

# NIEHOFF



**IMPROVING THE HEALTH OF OUR COMMUNITIES  
WITH NURSES TRAINED IN PRIMARY CARE**



## STAFF



## WELCOME



**FROM THE DEAN**  
**VICKI A. KEOUGH**

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Assistant Professor

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Assistant Professor

**Emily Chin, PhD, RNC**  
Assistant Professor

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Assistant Professor

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Associate Professor

**Regina Conway-Phillips, PhD, RN**  
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**Laura De La Pena, MSN, RNC**  
Clinical Instructor

**Anthony Deldin, PhD, CSCS, XPS**  
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Assistant Professor

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Instructor

**Joanne Dunderdale, MSN, RN**  
Instructor

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Clinical Instructor

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Clinical Instructor

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Assistant Professor

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Professor

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Professor

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Professor

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**Joanne Kouba, PhD, RDN**  
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Assistant Professor

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Instructor

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Associate Professor

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Assistant Professor

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Assistant Professor

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Instructor

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Assistant Professor

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Associate Professor

**Lee Schmidt, PhD, RN**  
Associate Professor

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Assistant Professor

**Lisa Skemp, PhD, RN, FGSA, FAAN**  
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**P. Ann Solari-Twadell, PhD, RN, MPA, FAAN**  
Associate Professor

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Instructor

**Nancy Stell, MSN, RN**  
Instructor

**Leesa Strickland, MSN, RNC-NIC**  
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**Dina Tell, PhD**  
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**Sandi Tenfelde, PhD, RN, APN**  
Associate Professor

**Annie Thomas, PhD, RN**  
Assistant Professor

**Kiley Tyler, PhD**  
Assistant Professor

**Jeanne VanDenack, MSN, RN**  
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**Barbara Velsor-Friedrich, PhD, RN, FAAN**  
Professor

**Fran Vlases, PhD, RN, NEA-BC, ANEF, FAAN**  
Professor

**Stephanie Wilson, MPT**  
Instructor

**Hyojin Yoon, PhD, RN**  
Assistant Professor

IT'S AN EXCITING TIME of growth at The Marcella Niehoff School of Nursing.

In February, Loyola University Chicago announced the creation of the Parkinson School of Health Sciences and Public Health, which builds on the foundation of exceptional health care education in the School of Nursing and the Stritch School of Medicine. Programs previously within the School of Nursing, such as health systems management, dietetics, and exercise science, will now be transferred to the Parkinson School where they will be able to grow. The Parkinson School will address the increasing need for health care workers who will be trained to be leaders, researchers, and caregivers of the future. You can read more about the new school on page 8.

Also on the horizon: new leadership. As many of you know, I am excited to return to a faculty position next year. Lorna Finnegan, PhD, RN, FNP, FAAN, will succeed me, starting July 1. She joins Loyola from the University of Illinois at Chicago (UIC) College of Nursing, where she is Executive Associate Dean and an Associate Professor of Health Systems Science. Dr. Finnegan's impressive background as a dedicated nurse practitioner, scholar, and administrator, will continue to advance Niehoff's mission, education, and research. Read more about Dr. Finnegan's background on page 5.

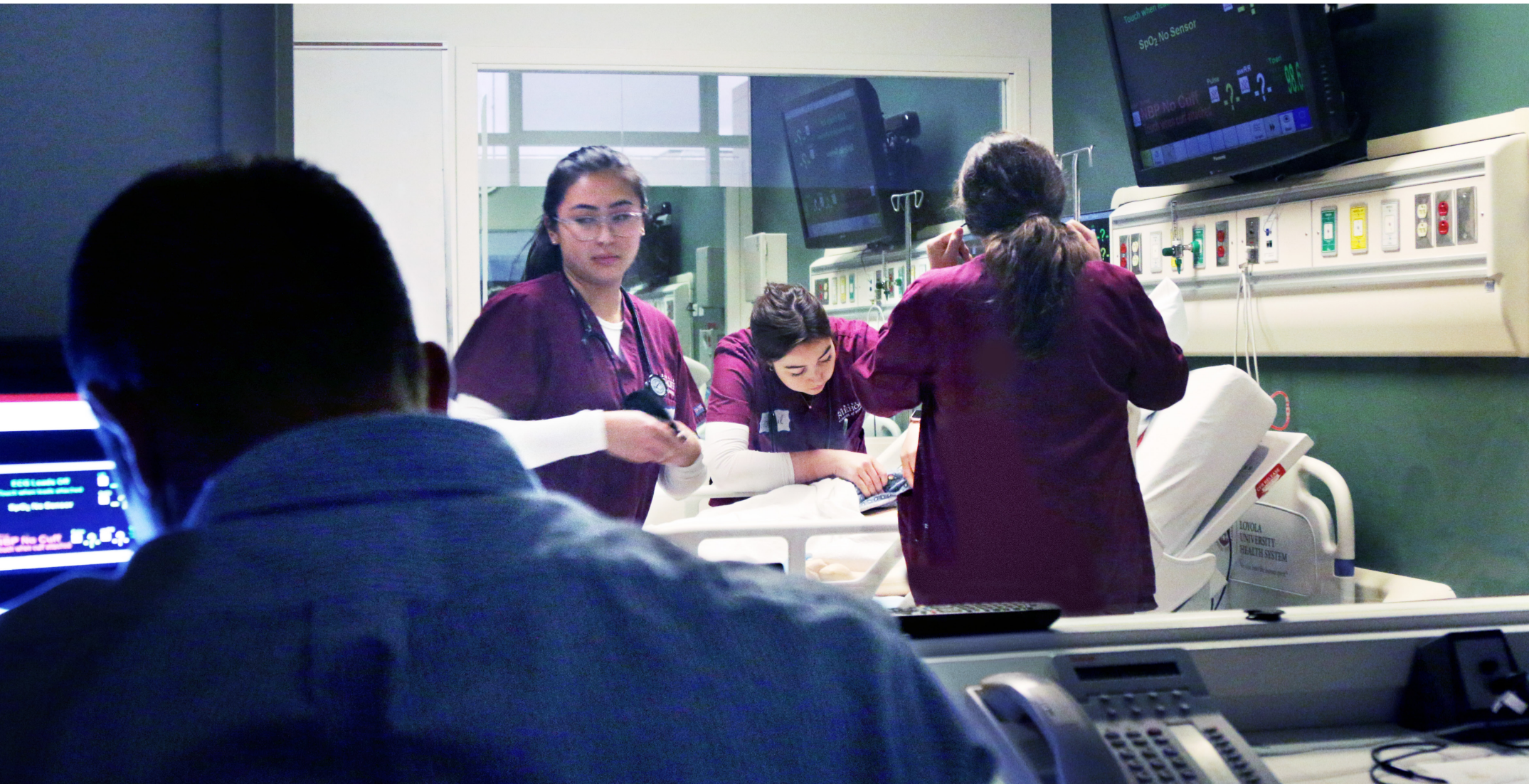
You will read articles about alumni dedicated to our social justice mission, including how the introduction of new nursing educational initiatives in both the undergraduate and graduate programs expand our outreach to rural health and community nursing. You will also learn about how Dietetics graduate and current Loyola Health System employee Mary Mora addresses food deserts in Maywood, while exercise science alum Allison Rydberg works as a physical therapist on an Apache reservation in Arizona. Their stories are an inspiring reminder that so much of what makes a Niehoff student stand out continues to shine well after graduation.

Whether in the classroom, the workplace, the community, or even on the other side of the globe, Niehoff graduates and faculty understand that their work is rooted in our Jesuit mission. We provide a transformative education that prepares tomorrow's health care leaders to minimize health inequities across individuals, systems, and communities. I am proud of the work we do and look forward to re-joining the faculty in July.

Sincerely,

**Vicki A. Keough (PhD '98, MSN '91), APRN-BC, ACNP, FAAN**  
Dean, Marcella Niehoff School of Nursing





## ACADEMICS

# ABSN program meets demand

The new Downers Grove site for the School of Nursing has graduated its first class of students and the demand for the accelerated bachelor's degree of nursing (ABSN) program is only increasing.

