Alexis Koskan** was named a 2016 UM Faculty Learning Community (FLC) Fellow. The FLC program recognizes faculty who are effectively using digital technology and information literacy concepts to improve their teaching, empowering students to create and remix digitally accessed information and media in ways that expand the collective body of knowledge. Koskan will receive funding to support her FLC work, and will participate in workshops.

SONHS faculty members **Rosina Cianelli**, **Linda Mays**, B.S.N. '99, and **Natalia Villegas**, Ph.D. '12, were selected to join the 2016-2017 cohort of the UM Office of Civic and Community Engagement Engaged Faculty Fellows. The fellowships recognize faculty commitment to incorporating a component of civic engagement and service-learning into their curricula, and linking classroom and community through transformative, experiential education. They will teach their civically engaged courses at least three times over the next five years and participate in workshops and panel discussions.

Taking Charge, Effecting Change

Like so many who choose nursing as a career, Mary Hooshmand, Ph.D. '10, has an intuitive sense of what needs to be done—and then she does it.

As regional nursing director for Children's Medical Services (CMS) in the Southeast Florida Region, for example, her responsibilities ran the gamut from operations and budget to personnel and care coordination for more than 19,000 children in six counties. Despite these demands, she responded to a critical need by establishing a telehealth network within the structure of the Florida Department of Health to serve youth with special needs and their families. She also created a new and potentially groundbreaking instrument, the Miami Acuity Tool (MAT), to help efficiently allocate state resources to this population. Not only did Hooshmand develop the MAT, but she took on the role of chief educator to ensure that nurse care coordinators in every CMS office were properly trained to use it.

Identifying needs, finding solutions, and facilitating implementation are skills that Hooshmand honed during her 30 years as a public health nurse in New York and Florida. A three-year Robert Wood Johnson Foundation Executive Nurse Fellows Program identified and enhanced these qualities while changing the trajectory of Hooshmand's career. It was during this program that Donna E. Shalala, then president of the University of Miami, mentored Hooshmand, introducing her to SONHS Dean Nilda (Nena) Peragallo Montano and encouraging her to pursue her Ph.D. After earning her doctorate, Hooshmand became a part-time lecturer at the SONHS while continuing her work with the CMS. By 2012 she was teaching full time, and in 2015 she was named associate dean for Doctor of Nursing Practice Programs.

"Even after she left her position with the State of Florida, Mary dedicated two entire summers, including weekends, to voluntarily finish the MAT and lead its piloting, with promising results," Peragallo Montano says, describing Hooshmand's dedication.

Hooshmand hopes to instill future nurse leaders with this same drive to effect positive change in the health care system, particularly in underserved and vulnerable populations.

"The leadership path I've traveled and my experience have prepared me to build the D.N.P. program and partner with the community at large to develop practice initiatives for the students that are meaningful to our partners in health care," Hooshmand says. "It's been incredibly rewarding for me to watch our students blossom, to see them grow from new doctoral candidates to become actively engaged in developing exceptional projects."

Recipient of a 2015 Florida GEM (Giving Excellence Meaning) Award, Hooshmand continues to be a role model for her students, as she tirelessly pursues her various special interests. She is working to expand use of the innovative telemedicine system she developed to promote family-centered systems of care for special needs children in their home communities, and she recently completed her first paper comparing various aspects of telemedicine to traditional care, which was published in *Telemedicine and e-Health*.

She is also a co-investigator of "The Future of Nursing Science: Encouraging Minority Nurses to Pursue a Ph.D.," funded by a Florida Blue Foundation grant.

"By encouraging gifted students from minority backgrounds to pursue a doctoral education, we hope to advance the goal of having a nursing research workforce that mirrors the increasingly diverse demographics of South Florida and of the nation," she says.



