ADVANCING the PRACTICE

How the Doctor of Nursing Practice (D.N.P.) is transforming the nursing profession and the professionals in it.

In this issue: International Outreach to Haiti • Domestic Violence Pilot Study • Helping Minority Families Cope
The New “Standard of Excellence” in Nursing and Health Studies

As one of the most devastating earthquakes in history hit Haiti, University of Miami School of Nursing and Health Studies students and faculty were on the ground as the University of Miami went into action to save lives. Over the past three months, our students, faculty, and alumni—working side by side with the Miller School of Medicine’s Project Medishare—volunteered time and expertise to provide emergency medical care for thousands. Our team of compassionate, caring, and talented nursing and medical experts demonstrated the true spirit of the University of Miami.

The School of Nursing and Health Studies is not only setting the standard of excellence on the ground in Haiti but also establishing new academic achievements. Since graduating our first Doctor of Nursing Practice (D.N.P.) class in December, graduates are using their capstone projects as a catalyst to forge new ground as “pioneers,” working on cutting-edge projects like a stroke prevention clinic, implementation of orientation programs for those awaiting chemotherapy, and an innovative worker’s compensation clinic.

As the leader in nursing education for six decades, our students are instructed on the most technically advanced simulators, and due to the University’s affiliation with our clinical partners, receive an unmatched combination of clinical real-world experience found at no other healthcare program in the state of Florida. It is with great pride that I say to our current class of 125 graduates, “You are better educated, assimilated more scientific knowledge than your predecessors and have unprecedented access to information and tools that weren’t even on the drawing board five years ago.” As University of Miami graduates, you are the next generation of healthcare providers, and it is important for you to see yourselves as innovators and leaders who will impact the future of healthcare for years to come. Congratulations on your tremendous accomplishment, and we look forward to following your careers as leaders in your chosen field.

Nilda “Nena” Peragallo, Dr.P.H., R.N., F.A.A.N.
As early as elementary school, Janie Canty-Mitchell, Ph.D. ’93, M.S.N. ’88, R.N., dreamed of becoming a nurse. “It was a profession I always wanted to pursue, and I carried that desire with me for years to come,” she says.

Today, as an accomplished nursing professional and scholar, Canty-Mitchell knows the importance of talking to kids early on—especially at-risk and minority adolescents—about their career choices. This simple act, she says, can positively shape their future.

“Research shows that the earlier you get people interested in a career or a discipline the greater chance you have of attracting them,” explains Canty-Mitchell, professor and associate director for research and sponsored programs at the University of North Carolina Wilmington School of Nursing.

That’s why in 2007 she helped create the school’s Nursing and Health Academy. The successful educational program targets middle and high school students from underserved backgrounds to prepare them for careers in nursing. The overall goal of the program is to not only introduce these students to nursing, but to improve their academic potential so they can be admitted into a college, and then later, into a nursing program.

“Although minorities represent about 28 percent of the population today, we have 10 percent or less employed in the nursing profession, so we want to try to improve those rates and increase the pool of people interested in nursing careers from such underrepresented and minority backgrounds,” says Canty-Mitchell, who was selected as the 2009 Alumnus of Distinction at the University of Miami School of Nursing and Health Studies’ annual homecoming breakfast, where she gave the keynote address last November.

Through partnerships with schools and youth service agencies, the academy also organizes an annual health conference, now in its third year. Here, middle school students stretching across eight counties from North Carolina’s southeastern region, learn valuable professional skills such as how to research a health issue and how to prepare and deliver a presentation related to that issue. More than 280 students attended the March 13, 2009 conference, which took place on the campus of the University of North Carolina Wilmington.

Canty-Mitchell has held a variety of academic and clinical positions during her successful career, including experiences within psychiatric/mental health nursing, public health nursing supervision and administration, curriculum and program development, project management, university-community partnerships, teaching, and research. At Indiana University School of Nursing, for example, she collaborated with University of Wisconsin researchers on a study to help prevent substance abuse in children when they move from elementary to middle school.

Last fall, she was selected as a 2009 Robert Wood Johnson Foundation Executive Nurse Fellow, one of only 20 nurses nationwide to receive the prestigious three-year fellowship. The program provides extensive leadership development for nurses in executive roles in public or community health, science and research, corporate health, academia, government, or military health service.

Yet for all of her past professional accomplishments, Canty-Mitchell has not lost site of the future of nursing. “My work with minority youth is one way for me to give back,” she says.

“The school has done so much to enrich my education and nursing career.”

JANIE CANTY-MITCHELL

Above: Canty-Mitchell with UM President Shalala and Dean Peragallo. Canty-Mitchell (left) with UM trustee Thelma Gibson, R.N.
A Call to Action

For the second time, the Clinton Global Initiative University convenes at the University of Miami to empower future leaders.

W hen current D.N.P. student Anne Sullivan, M.S.N., R.N., O.C.N., heard that the third annual Clinton Global Initiative University (CGI U) would be held at the University of Miami from April 16-18, 2010, she quickly applied to facilitate a panel discussion on public health. Although Sullivan’s professional experiences lie in oncology and oncology research, she felt compelled to represent her community at the event in any way she could.