Students earn their degree through one of two learning formats, sometimes in just 16 months. Students can either complete a majority of their classes online, followed by onsite skills labs, dis-

cussion groups, testing, and clinical rotations at the Downers Grove site, or complete the entire ABSN program with faculty in person at the Health Sciences Campus.

The nursing skills lab at the Downers Grove site, shown above, features state-of-the-art equipment, medical supplies, and manikins that allow students to practice skills they are learning in the classroom in a lifelike setting.

Procedures done in these labs include skills such as wound care, nasogastric tube insertion, physical evaluations, catheterization, and tracheotomy care.

The simulations let nursing students think critically and problem solve in an environment without the fear of harming a patient. Students gradually develop their clinical skills and critical thinking ability in simulation prior to entering the

complex health care environment. Teachers can then evaluate student approaches and better prepare them for their clinical rotations.

ABSN students pursue clinical rotations at local health care partners such as Loyola University Health System, Advocate Lutheran General Hospital, Ann and Robert H. Lurie Children's Hospital, Northwestern Memorial Hospital, and Rush North Shore Medical Center.

# 96.7

PERCENTAGE OF NIEHOFF 2018 BSN GRADUATES WITH A FIRST TIME PASS RATE FOR THE **NCLEX** (NURSE LICENSING EXAM)

## ADMINISTRATION

# New Dean brings deep experience and a history of innovation

The next dean of the Marcella Niehoff School of Nursing will be Lorna Finnegan, PhD, RN, FNP, FAAN. She will join Loyola on July 1, 2019.

Dr. Finnegan is an experienced nurse, family nurse practitioner, educator, and leader. She joins Loyola from the University of Illinois at Chicago (UIC) College of Nursing, where she is Executive Associate Dean and an Associate Professor of Health Systems Science.

Dr. Finnegan has held a variety of leadership roles at UIC including Head and Associate Head of the Department of Health Systems Science, where she oversaw the faculty and operations of the largest department in the College of Nursing. At UIC, she led strategic planning efforts, mentored and coached many faculty and staff across six campuses, exceeded enrollment goals for DNP programs, and helped automate and optimize faculty workload and teaching assignments, and other operational processes.

She also was the founding director of the Family Nurse Practitioner Program at Saint Xavier University School of Nursing where she created and led two academic practice partnerships in Chicago. She has practiced as a nurse in the ICU and family nurse practitioner in many underserved clinical settings.

Through her scholarship, clinical practice, and leadership, Dr. Finnegan's innovative strategies have helped increase access to primary care and reduce health disparities in vulnerable and underserved populations. She has been principal and co-investigator on multiple grants, including R01 grants to identify clusters of symptoms and risk factors in childhood cancer survivors and other at-risk populations. Her research has been published internationally and she was a visiting scholar in Thailand, South Africa, and South Korea. Dr. Finnegan was named a fellow of the American Academy of Nursing in 2017 and is currently president of the National Organization of Nurse Practitioner Faculties.

Thanks to Dean Vicki Keough for her years of dedication and service to the School of Nursing and Loyola as she transitions from dean to faculty member. Her leadership has positioned the school for a bright future.







**HANDS ON EXPERIENCE**

*This 3D-printed anatomical model of the human throat used in the Clinical Simulation Learning Lab was provided by students from Loyola's engineering science program.*



**CROSS-CAMPUS COLLABORATION**

## Designing tools and saving lives

The exciting work of Loyola's engineering students is being put to use. In the Lake Shore Campus nursing simulation lab, students learn how to care for a patient with a feeding or breathing tube with the help of an anatomical 3-D model designed by a group of engineering students.

"Tell me where the tracheostomy goes? Where's the trach?" said Joanne Dunderdale, MSN, RN, simulation instructor, as she demonstrated how to care for a tracheostomy tube.

Sophomore Piper Burnside points toward the throat of a 3-D model with an endotracheal tube attached. Dunderdale explains how the tube is positioned to go through the trachea, not the esophagus, so the patient can breathe.

Dunderdale definitely sees this collaborative partnership among students as a win-win for all involved. "These tools are so good for our students to visualize," she said. "To have the engineering students do this serves two purposes: They're getting an educational experience and our nursing students are getting it—they're understanding and finally seeing where things like these tubes go."



**ACADEMIC PROGRAMS**

## New Nursing and Health Care Administration Master's Program

To be a successful nursing leader in today's dynamic health systems environment, the landscape has changed dramatically. The Marcella Niehoff School of Nursing re-configured its previous Health Systems Management program to the new Master of Nursing and Health Care Administration program to respond to the dynamic health systems environment.

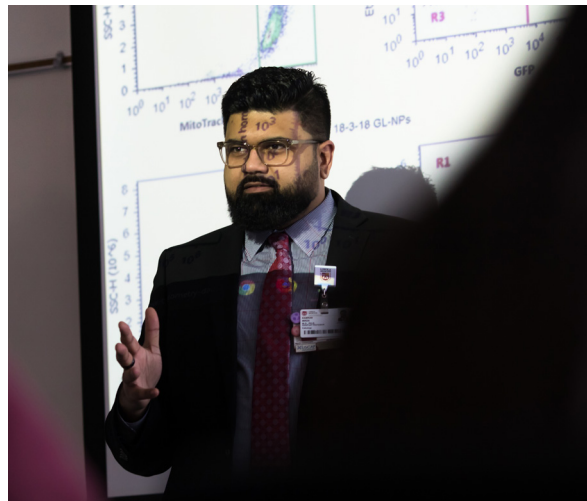
Nurse leaders are being asked to expand their scope and influence. Service line strategies and the continued mix of ambulatory initiatives and acute care needs require leaders with expanded knowledge in a variety of areas. These include: program planning and marketing, population health management, health policy, advanced quality and safety strategies, health outcomes, fiscal budgeting

and management of resources, leadership and staff development in addition to core concepts of ethics, nursing theory, and research.

While the program will continue as an online degree, Niehoff will add immersion weekends once a semester where students come together with the faculty to hear "lessons learned" from expert speakers. These immersions will help students develop professional and collaborative relationships while gaining additional skill sets.

Niehoff is recruiting nursing students interested in advancing their education to include administrative and executive roles to help translate the theory into the workplace environment. Admission into this program will begin in Fall 2019.





Top: Students in the Exercise Science program; bottom Left: Kamran Mirza, MD, PhD, director of the Medical Lab Sciences program; bottom right: a Dietetics student completes an assignment.

**PARKINSON SCHOOL OF HEALTH SCIENCES AND PUBLIC HEALTH**

# Niehoff programs move to new school

Loyola University Chicago's new Parkinson School of Health Sciences and Public Health embodies the University's Jesuit mission to assist the marginalized of our society and go to the frontiers of education, research, and practice to meet health care workforce demand.

The Parkinson School builds on Loyola's leadership in nursing

and medical education, and will address issues related to population and community health and improving health outcomes.

Programs previously housed within the School of Nursing—Health Systems Management, Dietetics, and Exercise Science—now will be in the Parkinson School of Health Sciences and Public Health. In addition, the

Parkinson School will launch three new degree programs: a BS in public health sciences, an MS in exercise science, and an MS in health informatics. Within the next three years, the School will add 16 new degree programs.

The Parkinson School—named in honor of alumni Robert L. and Elizabeth M. Parkinson, who gave a \$20 million lead gift to the school—will bring together existing programs from Loyola's Stritch School of Medicine and the Niehoff School of Nursing, and the Graduate School to better serve Loyola students, patients, and communities in the Chicagoland area and beyond.

"Loyola's Health Sciences programs have a proven 40-year track record of innovative technology applications in health care education, clinical research, and academic medical center operations," said Loyola President Jo Ann Rooney. "The Parkinson School is the next step in the evolution of Loyola's Health Sciences Campus and another example of Loyola's commitment to rolling up our sleeves and championing access and equity," she said.

One Exercise Science undergraduate student, Stephanie Vasquez, chose Loyola because she wanted to be part of a program where she could work with athletes and the researchers in human performance. Vasquez will have the opportunity to do just that as the Exercise Science program will continue to expand.