R.M. LAMAZARES-ROMERO

1960s

Joanne Cantor Friedman, B.S.N. '67, is the sole clinician at the STD Clinic at William W. Backus Hospital in Norwich, Connecticut, where she has served for 20 years. She was previously an adult and women's health care nurse practitioner in the Institute of Health Professionals at Massachusetts General Hospital. She and her husband, a urologist, just celebrated 47 years of marriage. The couple raised five children including two doctors, a nurse practitioner, hedge fund vice president, and a peace corps statistician. "I continue to enjoy my patients and hope to work ad infinitum," she says.

Marilyn Van Houten, B.S.N. '69, of Miami, sang with The Heroines Choir—a group of breast cancer survivors—in a performance of the national anthem for UM Women's Basketball's Breast Cancer Awareness game on February 21, 2016. It was the second time The Heroines Choir performed on campus. The day prior she also celebrated a "golden anniversary" for 50 years of membership in Delta Gamma during Founders Day at the BankUnited Center.

1970s

Clare Good, B.S.N. '70, of Port St. Lucie, Florida, reports sad and happy news. Her "loving husband Robert Meshes passed away on February 11, 2016," and she has "a great-great-granddaughter who turned 1 in March!" All five generations of her family live in Florida. She is still treasurer of the Treasure Coast Organization of Nurse Executives, and an emerita member of both the Florida Nurses Association and Florida Organization of Nurse Executives. "Life goes on!" she says.

Ann M. Thrailkill, C.N.P. '76, is still practicing as a full-time nurse practitioner in primary care and women's health at the VA Hospital/VA Palo Alto Health System in California, where she has worked for 30 years. She recently stepped down as director for both the hospital's Women Veterans program and the regional Veterans Integrated Service Network (VISN 21) women veterans program, "in order to spend more time giving health care to veterans." She is still the maternity coordinator, and she precepts Stanford University medical residents and nurse practitioner students from the University California San Francisco (UCSF), which she has done for 25 years. She also does volunteer work at the Lucille Packard

Children's Hospital at Stanford. Thrailkill is a member of the California Association of Nurse Practitioners, American Nurses Association/California, Sigma Theta Tau honor society, plus Bay Area non-docs, and AAUW. She loves golf and travel, and enjoys visiting her daughter, a manager at a concierge hotel, and two college-age grandchildren in Boston. She also has a son living in Dublin, Ireland, who is a chemist and patent attorney for a U.S. biotech/pharmaceutical firm. "So glad to stay in touch with U of Miami," she adds.

1980s

Lisette Exposito, B.S.N. '86, president and CEO of Orange Accountable Care Organization of South Florida—an Accountable Care Organization (ACO) participating in the Medicare Shared Savings Program, announces they were the leading performing ACO in South Florida for the reporting year 2015. Exposito has over 25 years of experience in the health care industry and is a member of the UM Citizens Board.

1990s

Carol Olivier, M.S.N. '90, has been a midwife for 25 years in numerous national settings. Currently residing in Des Moines, Washington, she is "happily cutting back on work, and studying more music, dance, and curanderism." She says her greatest joy is that her daughter, Lily Olivier, A.B. '06, who lives close by and is also a midwife, had her first baby, named Asher.

Danielle Tehrani, B.S.N. '97, completed an adult nurse practitioner M.S.N. program and graduated magna cum laude in August 2015 from South University in Savannah, Georgia.



Touch the future with a planned gift to the School of Nursing and Health Studies.

Bequests and other planned gifts help the School to increase scholarship opportunities, expand academic programs, and support innovative research for years to come. The University of Miami's Office of Estate and Gift Planning can help you explore options that balance your philanthropic goals with your financial needs and tax-planning strategies – helping you plan for your future, the School's future, and all of our futures. **Leave a legacy of caring and healing.**

To learn more about making a planned gift, please visit our website at miami.edu/plannedgiving or contact Cynthia Beamish, Executive Director, Office of Estate and Gift Planning. 305-284-2914 • cbeamish@miami.edu



Save the Date! • November 3-6, 2016

For information, visit miami.edu/alumniweekend or contact the UM Alumni Association at 866-UMALUMS (862-5867), 305-284-2872, or alumni@miami.edu.