“There are moments in our lives when we are moved by what we see in our everyday experiences surrounding patient care, where we know each one of us can make a difference. At this time, I see the CGI U as my first ‘call to action’ opportunity,” says Sullivan, an oncology clinical coordinator at Genentech BioOncology, a division of Roche. She also consults with the American Nurses Association (ANA) and the National Association for Public Health Nursing. “As a nurse, I believe the nursing profession must be prepared to meet future challenges and opportunities in healthcare. As nursing leaders, we must organize and develop a call to action to establish the necessary changes that must occur in nursing to address the needs of our patients and the profession.”

The Clinton Global Initiative University (CGI U) was launched by President Bill Clinton in 2007 to engage the next generation of leaders on college campuses around the world. The April event, which convened approximately 1,400 college students, university officials, and representatives from youth organizations across the globe, focused on global challenges in education, environment and climate change, peace and human rights, poverty alleviations and public health.

“We are thrilled for our students,” said University of Miami President Donna E. Shalala. “This was a wonderful opportunity to host a world-class conference right here on our campus.”

Sullivan’s involvement with the CGI U is already making an impact. Since receiving her letter of acceptance to participate, Sullivan has made contacts with public health directors in Miami-Dade and Palm Beach counties. She even spent a day with Palm Beach County medical director discussing goals, structure, and major public health initiatives, current and future changes, and public health systems’ concerns in light of the proposed healthcare budget reforms.

D.N.P. student Grisel Fernandez-Bravo, M.B.A. ’06, A.R.N.P., C.-N.A.A., chief nursing officer at Palmetto General Hospital, was also chosen to participate in the event after submitting a “commitment to action” that was subsequently accepted. Potential participants of CGI U were asked to develop their own commitments to action—a specific plan of action that addresses a pressing challenge on their campus, in their community, or in a different part of the world.

Grisel Fernandez-Bravo (left) and Cassandra Dehaney-Duffus
NURSING AND HEALTH STUDIES

School of Nursing and Health Studies graduates have enjoyed a steady improvement in their National Council Licensure Examination (NCLEX) scores in recent years, thanks to a variety of efforts implemented by Dean Nilda Peragallo in 2005, which are still in effect—and providing positive results.

In addition to a number of curriculum changes that have helped students gain stronger baseline knowledge of medical/surgical nursing, the school now uses standardized tests within its courses.

“These tests not only mimic the NCLEX exam, they also act as valuable diagnostic tools for students so they can evaluate their strengths and weaknesses at the end of any given course,” says Gail C. McCain, Ph.D., R.N., F.A.A.N., vice dean, senior associate dean for academic affairs, and professor at the school.

Students also have access to tutoring services to improve their weaknesses areas. Faculty conduct review sessions and doctoral students help provide tutoring sessions throughout the school’s curriculum.

“And during their final course, we offer students a three-day NCLEX review course, which is a comprehensive review of everything they’ve had in their nursing curriculum,” McCain adds.

These efforts have paid off. In 2009, the school’s B.S.N. graduates had a 94.16 percent passing rate on the exam, an almost 15 percent increase from 2007 scores.
As the first graduating class of the Doctor of Nursing Practice and Health Studies, 22 recent graduates are well on practice. A dynamic educational model, which enjoys Business, School of Education, as well program is quickly transforming
(D.N.P.) program at the University of Miami School of Nursing their way to advancing to the next level of nursing collaborations with the University of Miami’s School of as several community partners, the D.N.P. nursing practice and healthcare.
After 15 years working as an associate nursing professor in Miami-Dade College’s nursing program, Yamina Alvarez, D.N.P. ’09, M.S.N., R.N., was ready to pursue a project that would enhance student learning. “I always dreamed of incorporating simulation and similar high-tech tools into the classroom but lacked the proper skills to do so,” she admits.

Lori Lupe, D.N.P. ’09, M.S.N., B.S.N., C.C.R.N., a full-time instructor at Florida Gulf Coast University’s School of Nursing, wanted to conduct research and implement evidence-based practice at the bedside to help improve patient outcomes.

“As nurses we need to study what we do to ensure we’re developing our science, sharing the information, and measuring our outcomes and improvements in care,” Lupe says. Yet her prior education and work experience had not provided her with the advanced skills she needed to thoroughly evaluate evidence-based practice. “I knew I needed to learn more,” she explains.

Eager to solidify her nursing education and leadership skills, Mary McKay, D.N.P. ’09, A.R.N.P., clinical assistant professor at the School of Nursing and Health Studies, wanted to “incorporate more healthcare policy, health disparity issues, and evidenced-based guidelines into my current teaching.”

Although these nursing professionals found themselves at varying crossroads—each aspiring to attain different professional goals to advance within their specific careers—they all had one thing in common: they sought the educational tools to make it happen.

“These are highly experienced individuals within their nursing fields but they realized they were missing an understanding of the historical evolution of the nursing practice and the historical challenges that nursing practice and healthcare delivery have faced,” explains JoAnn Trybulski, Ph.D., A.N.P.-B.C., D.P.N.A.P., associate dean for the school’s master’s and D.N.P. programs.