"This program could not have grown without the resources and the support of the nursing school, but people had a hard time understanding why we were housed there," said Stephanie Wilson, director of the exercise science program. "But now, when you see it is in a school of health sciences, that opens the door to our students immediately—it is a more logical connection."

One of the most important aspects of the Parkinson School is the interdisciplinary approach that mirrors how health care professionals work. This approach will forge new connections between the Health Sciences Campus in Maywood and the lakeside campuses. Wilson said she is looking forward to new opportunities to continue to advance inter-professional education, which will better prepare Loyola students for the workforce after graduation.

**SYSTEMS CHANGE**

## Improving care and reducing costs

Today, you are more likely to find a medical assistant taking vitals in a primary care clinic rather than a nurse. In many primary care settings, nurses coordinate care more than they deliver it.

But Niehoff Associate Professor Ann Solari-Twadell, RN, PhD, MPA, FAAN, and her grant team, have a program that prepares undergraduate nursing students to work in primary care immediately after graduating.

Solari-Twadell wrote and received a four-year grant from the Health Resources Services Administration (HRSA), an agency within the U.S. Department of Health and Human Services, to develop the Primary Care Community Health Nursing Scholar Program.

"This program speaks to Loyola University Chicago's Jesuit mission of caring for people who live on the margins and trains our nurses to provide that care," said Solari-Twadell.

This spring, the program enrolled 24 Traditional Pre-Licensure nursing students who will participate in two, on-line learning modules on primary care and an additional community experience each semester of their four-year program. Twadell teaches students, continues to evaluate the program, and create broader systems change.

"We are helping students develop the skills and experience to be successful in a primary care setting," said Twadell. And if initial feedback from a student is any guide, the program is successful because it takes students out of their "comfort zone."

Systems change is another goal of the grant: ensuring primary care nurses in primary care clinics work at the full extent of their licensure and increasing the number of contracts with primary care clinics serving the underserved for students' clinical experiences.

Through a partnership with ACCESS, which operates 35 Federally Qualified Health Care centers across Chicago, six students work at clinics in Blue Island,

Grand Boulevard, Ashland, Hawthorne, and Evanston. Additionally, Loyola University Medical Center primary care clinics and the Hines VA hospital offer experiential learning where students observe and work with Nursing Care Coordinators to conduct risk assessments and home visits.

Educating primary care nurses requires fundamental changes in the health care system and in nursing education. Underlying those changes: a culture shift.



**"This program speaks right to Loyola University Chicago's Jesuit mission of caring for people who live on the margins... ."**

— ANN SOLARI-TWADPELL

"Our funding allows us to pilot different approaches and conduct research to help improve care and reduce costs," said Solari-Twadell.

Acute care is a key driver of the country's health care system and of its skyrocketing health care costs. Providing preventive and primary care interventions earlier in an individual's illness pattern can help avoid costly emergency room visits. Primary care also involves a level of follow up that emergency room visits lack.

"To make real and lasting change, we are looking at educational, practice and policy change at both the state and national levels," said Solari-Twadell. "Students need to learn about primary care nursing and schools need to teach primary care nursing to improve patient and population health," she said.





PUBLIC AFFAIRS

# Engaging nurses in the legislative process

**When legislators need** to consult a medical expert before voting on a bill, Gretchen LaCivita (DNP '18) wants them to call a nurse. She recently met an Illinois representative who solely consults physicians with questions about health care legislation.

"Why doesn't she talk to a nurse? That's an important perspective on health care issues," said LaCivita. As it turned out, that legislator simply did not have any nurses in her network.

"There are about four million nurses across the country. Imagine if we collectively came together and stood up and had voice over some of these health care issues," said LaCivita.

So, she has made it her mission to make health policy and advocacy a focus in undergraduate nursing curricula, and to equip students with the skills to influence policy change.

LaCivita—who has a master's degree in public health and teaches undergraduate nursing full time at Resurrection University—needed a doctoral degree to make this a reality, but had trouble finding a program that matched her goals.

Most doctor of nursing practice programs specialize in informatics or clinical care. LaCivita needed a program that would recognize teaching as her practice and Loyola's Marcella Niehoff School of Nursing embraced that vision.

"Loyola helped me achieve my

goals in marrying my passion for health care policy and advocacy work with nursing education," said LaCivita, a Chicago native. "I was looking at other programs out of state, but when I realized that this could be achieved here in my hometown, it really became a no-brainer."

As the final project to her DNP degree, LaCivita created a way to engage more nurses and nurses-in-training in the legislative process. She worked with Pamela Andresen, PhD, RN, who teaches a Niehoff undergraduate course in clinical community health nursing, to incorporate a public policy project.

"We understand that we should be teaching more health policy, but with all the competing forces in nursing curricula, it is not something that students necessarily walk away feeling competent in," LaCivita said. "So the impetus for this project was to dial in and become a bit more focused on the educational process of advocacy, so our students can then demonstrate better political astuteness."

She believes a nurse's expertise can help legislators make a more informed voting decision. LaCivita wants the nursing students to feel empowered to call their legislators and weigh in on bills that will affect patient care.

LaCivita accompanied a group of Loyola nursing students to the Capitol in Springfield to talk with

legislators about opposing Senate Bill 0888, which would have allowed community colleges to offer bachelor of science in nursing degrees. They delivered a white paper opposing the bill written by nursing school Dean Vicki A. Keough detailing their opposition to creating such a program without any input or oversight from nurses. Thanks, in part, to their efforts, the bill did not make it out of committee.

The 29 undergraduate nursing students in Dr. Andresen's course were required to write to their local legislators about a health care issue of personal importance to them. The students also participated in in-person meetings with a number of local state representatives and U.S. Congresswoman Jan Schakowsky, who represents Illinois' 9th congressional district, covering most of Cook County.

"The biggest takeaway for all the students was to build relationships. If one person calls an office and says, 'Hey, what are you doing about X?' it is not as impactful as when 10 people come together and call that same legislator to say, 'Hey, what are you doing about X?'" LaCivita said. "Then a group of people is saying that they need to be paying attention to the issue. If we're going to influence our profession, then we need to have that voice at the table. Our voices matter, if we choose to use them," she said.



**"Loyola helped me achieve my goals in marrying my passion for health care policy and advocacy work with nursing education."**

— GRETCHEN LACIVITA (DNP '18)