Follow us on social media with **#AWH16**.



UNIVERSITY OF MIAMI
SCHOOL of NURSING
& HEALTH STUDIES



SONHS Advancement
305-284-1563

SONHS-Advancement@miami.edu
www.miami.edu/SONHS

2000s

Jessica MacIntyre, B.S.N. '00, began her career at South Miami Hospital on the oncology floor. Two years later she was recruited by University of Miami and has been working at Sylvester Comprehensive Cancer Center for the past 14 years. She is director of Clinical Operations for the Cancer Center Director and also functions as a nurse practitioner. She is an advanced oncology certified nurse practitioner with a passion to improve cancer care and in that capacity started a new Patient and Family Advisory Council at Sylvester.

Fayola Delica, B.S.N. '05, author and community advocate, reports she is running for the Florida House of Representatives 2016 elections, House District 108, in Miami-Dade County. The district includes the municipalities of North Miami, Miami Shores, El Portal, Biscayne Park, Little Haiti, Liberty City, Liberty Square, and Arcola Lakes. She is of Haitian descent and the niece of the late Rev. Dr. Gérard Jean-Juste, a icon in the Haitian Community. The primary election will be on August 30, 2016.

LeAnne Young Kerr, B.S.N. '05, is currently the pediatric trauma coordinator at Joe DiMaggio Children's Hospital in Hollywood, Florida. She is a course director for two national trauma-nursing courses—Trauma Nursing Core Course (TNCC) and Advanced Trauma Care for Nurses (ATCN)—and was published in the *Journal of Trauma Nursing* (2014).

Dayamis Veliz, B.S.N. '08, accepted the position of breast nurse navigator for the new Breast Program at UM Sylvester in Plantation, Florida on December 17, 2015. "It is an honor to be back at UM working with dedicated and caring professionals," she says with pride.

2010s

Julia E. Tomaro, B.S.H.S. '12, an assistant athletic trainer at Stevens Athletics in Hoboken, New Jersey, and UM classmate and accountant **Brian E. Moschetti, B.B.A. '12, M.Acc. '12**, were engaged on November 27, 2015. Tomaro is an active member of the National Athletic Trainers' Association, as well as the Athletic Trainers' Society of New Jersey.

Roberto L. Roman Laporte, M.S.N. '13, is a clinical learning educator II at the Town and Country Corporate Center for Baptist Health South Florida. He recently earned certification as a preceptor specialist from the American Academy for Preceptor Advancement. He serves on a community advisory board for a local college's registered nurse program, and on a curriculum advisory board for a registered nurse residency program. As part of a team of new graduate and experienced nurses, he networked and helped develop Workforce Integration of New Nurses—Nursing the Future (WINN-NTF). "Since obtaining my M.S.N. from UM, my growth potential has expanded exponentially," he exclaims. "I'm truly proud to be a 'Cane!'"

Amy McCarthy Rosa, D.N.P. '13, was recently appointed to the position of chief nursing information officer at Baptist Health System in Jacksonville, Florida. The appointment recognizes Rosa's accomplishments and the increasing role of clinical informatics across the continuum of care for Baptist Health.

Clare Hoonhout, B.S.N. '14, works as an Emergency Department RN (Clinical Nurse III) for Florida Hospital in Kissimmee, Florida, and has achieved Certified Emergency Nurse (CEN) certification.

Japonesa M. Read, B.S.N. '14, found her thirst for education was reawakened when she returned to SONHS to pursue a B.S.N. degree, after working for 30 years as a registered nurse. She now plans to pursue an M.S.N.-N.P. degree. She currently works at UM's Sylvester Comprehensive Cancer Center, where she has been employed for the past 19 years. "Since my children are grown, and I am divorced, what better way to occupy my [free] time than to take courses," she says.