To bridge that knowledge gap, Alvarez, Lupe, and McKay—along with 19 other experienced nursing professionals—enrolled in the University of Miami School of Nursing and Health Studies’ Doctor of Nursing Practice (D.N.P.) program. Launched in January 2009, this nursing practice-focused doctorate (unlike the research-focused Ph.D.) prepares master’s level nurses to design, administer, and evaluate practice interventions and healthcare systems with a special focus on reducing healthcare disparities.

“Our first D.N.P. class has exceeded our expectations,” says Dean Nilda Peragallo, Dr.P.H., R.N., F.A.A.N. “We are proud of what they have accomplished and are confident they will be a great asset to the nursing and healthcare fields.” The first group of D.N.P. candidates graduated in December 2009. Two more groups are currently enrolled in the program. They are set to graduate in August and December 2010 respectively.

The Shift to the D.N.P.

Before the D.N.P. degree was available, the master’s degree was the highest practice-focused degree nurses could attain. By 2004, however, after much research and consensus-building, the American Association of Colleges of Nursing (AACN) called to move the current level of preparation necessary for advanced nursing practice from the master’s degree to the doctorate-level by the year 2015.

“Nurses are in the hospitals, at the bedside, in the clinics, day after day, but we lacked the language and skills of healthcare design and healthcare economics and ability to use these to sit at the healthcare delivery/design table,” says Trybulski. “Organizations (like the AACN) soon realized nurses are uniquely educated to impact not just nursing care, but healthcare in general.”

Thomas Schlepko, D.N.P. ’09, M.S.N., R.N., chief operating and nursing officer, University of Miami Hospital, also a graduate of the school’s first D.N.P. class, says he entered the program...
“We asked each D.N.P. candidate where they saw themselves in 10 years so that we could try to augment their skills and build a portfolio of experiences for them, so both the practice immersion experience and the capstone project becomes something very much tailored to their interests.”

DR. JOANN TRYBULSKI

because it was the highest clinical nursing degree that he could attain that focused on nursing practice and systems.

“I see the D.N.P. as the ideal degree for both advanced practice nurses and executive leaders who are responsible for setting up systems that support nursing practice and ultimately quality patient care,” Zambrana says.

Tailored to the Nursing Professional

The D.N.P. curriculum features a one-year, full-time plan of study composed of 38 credits (12 classes). Classes are offered on one long weekend per month (Friday, Saturday, Sunday, and half day on Monday) for 12 consecutive months. Online components and practical experiences are assigned between classes. Students are encouraged to remain in the workforce, applying the knowledge and skills they acquire in the classroom in their practice environment.

This executive-style format is what most adult learners, particularly working professionals, look for when researching advance degree options. Elisa Rodriguez, D.N.P. ’09, M.S.N. ’01, B.S.N. ’99, A.R.N.P., an advanced nurse practitioner at the Home-Based Primary Care Program at the Miami Veterans Administration, enrolled in the D.N.P. program because it offered a well-rounded curriculum as well as the chance to learn the advanced practice skills she needed to excel on the job.

“The program opened my eyes to the use of evidenced-based research in clinical practice, the increasing use of sophisticated technologies for diagnosis and treatment of disease, as well as the use of information technologies for clinical decision making,” she says. “It also raised my awareness about the cost and access to healthcare, elimination of disparities, as well as patient safety outcomes.”

In addition to providing nursing professionals with practical tools to advance within the corporate or healthcare arenas, D.N.P. graduates are uniquely equipped to teach about nursing practice. “We need nursing practice experts to teach the next generation of nurses; it’s where the faculty shortage is particularly acute,” Trybulske notes.

Gaining Real-World Experience

One unique aspect of the program is the “practice immersion” experience, where D.N.P. students gain practical, real-world experience to round out their understanding of the nursing practice and healthcare systems delivery.

Some D.N.P. candidates were introduced to magnet hospital leaders while others worked alongside healthcare administrators or health informatics specialists to get a first-hand understanding of the challenges that exist at various levels of the profession.

“This aspect of the program was a brilliant teaching-learning method,” says Maria (Maite) Garrido, D.N.P. ’09, A.R.N.P., clinical assistant professor at the school. “I was able to choose hands-on immersion activities that specifically enhanced my nursing practice.” At the Miller School’s Gordon Center for Research in Medical Education, for example, she evaluated interactive simulated and technologically-based teaching strategies to develop an understanding of how these innovative modalities could cultivate nursing student’s critical thinking abilities.

Students also must complete a capstone project; this is a healthcare or nursing practice innovation that can have an immediate impact on nursing practice or the healthcare system.

“We asked each D.N.P. candidate where they saw themselves in 10 years so that we could try to augment their skills and build a portfolio of experiences for them,” Trybulske explains. “So both the practice immersion experience and the capstone project becomes something very much tailored to their interests.”