COMMENCEMENT

# 2019 Graduation Numbers

**309**

**BSN**  
BACHELOR  
OF SCIENCE  
IN NURSING

**81**

**MSN**  
MASTER OF  
SCIENCE IN  
NURSING

**18**

**DNP**  
DOCTOR OF  
NURSING  
PRACTICE

**9**

**PhD**  
DOCTOR OF  
PHILOSOPHY  
IN NURSING

**9**

**MSD**  
MASTER OF  
SCIENCE IN  
DIETETICS

**40**

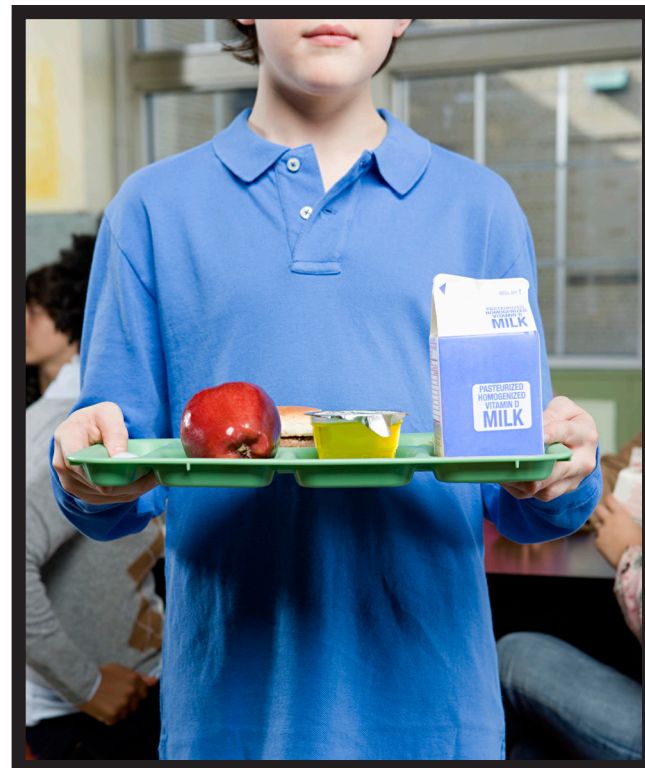
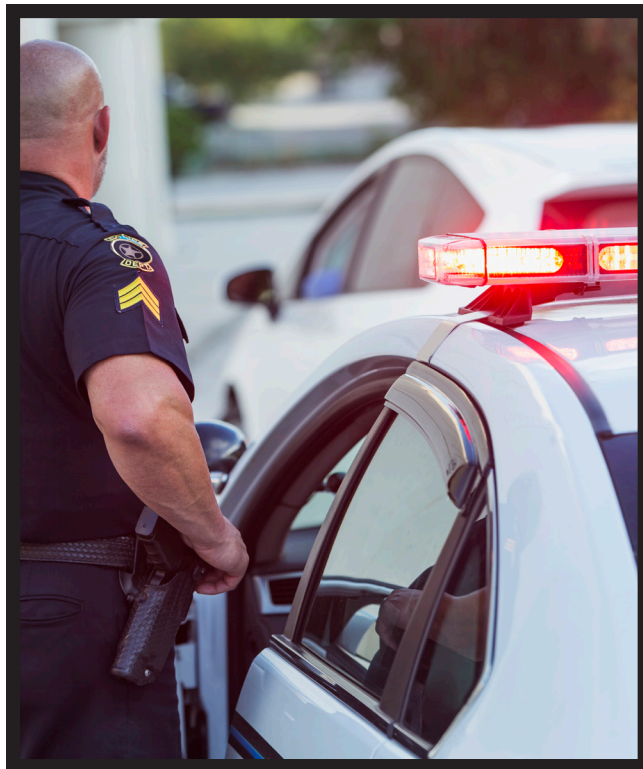
**BSES**  
BACHELOR OF  
SCIENCE IN  
EXERCISE  
SCIENCE

**39**

**BSHSM**  
BACHELOR OF  
SCIENCE IN  
HEALTH  
SYSTEMS  
MANAGEMENT







## UNIVERSITY COLLABORATION

# Reducing health inequities

The **Loyola University Chicago Health Equity Collaborative** directs Loyola health disparities-related education, research, and community projects. Among the Collaborative's goals: create health equity courses and programs, investigate mechanisms of health disparities and create programs and community partnerships that will reduce their impact, and how to strengthen community partnerships that promote health equality. These are some of the research projects Niehoff faculty are pursuing within the LUC Health Equity Collaborative:

### Identification of Epigenomic Pathways Linking Social Adversity and Stress to Health Disparities

*Primary Investigators: Linda Janusek, PhD, RN, FAAN, and Herb Mathews, PhD*

**This project seeks** to identify the differences in the methylation status of the 74 genes and associated regulatory regions in DNA derived from stress-vulnerable and stress-resilient African American men. It also will determine the extent to which methylation status of the 74 genes and associated regulatory regions interact with social adversity factors to predict stress reactivity (inflammatory and cortisol response to social stress).

To date, results demonstrate that exposure to childhood trauma, neighborhood violence, and indices of childhood social disadvantage and instability associate with dysregulated reactivity to social evaluative stress and altered DNA methylation. Those genes differentially methylated not only relate to greater inflammatory risk, but also included genes previously linked to early life adversity, low SES, suicide risk, stress exposure, anxiety, and resilience. It is significant that this risk was observed in young African Americans without chronic diseases. Over time, excess stress-induced DNA alterations may affect regulatory systems (i.e., allostatic load) and contribute to poor mental and physical health.

### Race-Based Stress Reduction and Resilience Program for African American Women at Risk for Cardiovascular Disease

*PI: Karen Saban, PhD, RN, APRN*

**This study** evaluated the eight-week Race-based Stress Reduction and Resilience program created to reduce chronic stress associated with perceived discrimination and racism among African American women at risk for heart disease. Reducing stress and inflammation in this population is crucial to reduce the risk of cardiovascular disease health disparities. The study found that resilience is characterized by not only psychological characteristics but also biological characteristics.

### Community Context of Elder Care: A Culturally-Informing Healthy Aging Community-University Partnership

*PI: Lisa Skemp, PhD, RN, FGSA, FAAN*

**The project's goal is twofold:** describe the community context of elder care in the Edgewater neighborhood and develop a technology infrastructure to collect data and create an interdisciplinary health equity course for undergraduate and graduate students.

The team is building relationships with local elected officials and non-profits in the community. The team is also developing a website for community-university partnerships and creating a syllabus for interdisciplinary experiential and service-learning modules.

### Freshmen Wellness Assessment: The First Step to Reduce Health Disparities Among Underserved Youth

*PI: Joanne Kouba, PhD, RD; Adriane Van Zwoell, MJ, LCSW; Kelly Sierra, RD; Diana Hackbarth, PhD, RN, FAAN*

**Health equity and** reducing health disparities are goals of Chicago's Healthy People 2020, which identifies the social determinants of health as neighborhood, health care, social and community context, economic stability, and education. Based on the researchers' previous work with the Proviso East High School school-based health center, this study implemented a new screening initiative for freshmen to identify teenagers with nutrition and behavioral risk factors. Results of the screenings indicated the need for mental health services, and also the ability to provide referrals to healthy eating programs and monitoring risk for diseases such as diabetes and hypertension.





COMMUNITY PARTNERSHIPS

## Exercise partnerships promote health and wellness in Chicago Public Schools

**Lexi Van Tiem**, a senior exercise science major, cherishes the afternoons she spends at Goudy Technology Academy as “Coach Lexi,” the assistant coach for the elementary school’s after school soccer program.

“To have the little kids calling me ‘Coach Lexi,’ that’s a cool feeling. When I go there, I’m excited to be there and I want to give them the best I can,” Van Tiem said. “I want to be a positive influence.”

Van Tiem has been involved at Goudy since the spring semester

of her first year at Loyola, when she took the introductory exercise science class, which has a service learning component. She was assigned to Goudy, where she volunteered as a recess and gym class aid.

This service learning is part of the School of Nursing Health and Wellness Initiative (HWI), a collaboration among the nursing school, Chicago Public Schools (CPS), and community partners to promote health and wellness programs at CPS elementary schools.

“Service learning experiences give students an opportunity to engage with a community or people who are very different from themselves, or maybe are resourced or structured differently,” said Karen Berg-Helfgot, M.Ed., the director of clinical placements and experiential learning at Marcella Niehoff School of Nursing. “It can be eye-opening for them to understand that not every school looks the same in terms of programs or sports equipment, that things are not always equitable,” she said.

Goudy is one of 13 schools where Loyola nursing and exercise science students volunteer through the HWI, facilitating recess, physical and health education classes, and after school sports programs. Urban Initiatives—a nonprofit that runs after-school soccer programs to promote physical fitness, team building, leadership and emotional learning—is a community partner that facilitates the soccer team at Goudy.

Located approximately a mile and a half south of Loyola’s Lake

Shore Campus, Goudy is a longtime community partner. The exercise science program is also instrumental in putting on Goudy’s annual health and wellness fair.

The Health and Wellness Initiative fosters growth for Loyola students and the CPS students they serve. The exercise science students can put classroom concepts into practice, preparing them for careers down the road.

“CPS partnerships are a great opportunity for Loyola students to step out of the classroom and serve the community in areas of physical activity and nutrition,” said Stephanie Wilson, MPT, director of the exercise science program. “Loyola students can learn firsthand how to engage, motivate, and lead individuals in exercise through games and activities,” she said.

Van Tiem said she appreciated the opportunity to get involved in Loyola’s neighboring communities during her first year on campus.

“I loved the fact that we went out into our community and incorporated what we learned in the classroom,” Van Tiem said.