Solange Sierra, B.S.N. '14, started working in the Emergency Department (ED) of University of Miami Hospital (UMH) in October 2014. She became the chair of the ED's Unit Practice Council in December 2014. She was also elected interim vice president of UMH's Professional Nursing Practice Council (PNPC), then elected president of UMH's PNPC for 2016. She had a baby girl in March 2016 and was accepted to the M.S.N. Family Nurse Practitioner program at the School of Nursing and Health Studies beginning January 2017.

Donna Bean, B.S.N. '15, will be participating in the SONHS' El Centro MHIRT program in Alicante, Spain, this summer 2016 to conduct health disparities research.

Serving Country and Community

Almost 30 years ago, a coworker casually mentioned a job opportunity to Carol Lindsey. The employer was looking for a Spanish-speaking registered nurse in Miami. Lindsey, a newly minted R.N. and Miami native who is fluent in Spanish, aced the interview, got the job, and soon found herself on a career path she had not even imagined.

Today, Capt. Carol Lindsey, M.S.N. '91, an officer in the U.S. Public Health Service Commissioned Corps, speaks enthusiastically about the opportunities she has had to advance in her profession while making a difference for vulnerable populations in need of medical care and education.

Lindsey began her career in the Public Health Service caring for immigrants detained at the Krome Service Processing Center in west Miami-Dade County. She soon learned that being an active-duty officer in one of the seven uniformed services carries a unique set of responsibilities.

"Our mission in the Public Health Service is to protect, promote, and advance the health and safety of our nation," she explains. "We are a rapid and effective response team to public health needs, and we are on call to provide care to the community in any situation where federal assistance is requested."

Although officers in the Public Health Service are non-combatants, they are expected to deploy, either domestically or internationally, when their expertise is needed. For example, nurses from the Public Health Service were deployed to Haiti after the 2010 earthquake, to Thailand after the earthquake and tsunami in 2004, and to New York City after the 9/11 attacks. Lindsey counts her deployments as some of her most fulfilling experiences.

"While I was with Immigration Health Service, I deployed to Tinian, one of the Mariana Islands in the South Pacific, to care for victims of human trafficking who had

been detained there," she says. "The island is so small that our clinic consisted of tents set up on the tarmac."

This type of resourcefulness is not unusual, Lindsey says, recalling her deployment to Baton Rouge after Hurricane Gustav in 2008, where she helped set up a clinic in a gymnasium at Louisiana State University to provide round-the-clock care for nursing home residents who had been evacuated there. Lindsey also served on the hospital ship *USNS Comfort* in 2009, traveling to Haiti and the Dominican Republic on a humanitarian mission. Closer to home, she oversaw federally qualified health centers serving the uninsured or underinsured.

"I worked in some really isolated areas, where I saw people who were so poor they were living in buses," she recalls. "Visiting health centers in these areas, seeing how they provide care, and talking to patients was enlightening. I was fortunate to be able to facilitate some health care for them."

Lindsey notes the Public Health Service offers a variety of opportunities. During her 14 years at Krome, she served as senior clinical nursing specialist, chief nurse, and nurse practitioner. For the last 11 years, she has been stationed at the Health Resources and Services Administration (HRSA) in Rockville, Maryland, where she is senior advisor for the Office of Northern Health Services, Bureau of Primary Health Care.

"We have officers at the U.S. Food and Drug Administration, the Centers for Disease Control and Prevention, the Indian Health Service, and the list goes on," she says. "The bottom line is we provide health care to the

American people in whatever capacity they need us. The difference we can make in helping people gain access to quality health care is palpable."

For more information, visit the Health Resources and Services Administration at hrsa.gov or the United States Public Health Service at usphs.gov.



Send us your news!