Haydee Kapin (as pictured on cover), D.N.P. ’09, M.S.N., A.R.N.P.-B.C., A.O.C.N., an oncology A.R.N.P. and A.R.N.P. program coordinator at Sylvester Comprehensive Cancer Center/UMHC – the University of Miami Hospital & Clinics, works in Sylvester’s Comprehensive Chemotherapy Infusion Unit. She used her capstone project to solve a real need she had identified while working with cancer patients awaiting chemotherapy treatment.

“Many cancer patients are not familiar with the side effects of chemotherapy and how to manage them,” explains Kapin. “Previous studies also show that patients

Yamina Alvarez at the Simulation Lab at Miami-Dade College

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who receive education on the day of chemotherapy are anxious and scared so they retain very minimal information. My capstone found a way to improve this identified concern and develop a patient orientation and chemotherapy patient education program to solve the problem."

Today, Kapin’s capstone project is a University of Miami-IRB approved protocol meant to prove that providing a structured hospital orientation with chemotherapy patient education ahead of time will benefit the cancer patient by reducing their anxiety. This will increase their capacity to retain the information and improve their ability to manage the treatment’s potential side effects. Kapin is now analyzing the data and expects to give a results summary to the hospital’s administration soon. She is hopeful the hospital will employ a formal process for new patient orientation with chemotherapy education built in.

Alvarez used her capstone project to enhance her knowledge of simulation technology. She is now in the process of implementing integrated simulation technology throughout the entire Associate Degree Nursing Program at Miami-Dade College. She also has created a taskforce to work with her to successfully create scenarios for each course and has conducted workshops to train other faculty on the proper use of simulators. As chair of the Resources Technology Committee, she also participated in obtaining a $90,000 grant from the Health Resources and Services Administration (HRSA) to purchase new high-fidelity simulators such as Harvey simulators.

Lupe is currently in the process of being promoted to assistant professor and is working per diem with the Lee Memorial Health System as a staff nurse. She also is collaborating on a new project on graduate nurse orientation for retention, using her newly acquired skills.

“This program provided me with the tools to succeed. I’ve learned to evaluate research, to develop a proposal based on the literature, to structure my variables and measure them, and to develop strategies for implementation,” says Lupe, who is working with two colleagues to get funding for disease management of heart failure patients.

Sample D.N.P. Capstone Projects
As part of the intensive, executive-style program, D.N.P. students take on a capstone project as a culminating activity to their year of learning. These projects cover a wide range of healthcare areas and medical specialties, ranging from patient orientation projects to wellness and preventive care.

**Maria (Maite) Garrido:** “Towards a Critical Thinking Model for Nursing Education”

**Lori Lupe:** “Implementation of Early Goal-Directed Therapy in Management of the Septic Patient”

**Mary Mckay:** “Development of an Online Computer Based Educational Course to Improve Clinical Questioning by Undergraduate Nursing Faculty”

**Deborah Robinson:** “Outcome of Clinical Simulation for New Nurses: With Effect on Communication, Confidence, and Clinical Judgment”

**Elisa Rodriguez:** Falls and the Elderly: Does a Diagnosis of Cognitive Impairment Correlates with Increased Falls in a Community of Homebound Elder Population?”

**Thomas Schlepko:** “UM/UCHD Health DNP/DPT Wellness and Preventative Care Center Proposal”

**David Zambrana:** “Nursing Workload Intensity: There is Value in Balance” (this project sheds light on the growing body of nursing research that examines the affects of nursing work load intensity, patient dependency, and acuity on patient outcomes)

**Longstanding Ties**

In addition to acquiring concrete nursing skills, these D.N.P. graduates have forged many lasting friendships along the way. These bonds with fellow classmates may prove just as beneficial to them as the skills they now can list on a resume.

“I thoroughly enjoyed the program; I made friends for life,” says Zambrana. “The caliber of the faculty was exceptional and the executive style—the limited time frame of one year—made the program (while intense) manageable.”

“The program was extremely challenging and at times many of us thought we might not make it,” adds Lupe. “But we supported and encouraged one other so we would successfully complete the program—and we did.”
New Scholarship Program to Support Two Promising Doctoral Students

Two qualified B.S.N. to Ph.D. students at the University of Miami School of Nursing and Health Studies will soon benefit from a new national initiative designed to increase the number of doctoral-prepared nurse educators and leaders in an effort to ease the ongoing nursing faculty shortage.

In April, the school received funding approval for two $20,000 scholarships from the Jonas Nurse Leaders Scholar Program, a new initiative of the Jonas Center for Nursing Excellence, a New York-based philanthropic organization that now concentrates on supporting the development of future nursing faculty.

The school will provide scholarship support for the students’ first year of the program through available matching funds and will then offer the Jonas Nurse Leaders scholarship to two students who, upon completion of their first year of study, show promise in becoming effective nurse leaders and faculty. The $40,000 will be paid over a two-year-period beginning July 1, 2010 and ending January 1, 2012.

“During their first year, B.S.N. to Ph.D. students take core courses and learn to hone their ideas for research. By their second year of studies, they have typically narrowed their research topic and begin to work closely with a research mentor,” explains Peragallo.