For schools like Goudy, the presence of Loyola student volunteers provides two benefits. First, it provides them with staff to meet city mandates for recess, physical activity, and nutrition education. Second, as Emily Fallon, the development and communications manager at Urban Initiatives, points out: “The Loyola students are positive role models for the elementary students.”

“Many of our students don’t have as many positive role models as they could,” Fallon said. “Loyola students come from diverse backgrounds with diverse career interests, and provide more role models to our students. They can think about whether that is someone to emulate when they are older.”

Being this positive role model is what motivates Van Tiem as she leads the 30 players on the Goudy team through soccer drills designed to develop ball-handling skills and leadership skills alike. The team’s head coach, William Fox, also the physical education teacher at Goudy, said Van Tiem leads by example. “She is a reliable leader who is great with the kids,” he said.



2019 RUTH K. PALMER SYMPOSIUM

## Research symposium brings together health care professions of all backgrounds

**This year’s theme**, “Precision Health,” reflects the broad role nurses play in health – beyond medicine – and because precision health is more than tailoring treatment based on one’s genetic makeup. Precision health includes using biological (i.e. genomic information) as well as behavioral, social, and environmental data to predict symptoms, diseases, and quality of life, and to tailor treatment to best meet an individual’s unique needs.

Keynote speaker, Dr. Nancy Redeker, PhD, RN, FAHA, FAAN, addressed sleep health across chronic health conditions. Dr. Redeker is the inaugural Beatrice Renfield Term Professor of Nursing and Director of the Center for Biobehavioral Health Research at Yale School of Nursing. She holds an appointment in the Department of Internal Medicine (Division of Pulmonary Critical Care, and Sleep Medicine) at Yale School of Medicine and was Principal Investigator of the highly successful NIH/NINR-funded Yale Center for Sleep Disturbance in Acute and Chronic Conditions.

Dr. Redeker’s program of research addresses the contributions of sleep and sleep disorders to symptoms, function, and quality of life among people with or

at risk for acute and chronic conditions, and the development of ecologically-valued behavioral interventions to promote sleep health. Sleep disturbances and disorders are very common: one in five Americans experience sleep disturbances. Dr. Redeker’s research focuses on developing tailored interventions to address sleep problems in individuals with chronic conditions. She is conducting studies, funded by the National Institute of Nursing Research, focused on the sustained effects of cognitive behavioral therapy for insomnia among patients with stable heart failure.

Because improving health and advancing research requires the collaboration of interdisciplinary teams, the Palmer Research Symposium has grown in size and in breadth over many decades. From its start as a small group of nurse researchers discussing their work at Loyola, it now has grown into a regional research conference that includes many other disciplines, such as medicine, psychology and social work.

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## Mary D'Anza Mora Nutrition as a tool for social justice

**The last grocery store** in Maywood, an Aldi's, shuttered on Christmas Eve of 2016. And with it disappeared the neighborhood's easy access to fresh produce and the fiber, vitamins and nutrients that can help minimize chronic diseases such as diabetes, obesity, and more.

But Mary D'Anza Mora, RDN, CDE '02, is determined to help the neighborhood. Mora works for the Marcella Niehoff School of Nursing as a project director with Proviso Partners for Health (PP4H), a community-based coalition made up of Loyola University Chicago, Loyola University Health System, and other partners who are collaborating to improve health equity and economic development in Chicago's near west suburbs. Drawing on her background as a registered dietitian nutritionist, a professionally trained chef, and a certified master gardener, Mora is on a mission to increase access to healthy foods in Maywood, Bellwood, Broadview, and Melrose Park.

"We know that a lot of health issues are within communities that don't have fresh, affordable produce, and this is also a food equity issue," Mora said. "I feel less like a registered dietitian and more like a social justice worker."

An interest in social justice first attracted Mora to Loyola, where she completed her dietetic internship in 2002 and where she is working on her master's degree in dietetics. She spent six years as a clinical dietitian before transitioning into community health.

"Health is not just in the hospital or in the doctor's office; it's how you live and your environment and your school," explained Mora. "Reaching people in their daily lives was more meaningful to me."

Mora partnered with Joanne Kouba, PhD, RDN, a Niehoff associate professor and director of dietetics education programs, whom she calls "a constant inspiration." Before PP4H, Mora and Kouba worked together on I Can Grow, a healthy eating and nutrition program for kids, and the I-CARE PATH HRSA project, which focused on an alternative care model for patients with diabetes.

"Mary is so phenomenally good with community partnerships because she really listens to ideas and thoughts expressed by community members and respects their perspectives," Kouba said.

On an average work day, Mora might choose recipes for a cooking demonstration, lead a food justice discussion at a commu-

nity member's home, meet with a small business owner about bringing a produce store to the neighborhood, help tend a community garden, or work with a school to create healthier cafeteria options.

"Everything PP4H does has community members at the table. 'Ultimately, it's about partnering with schools, parents and kids, and meeting them where they're at,'" Mora said. "Our goal is to make these community transformations sustainable."

Mora also leverages Loyola resources: She partnered with the public health program for a Food Summit and is working with the Baumhart Center for Social Enterprise to explore how business students can support worker-owned co-ops.

One of her recent projects is Veggie Rx, a partnership with Windy City Harvest Youth Farm. Funded by the U.S. Department of Agriculture, the project provides a free, weekly box of fresh produce to participants for 10 weeks. Participants attend a weekly cooking demonstration, which features easy, inexpensive and culturally appropriate meals, and then can use double-value coupons to purchase additional produce at Veggie Rx's low-cost farm stand.

Mora recently started an urban garden connection group, which brings in speakers on topics ranging from pruning tomatoes to medicinal herbs uses. "It's like a support group for gardeners," she said. "It's this whole cycle of supporting local agriculture."

PP4H also runs community gardens, including the Giving Garden at Proviso East High School, which supplies more than 100 pounds of produce to local organizations. Area teens tend the gardens as interns.

Mora will never forget one moment a couple of summers ago. "One night, one of the girls called me from the garden, and she said, 'I just had to call you because I just feel so good and so free.' And I started crying," Mora recalled. "This teenager thought of the garden as a safe place for her to go and work to better her community."

"What I'm most proud of are the opportunities to keep learning and to be a registered dietitian in this public health role," she says. "I'm really proud that I get to share my work and experiences with students, and show them that registered dietitians can affect policy and the community."

## Ivy Yip Examining Student Burnout

**The well-being** of her fellow students was of interest to Ivy Yip, a recent graduate of the Marcella Niehoff School of Nursing. As an undergraduate, Yip undertook research to explore whether Midwestern nursing students would seek mental health services and how they perceived benefits, barriers, stigma, seriousness, and susceptibility of mental health problems.

### How did you get the idea for your research project?

Nurses are expected to help and be there for others always. Student nurses already face significant stress that accompanies college and transition. We face additional stress from caregiving, witnessing illnesses and deaths, commuting, lack of sleep, and rigorous curriculum. However, few studies have looked at nursing students' mental health. It felt right to me to learn more about how student nurses view mental illness, stigma, social support, barrier and benefits to seeking help in hopes of finding ways to facilitate healthy coping among student nurses.

### How are you hoping this mental health research helps your fellow students and current nurses? What's your next step with this research?

When I began this research, I hypothesized that nursing students will compare favorably to other students in their perception of mental illness and seeking help. However, the study results did not show a significant difference between nursing students and non-nursing students in how they perceived stigma, barriers, and benefits to seeking treatment and support. One interesting finding is student nurses received less professional help in the past year due to other forms of social support, such as friends, family, and faculty. I hope to recruit more participants and look into social determinants of mental health and stigma against mental illness and seeking help among nursing students.



### What do you see yourself doing in nursing after Loyola?

I hope to work as a nurse caring for patients on chronic ventilators in their homes. I am also excited to continue research work with healthy aging at Loyola and with the Population Study of Chinese Elderly in Chicago at Rush University.

### How has Loyola shaped the type of nurse you see yourself becoming?

Loyola's mission for social justice, faith, and service for others left strong imprints on me. Faith now plays an important role in my life and has translated into my positivity and care at the bedside. As a first-generation student from China, I've learned to understand the disparities and hardship my family faced, appreciate their resilience, and to dedicate my time to making health and education more accessible to people and communities. The relationships I built at Loyola helped me take pride in where I am and march on to where I want to be.