Email Rosa Lamazares-Romero,
SONHS Communications Manager,
at rmlromero@miami.edu

Dedicated to Public Health through Service

Sophomore Kristiana Yao is laser-focused on improving the health of vulnerable populations, which she calls her “career mission.” The path she is taking to get there is as a double major—in public health at UM’s School of Nursing and Health Studies and in Health Sector Management and Policy at UM’s School of Business Administration.

“Integrating the two curricula advances my understanding of the health care system through a social justice lens,” says Yao, a self-described “health policy nerd.”

Yao is a UM Foote Fellow and a Stamps Leadership Scholar on a full merit scholarship. The Illinois native chose to study at UM, and specifically to enroll in the SONHS undergraduate public health program, because “interdisciplinary study is strongly encouraged, and community practice opportunities are ample in a range of multicultural settings.”

Her extracurricular activities reinforce her commitment to “advancing population health through the public service sector.” A student leader, she is president of the Student Health Advisory Committee and member of the UM President’s Coalition on Sexual Violence Prevention and Education.

Beyond campus, she served last semester as an intern in patient access at Jackson Health System, facilitating the provision of services to uninsured patients.

“My dream job would involve innovating win-win regulatory structures that incentivize the private sector to serve public interest,” says Yao, who got a taste of that role last summer, when she interned with the Centers for Medicare and Medicaid Services in its Center for Consumer Information and Insurance Oversight (CCIIO) in Washington, D.C.

“CCIIO is charged with implementation of the Affordable Care Act, ensuring quality, affordable coverage is accessible to all Americans,” explains Yao. “I was in the office when the Supreme Court decision was handed down, basically affirming the existence of non-state-based marketplaces, and everybody cheered! It was exhilarating to work every day alongside the architects of our nation’s groundbreaking health care reform movement.”

Her job duties at CCIIO involved researching different states’ regulatory landscapes and communicating with external stakeholders and partners in reform. One of her original policy pieces, a proposed provider network adequacy standard, was published in the *Federal Register*, the official daily publication of the U.S. federal government.

“The experience really opened my eyes to how much the federal government does to promote accessible health insurance coverage,” she says. “The passion and dedication of the employees at CCIIO completely blow away the stereotype of a slow, bureaucratic office. I was inspired by their energy.”

Reflecting on what she learned during her D.C. internship, Yao articulates, “If you want to be a successful public health professional in today’s world, you have to know how to navigate our political climate in order to enact evidence-based, multi-stakeholder solutions.”

She credits her experience at the SONHS with preparing her to pursue a career improving the health of populations. “This school and its amazing professors have instilled in me a social justice-oriented, ecological perspective of public health, which will inform every future project I undertake.”



On November 6-8, 2015, the School of Nursing and Health Studies celebrated the accomplishments of its alumni at UM’s 67th Annual Alumni Weekend and Homecoming Reunion. The cherished weekend brings together SONHS graduates, students, faculty and friends to commemorate their common bond as Miami Hurricanes. In addition to the ever-popular homecoming parade and fireworks on Friday, November 6, the SONHS hosted its annual Homecoming Breakfast and Morning Spirits Celebration the following morning. Dean Nilda Peragallo Montano welcomed graduates home to their Alma Mater.



*Capitalize on the growing demand for health care professionals
in the informatics field.*



Developed by the School of Nursing and Health Studies at the University of Miami, ranked first in Florida and 21st nationwide for National Institute of Health (NIH) funding among nursing schools, these programs give the growing field of Informatics the visibility it merits. In this vastly growing field, the online programs will offer graduates careers in a wide range of industries ranging from hospitals, insurance providers and government to leadership nursing roles taking the entire patient experience to a whole new level.

With two program options to choose from, pick yours...Today!

MSN IN NURSING INFORMATICS

- 34-credit degree
- Graduates will fulfill the ANCC's practice hour eligibility requirements to take the Informatics Nursing Certification board exam.

MS IN HEALTH INFORMATICS

- 33-credit degree
- 15-credit certificate earned along the way

Standard completion time for both programs is 22-months; scholarships are available for qualified applicants.