“The students selected for the Jonas Nurse Leaders Program will be those who show the greatest promise to serve as faculty members in schools of nursing.”

DEAN PERAGALLO

According to Dean Nilda (Nena) Peragallo, Dr.P.H., R.N., F.A.A.N., the scholarship will support two B.S.N. to Ph.D. students entering their second year of doctoral studies by 2012 with a goal of reaching 100 scholars.

The organization, which is supported by the Barbara and Donald Jonas Family Fund, was created in February 2006 to advance professional nursing through grants and programs that improve nurse recruitment and retention, increase ethnic and racial diversity among the nursing workforce, advance innovative practice models, and improve nursing practice settings. The Jonas Nurse Leaders Scholar Program will support 50 scholars by 2012 with a goal of reaching 100 scholars.

Students chosen to receive the distinguished scholarship will work closely with faculty members affiliated with the school’s National Center on Minority Health and Health Disparities or El Centro, which “provides a rich training environment for the proposed Jonas Nurse Leader Program,” notes Peragallo. Approximately two to three new studies are initiated each year through El Centro, which currently supports two active randomized clinical trials and a pilot studies program.

The recipients of the scholarship also will be paired with a senior faculty member with expertise in their area of proposed research, who will act as their mentor for the duration of the program.
Helping Hands in Haiti

“My roommate and I were just talking when all of a sudden the whole building started shaking; it felt like it would never stop, and I knew right away it was an earthquake,” recalls Felipe Novoa, one of three students from the School of Nursing and Health Studies who traveled to Haiti through the school’s international mini-semester program last January. “Then it was complete chaos.”

Novoa, along with fellow nursing students Anne Gilot and Charles Powell, traveled with nursing faculty member Marie P. Chery, also in-country director of the Global Institute for Community Health and Development, University of Miami/Project Medishare, to provide basic medical care in and around Thomonde, located in Haiti’s central plateau, for ten days. And then the 7.0 magnitude earthquake hit.

Prior to the disaster, the students worked in makeshift mobile healthcare clinics in some of Haiti’s most rural locations, and got the chance to sharpen their clinical skills while learning the importance of serving others less fortunate.

Along with Project Medishare doctors, the nursing students helped set up the clinics in a different location each day, often greeted by numbers of Haitians eagerly awaiting to receive medical care. Students checked for vital signs, administered vaccines, and examined patients for signs of malnutrition and/or dehydration. They also assisted in educating Haitians about disease prevention through such simple measures as water purification.

“Once in Haiti, I realized it was the little things that were hurting these people—they didn’t have clean water, no adequate means for family planning; they even lacked over-the-counter medications such as Tylenol and lidocaine for pain relief,” explains senior nursing student Anne Gilot, who is originally from Haiti. “The day the earthquake hit, we were actually distributing information to members of the community; pamphlets about family planning, vaccinations, and other preventative measures.”
In addition to providing medical care, the students were exposed to very poor surroundings, and then later, a country devastated even further by a catastrophic natural disaster. The experience was unforgettable. “Just seeing how the Haitian people manage to look forward to tomorrow, despite their poverty level, is a growing experience,” says Chery. “There are very few students who leave Haiti without being impacted by what they have lived and experienced during their stay.”

Less than 24 hours after the earthquake struck, the students were required to return to Miami for safety reasons. Yet even on the flight back home, the students cared for several patients who had been evacuated and were now en route to the U.S. for further medical attention. “The three students were excellent, they didn’t fall apart; they were very resilient and showed a lot of professionalism,” says Chery. “They worked until the very end.”

For nursing students in particular, such a trip offered them the unique opportunity to understand patients based on their environment and culture, not on their own perception of what suffering is. “It gives them a glimpse of the public health and policy issues that impact a person’s health and wellbeing,” she adds. “It also teaches nursing students about empathy and putting yourself in someone else’s place.”

Doing Her Part
CYNTHIA ANATOMARCHY, B.S.N. ’09, TRAVELED TO HAITI from January 27-31, 2010. She worked 16-hour shifts in the makeshift University of Miami/Project Medishare medical clinic. Pictured below is Antomarchy with some pediatric patients she cared for during her visit.
Growing up as an adolescent in a high-risk environment and effectively parenting these kids is difficult enough. Add to that task life’s many stressors—such as a shortage of work, underperforming schools, collapsing household finances—and the job feels downright impossible.

Now, thanks to a recent five-year, $3.6 million grant from the National Institute of Drug Abuse, Daniel Santisteban, Ph.D., a clinical psychologist/research professor at the University of Miami School of Nursing and Health Studies, will specifically examine Hispanic families and the role cultural factors—unique stressors like acculturation and immigration—play in these adolescents’ and parents’ ability to effectively deal with important life circumstances and concerns. By participating in the research, Hispanic adolescents and families can receive evaluations and four months of treatment at no charge.

“It is very rewarding to both advance science and provide free treatment to families who might otherwise never benefit from treatment,” Santisteban says.

By using a novel family-based intervention he developed in 2002, Santisteban’s goal is to address some of these stressors in therapy and to test whether such targeted interventions improve adolescent and family outcomes. The grant will specifically focus on Hispanic families with teens ages 14-17 who already have serious problems with drug abuse and addiction.