### What's one message you have for your peers and other nursing students who are interested in research?

Do it. Research really isn't this exclusive thing that only a few students can do. Student nurses have basic research skills already because we are constantly bridging the gap of knowledge in clinical settings.





## Afshan Hussain (BS '19)

### A Portrait in Resilience

**She takes patient** vital signs at a community clinic. She studies enzyme function in a biochemistry laboratory. She mobilizes relief projects for Syrian refugees. She supports a free clinic serving the uninsured. Health Systems Management graduate Afshan Hussain has no empty minutes.

What drives her to do it all? Dial back to when Hussain was 12 years old. She attended a fundraiser for people disfigured by acid throwing, a particularly violent form of attack found in parts of the world. Far from unsettled by the survivors she met, Hussain vowed to understand their trauma, know their experience, and help change their lives.

Social justice is a difficult concept to define, yet Hussain seems to live it. She acknowledges the privileges we take for granted. "Maybe it is health care, or a face unmarred by violence, or simply

someone to talk to," said Hussain.

Sometimes the difference made is as much inward as outward. Hussain credits her volunteer experience at a senior living community with helping her learn how to approach challenges head on. Speaking of one 97-year-old resident in particular, Hussain said, "people will challenge you. It's how you handle it that makes a difference."

Hussain is on a pre-med track and her sights are set on becoming a reconstructive plastic surgeon.

Hussain enjoys research and described her immersion in the lab as the learning experience of a lifetime. She earned a Provost Fellowship to continue her research.

"I do everything I do because I want to be a surgeon. I want to change lives. I want to boost the confidence of patients who are disfigured," said Hussain.

## Thy Vuong

### (RN, BSN '17)

### Providing home-based nursing care

#### Why did you choose to work in a home-based setting?

As I participated in various clinical experiences in nursing school, I was filled with questions: What is the patient's home environment? Do they have support? How can we better help?

My questions only piled up. During college, I participated in community and global health experiences to further understand the role of health care beyond hospitals. I continued my journey in a deeper and more intimate setting in Uganda for two months of research. Each time, as I reflected, what I took most from those experiences was sitting down and talking with people who, perhaps under a different circumstance such as in a hospital, I would simply call patients. However, there, they were individuals with characteristics, stories, families, and unique circumstances. I met their families, held their children, learned about how many miles they walked to get care, and shared their worries and concerns. At these moments, I recognized the meaning of my work as a nurse and set a goal to explore ways that I can better understand patients.

After graduation, I stumbled upon a health care company that offers home care for medically complex and/or ventilator-dependent patients. I have worked as a field nurse there for almost two years. I have found a much better appreciation for this unique area of community health and experienced first-hand how to be a team member for patients and their families.

#### Why did you choose to work with this particular patient population?

I came with an open mind to learn and a goal to discover what nursing means to me. This work has brought many emotional first-times and provided meaning for my work. I held my 89-year-old patient's hands and prayed with her when the end-of-life conversation becomes unbearable to consider. I took



my 18-month-old post-cancer patient on the swing at a local park for the first time after her long hospital stay. And I helped my 33-year-old patient use the eyegaze communication device. The first words he typed with his eyes were "thank you."

To take part and witness the daily resilience, courage, humanness, fear, and struggles has helped me better appreciate the population that I serve, unpack some of my questions, and encouraged me to keep learning.

#### How do you approach "curae personalis" in home-based settings?

Family has always had a vital role in the health of the patient, regardless of the health care setting. In the home, it is even more visible. Emotionally and physically, it is difficult for family members, whether the patient's condition is new or genetically present. The chronic nature, unknown possibilities, and constant needs of an ill person can put a great strain on the family. As a nurse, being in this unique setting allows me to be conscious of the need for silence and space, listen when they need to share and be a support for patients and their families. I took initiative to help out with tasks that I can such as call to refill medicines, organize supplies, engage patients in activities or therapy exercises as part of their care plan.

## Allison Rydberg (BS '15)

### Respecting patients' culture and beliefs on the Apache Reservation

**For Allison Rydberg,** Native American tradition is second nature.

Rydberg spent the first nine years of their\* life on the Navajo Nation Reservation in northern Arizona, when their father, a doctor, was working with the Indian Health Service, a federal health program for Native Americans and Alaska natives. Then the family moved to Pinetop-Lakeside, Arizona, close to the Apache Nation Reservation. Rydberg went to church and volunteered on the reservation, and went to school with Apache Native American children.

Today, Rydberg is in Arizona again, working as a physical therapist on the same Apache reservation where they spent their childhood years.

"This is the community that I grew up with, and a traditionally oppressed group of people in the U.S., and knowing that I can hopefully make a difference in people's lives and get them more independent or more mobile, that's a really cool thing to be involved in," Rydberg said. "More mobility and more independence directly relates to your quality of life."

Rydberg is a member of the U.S. Public Health Service, one of the country's seven uniformed services. Loyola's emphasis on service influenced their decision to enlist.

"I had the opportunity to go on some service immersion trips and retreats, and growing in that way during college was a big reason [for enlisting]," Rydberg said. "I knew I found fulfillment and enjoyment in serving underserved populations."

Rydberg majored in exercise science at Loyola, then earned a doctor of physical therapy at Northwestern University.

"I toyed with the idea of going to medical school, then realized that I am more interested in human movement and regaining mobility than medicine. The exercise science major definitely helped me realize that while I was at Loyola," Rydberg said.

Adds Stephanie Wilson, director of the exercise science program: "Leadership, dedication, demeanor and being a team player are only a few of Allison's amazing



qualities. These same attributes will help serve underprivileged communities. Allison made all efforts to serve the exercise science program and Loyola post-graduation, returning to serve on alumni panels and at exercise science events."

Since moving back to Arizona, Rydberg started practicing in an outpatient clinic at a hospital near the reservation. The physical therapists there are the primary wound care specialists for the reservation, and provide post-surgery and post-injury physical therapy.

"A lot of patients here unfortunately have complications from diabetes, so they get foot ulcers," Rydberg said. "We will see them two or three times a week to change out dressings and promote wound healing. It's not in the realm of what people think physical therapists do, but it helps people get back their mobility," she said.

The Native American patient population also comes with different challenges than Chicagoans. These patients often don't have access to running water or electricity—that others take for granted.

"They are a very traditional population, and I have to find a balance of my therapies with their viewpoints, traditions, and culture," Rydberg said. "I don't want to break rapport with patients by not respecting their beliefs."

*\*Editor's Note: Rydberg uses the pronouns they/them/their.*





# Memories from the Class of 1968

It's been 50 years since a group of newly minted Loyola nurses crossed the stage of the Auditorium Theatre to get their diplomas. Since then, members of the Class of 1968 have worked in a variety of specialties at hospitals and clinics across the nation. Several served in the military during the height of the Vietnam War, using their nursing skills at home and abroad. Many pursued advanced degrees and taught at various universities, including four who joined the Niehoff School of Nursing: Ann Solari-Twadell, Meg Gulanic, Camilia Clark and Diana Hackbarth. Here are three stories from the Class of 1968:

**Eileen Wayne, MD**  
**Dr. Eileen Wayne still** remembers observing Charlie Vygantas, MD, perform retinal detachment surgery during her rotations as a nursing student. "I remember thinking 'surgery is not for me,' but I saw these teeny-tiny instruments, and it made me want to touch every one of them."

That fascination inspired Wayne's path after graduation, and she attended the Stritch School of Medicine and completed her ophthalmology residency. Over the last four decades, she has treated patients at her eye surgery practice in Moline, Illinois, where she has worked on memorable cases, including repairing the cornea of a man whose eye was pierced by a screw. Today, his vision is 20/20. Wayne developed and published several surgical techniques



and protocols that helped turn complex cataract cases into routine, safe cases. "I think I'm most proud of being able to show people how to mechanically open the pupil without cutting the iris," she said. While she did not invent the technique, she perfected it by practicing on a pig eye. Committed to sharing her discoveries pre-Internet, she mailed binders, videotapes, and sample needle knife instruments to eye surgeons nationwide. In the late 1980s and early 1990s, her office fielded international calls from physicians with questions. These days, she shares her insights via YouTube and e-mail. "It is the small, sequential changes that add up to huge, successful techniques and the rewarding eye surgery we have today," she said.