“We have developed a treatment that integrates individual therapy, family therapy, and psycho-educational modules with the idea that a flexible treatment can be tailored to the specific needs of individual families. Now we must test how well and for whom it works,” he explains.

Although most parents can identify behavior problems as they emerge in their kids, most families don’t access psychological treatment. “That jump to receiving treatment is a big one and unfortunately too many of our kids get lost in the mix,” Santisteban says. “We don’t have a good network of surveillance, identification, and screening for kids that are heading in the wrong direction and unfortunately the more we wait, the more expensive and difficult treatment becomes.”

Santisteban and his team are presently looking at innovative ways to successfully impact these minority families who already tend to access treatment less often, and when they do go to therapy, tend to have poorer outcomes.

“There is quite a bit of evidence to show that minority adolescents in particular don’t do as well in treatment, so we really need to figure out how to make treatment more attractive and more effective,” he adds.

According to Santisteban, research shows that children with ADHD (attention-deficit hyperactivity disorder) and conduct disorder simultaneously are at very high risk for serious delinquency and drug abuse two to three years later on. “When you can treat ADHD, depression, and conduct disorders early, you also are modifying a trajectory toward severe adolescent and family problems later on,” he says.

Through a similar study, Santisteban is already examining two groups (11-14 year olds and 11-15 year olds) in an effort to “catch” these teens before more severe risky behavior begins in the first place.

“Many of these kids already have patterns of mental health issues, such as depression, ADHD, conduct disorder, and family conflict, and we are trying to treat those effectively. By doing so, we hope to be able prevent the subsequent drug use and risky sexual behavior,” he adds.
Publications


Presentations & Other

Jeanette Adams, Ph.D., R.N., has given several presentations including “Using Evidence-Based Research and Practice to Support the Infusion Alliance” at the Infusion Nurses Society in Fort Lauderdale, Florida, “A Phenomenological Study to Describe Nurse Expert Knowledge for the Promotion of Patient Outcomes with Infusion Therapy” at the 40th Biennial Convention, Sigma Theta Tau in Indianapolis, Indiana, as well as at the South Florida Research Consortium, Florida International University in Miami, Florida; “Developing an Infusion Alliance: A Benchmark for Success” at the Infusion Nurses Society, Webinar; “Healthcare Worker Adherence to the Perioperative Infection Control Standards” at the 20th International Nursing Research Congress focusing on Evidence Based Practice in Vancouver, British Columbia, Canada; and “Applying Evidence-Based Practice Principles to Infusion Nursing Practice Innovation: An Approach to Infusion Excellence and Technology” at the Annual Meeting Infusion Nurses Society in Nashville, Tennessee.

Stopping the Violence

IT’S ESTIMATED THAT ONE IN FOUR women in the United States has experienced domestic violence at some point in her life, according to the Centers for Disease Control and Prevention and The National Institute of Justice, Extent, Nature, and Consequences of Intimate Partner Violence.

Rosa Maria Gonzalez-Guarda, Ph.D., M.P.H., R.N., assistant professor at the University of Miami School of Nursing and Health Studies, has made it her mission to prevent such violent acts from happening in the first place.

She currently is working on a one-year, community-based participatory research (CBPR) pilot project called the Partnership for Domestic Violence Prevention (PDVP). The project is designed to develop the infrastructure for the study and prevention of domestic violence at the community level. This will be accomplished through community mobilization and collecting qualitative and quantitative data regarding the needs and preferences for domestic violence prevention programs targeting high-risk Hispanics in Miami-Dade County.

This partnership brings together the talents and resources of two community-oriented research centers at the University of Miami—the Center for Excellence for Hispanic Health Disparities Research at the School of Nursing and Health Studies (El Centro) and the Dunsphaugh-Dalton Community and Educational Well-Being Research Center at the School of Education (CEW), and a leading local domestic violence community organization, the Coordinated Victim Assistance Center (CVAC) within Miami-Dade’s Department of Human Services.

“This is the first time the School of Nursing and Health Studies is collaborating with both CVAC and the School of Education at the University of Miami on community research, so it’s very exciting,” says Gonzalez-Guarda.

Once a community needs assessment is conducted (Stage I), Gonzalez-Guarda and her colleagues will begin to identify potential strategies to incorporate into the prevention programs. A subsequent workshop featuring existing promising practices also will be organized to facilitate the identification of promising practices.

“The eventual goal of the project will be to develop a community-driven domestic violence prevention program targeting high-risk Hispanics in Miami-Dade County and to secure adequate funding to conduct a large scale, randomized controlled trial to evaluate its effects,” adds Gonzalez-Guarda.

Diego de León, M.D., lecturer, has recently co-authored a pathophysiology textbook for Prentice Hall publishers (set for publication in 2010) and gave article reviews for Hispanic Healthcare International.

Gail C. McCain, Ph.D., R.N., F.A.A.N., vice dean, senior associate dean for academic affairs and professor, presented “Test of a Feeding Protocol for Preterm Infants with Bronchopulmonary Dysplasia” at the 24th Annual Conference of the Southern Nursing Research Society in Austin, Texas.
Hillary Heckman, B.S.N. ’09 and Lauren Carey, B.S.N. ’09

Lending a Helping Hand

Hours after the devastating earthquake rocked the Haitian capital of Port-au-Prince, miles away University of Miami School of Nursing and Health Studies alumni Hillary Heckman, B.S.N. ’09, and Lauren Carey, B.S.N. ’09, sprung into action.

Hecktman was already familiar with the impoverished Caribbean nation, having worked in makeshift medical clinics in Haiti’s central plateau several months before. Upon hearing the news, she quickly called Carey and several more friends to plan a fundraiser for the disaster-stricken country.

“I was really touched by the Haitian people during my hands-on experience with Project Medishare last winter, so when the earthquake hit, I knew I had to get involved,” she says.

Project Medishare is a non-profit organization founded in 1994 by Drs. Barth Green and Arthur Fournier from the University of Miami Miller School of Medicine. It now helps provide medical relief to Haitian earthquake victims.

Hecktman says the school was pivotal in introducing her to the organization and instilling in her the importance of helping those in need.

Meanwhile, former nursing classmate and good friend Carey helped by spreading the word about the upcoming fundraiser. “This was done on very short notice; the earthquake happened on Tuesday evening and our PR efforts began the very next day,” she explains.

Because of her on-campus involvement as an undergraduate, within hours Carey had successfully distributed the event flyer over the University of Miami List Serve e-mail network. Recipients included the School of Nursing and Health Studies, the Butler Center for Service and Leadership (including the Haitian Student Association and the International Student Association COISO), the University of Miami Hospital administration, employees of the Miller School of Medicine, and various nursing associations.

The teamwork paid off. The concert fundraiser, which took place Friday evening at La Cafeina Lounge in Miami’s trendy Wynwood district, raised approximately $10,000. Proceeds from the event (which included a percentage of all bar sales that night) were split evenly between Project Medishare and the Carma Foundation (the sister organization to Yele Haiti Foundation, begun by Haiti native Wyclef Jean), which collaborated with Heckman to produce the event.

Both Heckman and Carey say the event would not have been possible had it not been for the important role the school played in shaping who they are today. “We were taught to think on a global level, so it never really occurred to me to think, ‘Oh that’s not important to me.’ I knew I had to take action,” says Carey.

“I give thanks to the school for providing me with a great foundation and for teaching its students the importance of reaching out to those in need.”

HILLARY HECKTMAN

Hillary Heckman, right, with Evans Mesadieu, B.S.N. ’05, providing medical care in Haiti.
Alumni Association Forges New Ties

Board members prepare to build lasting relationships.

As the new president of the school’s Alumni Association, Rafael Angel Camejo, M.S.N. ’09, B.S.N. ’06, A.R.N.P., has set a clear goal: “to encourage nursing alumni to get more involved and to instill in them the importance of philanthropy from the very beginning.”

Starting as early as orientation, Camejo, along with alumni association board members, will begin networking with incoming students and alumni in an effort to get them more active in the association. Several events are already in the planning stages.

“Our focus this year is exactly that, to reconnect with alumni, build new relationships, and make ourselves more prominent in the community,” says Camejo, who is also a member of the school’s clinical faculty. “Now that we have this new building, we are going to make it feel like a true home for our alums, where we all can come back, get together, and reconnect with each other.”

Homecoming 2009

ALUMNI AND CURRENT STUDENTS joined in a range of festivities last November to celebrate Homecoming 2009. The weekend provided individuals with an opportunity to reconnect with old friends as well as show their school pride at decades-old homecoming traditions.

Class Notes

Dawn M. Lloyd (McLean), M.S.N. ’83, retired in November 2009 from working as a women’s health nurse practitioner for Kaiser Permanente in Portland, Oregon. Her first encore career began in 2010 while taking care of her new grand-son, Sam, in Minneapolis. Lloyd would like to send greetings to the midwifery class of ’82, former faculty member Judy Carveth, and the midwives at Jackson Memorial Hospital with ties to Haiti.

Deborah Fisher Terry, A.R.N.P.-B.C. ’97, M.S.N. ’91, B.S.N. ’88, is graduating from the Doctor of Nursing Practice (D.N.P.) program at the University of Florida in April 2010. She is the president and owner of TotalCaring Health Education and Staffing, Inc., and also serves as an A.R.N.P. for two practices in Jacksonville, Florida, for pul-monary critical care and internal medicine. “I am so proud of the education I received at the University of Miami… it was tough becoming a ‘Gator-Cane,’ but so glad to achieve this doctorate!” she says.

Maria A. Pena, R.N., M.S.N. ’88, C.N.N., and Rafael Toloza, R.N., are owners of American Therapeutics, L.L.C., a provider of dialysis and therapeutic apheresis services in South Florida.