## Marilyn Boyle

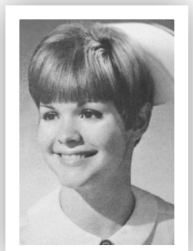
After Marilyn Boyle's father died unexpectedly a month before her high school graduation, she wondered how she would pay for college. A U.S. Navy Nurse Corps scholarship made it possible. "It was the era of tumultuous Vietnam War protests in Chicago and around the U.S.," she recalled. "I looked into the military because of my desire to live and work overseas." After graduation, Boyle began active-duty service, shipping out first to San Diego, where she was the charge nurse in an Intensive Care Unit and helped open a new postpartum recovery room. Her next posting was at a Marine airbase in Japan, overseeing corpsmen and helping Navy wives deliver their babies. At the end of her yearlong tour in Japan, she was the first female



nurse at her duty station to get permission to take the long way back, stopping in the Philippines, Thailand, India, Russia, Switzerland, and Britain. "A lot of my experiences with the Navy stayed with me forever," said Boyle, who now volunteers with the Military Officers Association of America, which supports ROTC students through scholarships, and advocates for veterans and military families. After leaving active duty, Boyle remained in the Reserves and settled in Northern California as a civilian nurse at Kaiser Permanente, where she worked in specialties ranging from the burn unit to cardiology to pediatric oncology. Now retired, Boyle looks back fondly on her time at Loyola. "I learned a lot about taking care of people and putting their needs first," she said.

## Katherine Blachowski

**No one in** Katherine (Von Sternberg) Blachowski's family went to college, but she dreamed of becoming a nurse since childhood, and was determined to earn a bachelor's degree. Her time at Loyola confirmed she was on the right path, and she will never forget the first time she saw a birth. "That cemented my commitment to nursing," she said. "It was messy, it was loud, it was scary. But there was this baby, and it just changed things for me." Not long after graduation, she taught student nurses at Christ Hospital. "There I was, only 24, teaching students who were 18 and 19," she said. "But I was able to pull it off because of Loyola's education. They taught us how to think and how to ask the right questions,



and then you could do just about anything." In 1972, before the days of 911, Illinois was just building a statewide network of trauma systems that would become a national model. Blachowski, who already had some experience as an ER and ICU nurse, jumped on the opportunity to become one of the state's first trained trauma nurses. "It just blew my mind to be on the ground floor of that new program, and the experience was like nothing I'd ever had," she said. "I got to fly in helicopters and ride in ambulances. There were really no emergency first responders who were women back then, so to be part of that from the beginning was very exciting. Trauma nursing opened my eyes to the different possibilities of what I could do in my career."

## DAMEN AWARD

# Sister Donna Marie Wolowicki, C.R.

(BSN '71, MSN '75)

**Named for Loyola** University Chicago's primary founder, Arnold J. Damen, S.J., this award is granted to an alumnus(a) from each of Loyola's schools and colleges. It recognizes the qualities of leadership in industry, leadership in the community, and service to others. The Marcella Niehoff School of Nursing recipient this year was Sister Donna Marie Wolowicki C.R. (BSN '71, MSN '75). As the President of Resurrection College Preparatory High School and the former CEO of Resurrection Medical Center, Sister Wolowicki initiated a number of new health programs for women, children and families. These important programs include a newborn home-visiting program, community education and health-screening programs for women and children, a pediatric wellness clinic, and expanding the New Beginnings Prenatal and Postpartum Clinic for public aid families. She also initiated the design of family-centered patient care units to address the needs of the whole person and the family.



As President of Resurrection College Prep High School, Sister Wolowicki continues to enhance academic opportunities for its students. For example, students in the Health Science, Integration and Exploration Class participate in a simulation lab at a local hospital where they can view cardiac arrhythmias on a monitor and work with a patient mannequin. Sister Wolowicki is on the board of directors of Maryville Academy, Solidarity Bridge, and the Fr. Michael J. McGivney Center of Hope and Healing. She received the 2012 Chicago Health Executives Forum Career Achievement Award, the 2013 Loyola University of Chicago Marcella Niehoff School of Nursing Distinguished Alumnus of the Year Award, and the 2016 Presence Resurrection Medical Center Inspire Award for Community Service.

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## ALUMNI WEEKEND

# Blessing of the hands

Each year, Alumni Weekend gives Niehoff students, faculty, and alumni the opportunity to have their hands blessed for the ministries in which they may be participating, whether it's caring for patients at the hospital or learning in the classroom.

The annual tradition offers a spiritual rejuvenation for nursing alumni, sending them back out into the world to continue their critical work of caring for others.

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# Faculty achievements and recognition

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**PUBLICATIONS**  
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## FACULTY OUTREACH

# Loyolans triumph in honor of one of their own

When long-time Loyola sign language interpreter MariJo Wimbush was diagnosed with rectal cancer earlier this year, fellow Loyolans rallied. Marcella Niehoff School of Nursing faculty MaryMargaret Sharp-Pucci and Myshele Rodenbeck along with Loyola Center for Fitness Personal Trainer Morgan Zaviska combined to compete in the Chicago Triathlon, a distance event that involves swimming, biking, and running.

MaryMargaret, Myshele and Morgan, all seasoned triathletes, came together to support MariJo's fight with cancer. Since 1990, MariJo has been MaryMargaret's Loyola sign language interpreter as well as an interpreter for Loyola's hearing-impaired patients through the years.

A triathlete, MariJo trains with Morgan at the Loyola Center for Fitness, and Loyola exercise scientist Myshele joined the team in a show of support.

On race day, MariJo was in Loyola University Health System hospital having undergone surgery earlier in the week. Under the care of Loyola surgeons, Drs. Joshua Eberhardt and Adrienne Cobb, MariJo followed the triathlon's progress from her bed.

The relay team trained all year with a single goal in mind: winning a trophy in honor of MariJo. They completed their mission: swimmer Myshele, cyclist MaryMargaret, and runner Morgan came away with an amazing 3rd place finish, bringing home some hardware for MariJo. The all-female team beat out a multitude of male and co-ed teams in less than ideal conditions on a brutally hot day.

The proud team was joined on race day by Niehoff staff Janet Campbell, who captured photos and provided the cheers on a very special day.

"The Loyola spirit shined throughout and demonstrated the remarkable power of teamwork in helping to heal one of its own," said Sharp-Pucci.



NEWLY FUNDED PROGRAM

# Nurse practitioners go to the frontiers

One of the most pressing shortages in medicine today is in primary care, where many people get treatment and management of chronic diseases. A new, two-year, \$1.4 million grant to the Marcella Niehoff School of Nursing aims to help close the primary gap, particularly in rural and underserved communities.

Jenny O'Rourke, PhD, APN-BC, associate dean of graduate programs at Niehoff, received a two-year Health Resources and Services Administration (HRSA), Advanced Nursing Education Workforce Grant to develop the Primary Care - Promoting Access To Health Care (P-PATH) project, which will support the training of primary care nurse practitioners.

"This funding will really give us the resources we need to help our nurse practitioners provide care in rural and underserved areas," said O'Rourke. "It also helps us build relationships with preceptors the organizations they're associated with, to give students more options."

The grant will partner nurse practitioner students in training at local sites such as the Hines VA, Cook County Health and Hospital Systems, Proviso School-Based Health Center, and Trinity Health System as well as the Appalachian Regional Health System in West Virginia. Students enrolled in this program will receive scholarship funding.

Another goal of the program is to help develop more nurse preceptors. Having preceptors at a variety of locations with different patient populations can provide students with varying career options once they graduate.

A shortage of health care workers with mental health



## Telehealth can involve diagnosing and treating patients over a video feed, monitoring health data via smartphone technology, and more.

expertise exists, too. In Illinois, fewer than five percent of registered nurses are working in mental health. Nationally, only five percent of nurse practitioners are certified in psych-mental health.