Lily P. Orticio, M.B.A. ’95, M.S.N. ’89, R.N., recently received the Excellence in Oph-thalmic Nursing Award during the Annual Conference of the American Society of Ophthalmic Registered Nurses (ASORN) Conference in San Francisco, California. The award was given in recognition of her contributions to the advancement of nursing. Orticio is an established speaker and author of topics related to the care of patients with visual impairment and ophthalmic conditions. She currently is a Ph.D. candidate working on her dissertation, which is titled “The impact of telephone intervention on optical device use and participation in daily living activities among visually impaired older adults with age-related macular degenera-
tion.” She is the immediate past president of the Florida chapter of ASORN.

Lynda A. Tyler-Viola, Ph.D., M.S.N. ’93, R.N.C., received her Ph.D. from Boston College in 2005. She currently is an assistant professor at the MGH Institute of Health Professions in Boston, Massachusetts and senior advisor to the Division of Global Health and Human Rights at Massachusetts General Hospital. She works globally in Zambia and Bangladesh. She lives in Boston with her husband Bob and sons Michael and Kevin.

Lisa J. Sosa, B.S.N. ’98, received her pediatric nurse practitioner certification in February 2009. She started working as an A.R.N.P. in the Cardiac Intensive Care Unit at Miami Children’s Hospital in November 2009.

Nancy Auster, B.S.N. ‘00, R.N., is the educa-
tion manager for Vitas Innovative Hospice in Miami-Dade County and is the president for the Southeast Florida Tri-County Chapter of Hospice and Palliative Nurses Association. She is celebrating her 19th year with Vitas. Auster lives with her husband Adam, son Andrew, and daugh-
ter Olivia.

Julie Lafferty, B.S.N. ’00, is an intensive care unit nurse in Okeechobee County, Florida.

Charles Buscemi, Ph.D. ’05, M.S.N. ’01, B.S.N. ’99, has joined the faculty at Florida International University, College of Nursing and Health Sciences as an assistant professor. His research will focus on pressure ulcer care and caregiver burden.

What's New with You?
Share some news about yourself in a future issue of Heartbeat magazine.

BY MAIL
Class Notes
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ON THE WEB
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VIA E-MAIL
alumni@miami.edu
Eileen Lee Welch

Smiling at the Future

Where is your hometown?
Naperville, Illinois

What degrees have you earned?
I will earn a bachelor of science in health science and minors in business, psychology, and chemistry in the spring of 2011. I am also in the honors program.

Why did you choose the University of Miami School of Nursing and Health Studies for your education?
The University of Miami has a top-ten rated Physical Therapy School, and I was accepted into the Honors Physical Therapy Program that places their undergraduates in the School of Nursing and Health Studies. When I came to visit the school, the University of Miami blew me away by the beautiful campus and gorgeous weather, and the brand-new School of Nursing and Health Studies building seemed like a very nice place to learn as well. Additionally, I loved the size and diversity of the school. Even though it’s very far from home for me, I knew I wanted to go to University of Miami, and I’ve never looked back since.

Why did you decide to enter the health science field?
In high school, I volunteered in the cancer care center of a local hospital. I always knew I was interested in the healthcare field, but when I first applied to college, I thought that physical therapy would make me happy. During my freshman year, I even collaborated with some fellow students to start an official Pre-Physical Therapy Club. However, after volunteering in the physical therapy department, I realized I liked it but didn’t love it, and I explored other options. After shadowing various dentists and volunteering at the dental clinic in Miami Children’s Hospital, I knew dentistry was something I would be passionate about day in and day out.

Have you received any honors or awards?
I have received the Provost Honor Roll all semesters except for spring 2009 when I received the President’s Honor Roll, the highest possible scholastic achievement for undergraduates at the University.

What are your hobbies/past-times?
I enjoy playing on the University of Miami Club Volleyball and University of Miami Pre-Dental Club. I also recently participated in Alternative Spring Break in Washington, D.C., where I worked to promote awareness and prevention of HIV and AIDS, especially with youth. I try to do volunteer work when I have a chance because becoming a professional in the healthcare fields means serving your community. In my free time, I shadow a local dentist, work-out, go to the movies, and hang out with friends.

What are your future professional/academic plans/goals?
Since my freshman year, I have since changed my career plan from physical therapy to dentistry. I hope to start dental school in 2011.

Do you have any advice for new students who are starting in health science?
This major gives you a great amount of flexibility. It provides a comprehensive overview of a lot of important classes related to healthcare and makes it easier to switch to and from different careers in the health field. My advice to incoming students would be to emphasize your core classes during your first few years so you will have the flexibility to take classes that interest you later on. Talk to your advisor and get out there and try to experience the career of your dreams. But most importantly, work hard, make time for sleep, and have fun!
Your Support Helps Us Everyday!

Giving to the School of Nursing and Health Studies lets our students’ dreams become a reality.

Have you considered a philanthropic gift to the University of Miami School of Nursing and Health Studies? Donating to the school has never been easier. Send us your donation today by using the enclosed Business Reply Envelope. Bequests and other planned gifts, as well as individual donations, help us increase the number of scholarships, expand academic programs, and support innovative research for years to come. All donations are tax deductible and some types of gifts may offer you savings and other future benefits. For information or for further assistance, please contact:

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