Coincidentally, Niehoff students want this specialized training. In 2016, a student survey showed that 82 percent of respondents wanted a psych-mental health NP program and 47 percent wanted more

rural communities. Telehealth can involve diagnosing and treating patients over a video feed, monitoring health data via smartphone technology, and more.

"This is something we want to implement for our students, and now we have some resources to do it," said O'Rourke. "Because these areas have such a high need level, the connections made between students and preceptors can help them get jobs and serve these communities even further after graduation."

*Find more information about the nursing practitioner program at [LUC.edu/p-path](http://LUC.edu/p-path).*

PUBLICATIONS  
CONTINUED FROM PAGE 25

Thomas, A., Janusek, L. (2018). Obesity Prevention Behaviors in Asian Indian Adolescent Girls: A Pilot Study (September-October 2018 ed., vol. 42, pp. 9-15). *Journal of Pediatric Nursing*. Elsevier publishers.

Viswanathan, S.K., Puckelwartz, M.J., Mehta, A. & McNally, M.C. (2018). Association of Cardiomyopathy With MYBPC3 D389V and MYBPC3Δ25b-plntronic Deletion in South Asian Descendants. *JAMA Cardiology*.

Weiss, M.E., Bobay, K.L., Johantgen, M., & Shirey, M.R. (2018). Aligning evidence-based practice with translational research: opportunities for clinical practice research. *Journal of Nursing Administration*, 48(9), 425-431.

Yoon H, Chatters L, Kao T.A., Saint-Arnault D, Northouse L. (2018). Predictors of quality of life and depression among Korean-American cancer patients and their family caregivers. *Psycho-Oncology*, 1-8.

GRANTS

Dr. Kathy Bobay was awarded \$16,800 from Loyola University Chicago Center for Health Outcomes and Informatics Research (CHOIR) for her study entitled, "Implementation of Discharge Readiness Assessment"

Dr. Barbara Velsor-Friedrich received \$150, 833 from Health Resources and Services Administration (HRSA) for the Nurse Faculty Loan Program.

Dr. Lindsey Garfield received \$10,000 from the Illinois Board of Higher Education for the Nurse Educator Fellowship.

Dr. Diana Hackbarth (Principal Investigator) received \$90,000 from the Illinois Department of Health for the Adolescent Health Program.

Dr. Diana Hackbarth (Principal Investigator) was awarded \$122,000 from the Illinois Department of Health for the School Based Health Center Enhancement Program.

Dr. Diana Hackbarth received \$55,000 from the Healthy Communities Foundation to support the Loyola School Based Health Center at Proviso East.

Dr. Linda Janusek (Principal Investigator) was awarded a third year of funding (\$523, 297) from the NIH (National Cancer Institute), R01 entitled, "Chromatin Organization as a Predictor of Stress Induced Immune Dysregulation." Funding Period (04/01/16 to 04/01/20).

Dr. Carol Kostovich was awarded \$10,000 from the Illinois Board of Higher Education for a Nurse Educator Fellowship.

Dr. Jenny O'Rourke (Principal Investigator) received over \$800,000 for the second year of a Health Resources and Services Administration (HRSA) grant entitled, "Advanced Nursing Education Workforce (ANEW)."

Dr. Sue Penckofer is serving as a Co-Investigator (\$22,000) for a new NIH R21 awarded to the University of Illinois at Chicago for study entitled, "A Cognitive Behavioral Intervention to Reduce Fear of Hypoglycemia in Young Adults with Type 1 Diabetes."

Dr. Karen Saban (Principal Investigator) was awarded \$47,997 from Loyola University Chicago Health EQ for her study entitled, "RISE to Prevent Cardiovascular Disease in Young African American Women."

Dr. Karen Saban (Principal Investigator) was awarded \$47,997 from Loyola University Chicago Health EQ for her study entitled, "RISE to Prevent Cardiovascular Disease in Young African American Women."

Dr. Patricia Sheean was awarded \$19,227 as a co-investigator for a NIH R21 entitled, "Adapting an Evidence-Based Weight Loss Program for Hispanic Breast Cancer."

Dr. Patricia Sheean (Principal Investigator) received \$39,954 for year 2 from the Metavivor Foundation for her study entitled, "Is Lean Soft Tissue a Potentially Modifiable."

Dr. Patricia Sheean (Co-Principal Investigator) received \$20, 357 for year 2 of a NIH funded R21 entitled, "Every Day Counts: A Lifestyle Program for Women with Metastatic Breast Cancer."

Dr. Patricia Sheean is serving as a co-investigator on a new NIH R01 awarded to Medical College of Wisconsin entitled, "Men Moving Forward: A Lifestyle Intervention for African American Prostate Cancer Survivors."

Dr. Ann Solari-Twadell (Principal Investigator) was awarded \$35,000 from the Illinois Nurse Foundation for the Academic-Practice Pilot Project.

Dr. Ann Solari-Twadell (Principal Investigator) and colleagues were awarded \$2.8 million from Health Resources and Services Administration (HRSA) for their research entitled, "Nurse, Education, Practice, Quality and Retention - Registered Nurses in Primary Care."

SCHOLARSHIP SPOTLIGHT

## Addressing problems before they begin

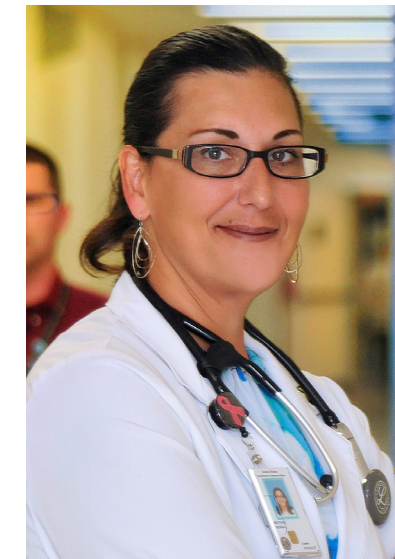
"Receiving the scholarship helped me change the trajectory of my career," said Suzana Nikitovic, who just received her Master of Science in Nursing when she returned to Loyola University Chicago after earning a BSN here in 1996.

Prior to returning to Loyola, Nikitovic worked in a transplant center that provided service to people living in under-served communities. She saw, first-hand, the complexities of these individuals' cases and their complicated lives. A variety of circumstances, including social determinants of health, often force patients to choose between their health or maintaining their jobs or paying rent. Because these patients experienced health care inequality and diminished access to primary care, they developed significant health problems, often leading to a need for a transplant.

"These people were being under-served further and at the end of their lives because those very inequalities that contributed to a need for a transplant were often the same ones that eliminated them as a candidate," said Nikitovic. "What better way to fix the problem than to work upstream and address end organ failure before it begins," she said.

Nikitovic applied for and received a scholarship (the first of three) in her second semester, which coincided with her first clinical experience at Hines VA Hospital. After graduation, she intends to work with veterans and pursue a Doctoral degree.

Nikitovic's Comprehensive Exam (a paper and presentation that reviews an important topic in advanced practice nursing) focused on motivational inter-



viewing techniques, which seek to encourage an interviewer to remove all biases, to make the patient the expert about his/her condition and be the driver to help initiate intrinsic motivation to achieve sustainable change.

"Building a rapport, trust, and meeting patients where they are at is really critical to overall care," said Nikitovic. She recalls a lesson learned about patient-centered care from her work with a medical mission surgeon. "He reminded me that medicine has so many tools and sometimes it's our own tools - our five senses - that we forget to use," she said.

Nikitovic's commitment to caring for each patient as an individual is evident throughout her nursing practice. "Every patient I touch, I treat as if they were family," she said. "Being a nurse practitioner will allow me to have a greater impact on my patients' lives. I feel like it's a privilege to serve others in this capacity, and I end up getting back way more than I give."

ILLUSTRATION BY KEITH NEGLEY





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LEARN MORE: [LUC.EDU/PARKINSON](http://LUC.EDU/PARKINSON)