

Winter 2021

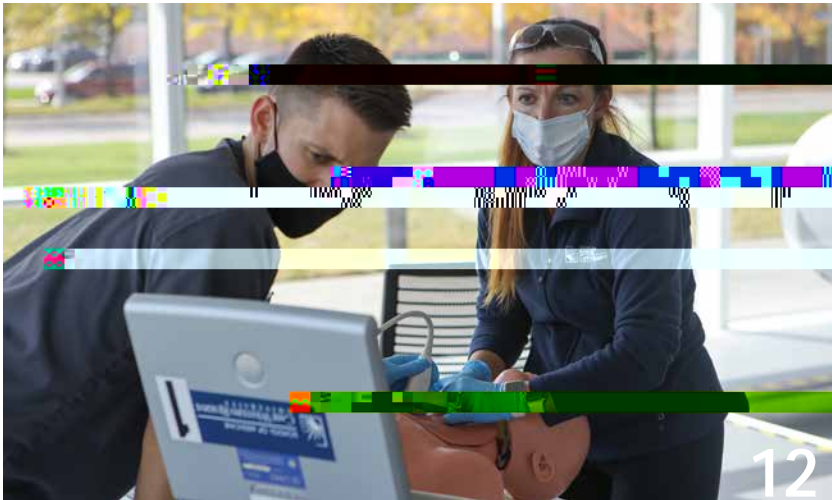
THE FRANCES PAYNE BOLTON
SCHOOL OF NURSING
AT CASE WESTERN RESERVE UNIVERSITY

foreFRONT



foreFRONT

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About *Forefront*

This publication is produced for the alumni and friends of the Frances Payne Bolton School of Nursing at Case Western Reserve University. The Forefront mission is to inform readers about the school's excellence in nursing science, education and practice and how it impacts daily lives.

Frances Payne Bolton School of Nursing

Carol M. Musil (NUR '79; GRS '91, nursing), PhD, RN, FAAN, FGSA

Dean & the Marvin E. and Edward J. and Louise Mellen Professor

Angela Tagliaferri, MS
Associate Dean of Finance & Administration

Ronald Hickman Jr. (CWR '00; NUR '06, '13; GRS '08, nursing)
PhD, RN, ACNP-BC, FAAN
Associate Dean for Research and the Ruth M. Anderson Professor

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dean's LETTER

**THE YEAR OF THE NURSE AND MIDWIFE**

We started 2020 with our friends and colleagues from Northeast Ohio health systems, institutions of higher education and professional nursing organizations celebrating the Year of the Nurse. Though the pandemic forced us to reimagine our festivities, we have continued to share daily nursing stories and gather—virtually, of course—to explore nursing research, innovation and big data. Our stories and recorded events can be found on the Northeast Ohio Year of the Nurse website, on2020neo.com.

FPB NURSING: STRONG TOGETHER

COVID-19 has brought about myriad challenges for our profession as a whole, as well as our faculty and students. So we've created the FPB Nursing: Strong Together campaign, which will support our COVID-19 initiatives, student assistance, research, enhanced technology and simulations, and more.

Your support will make a difference for the nursing school now and in the future. Please consider making a gift online at giving.case.edu/FPBStrong.

To Alumni and Friends of the Frances Payne Bolton School of Nursing,

For the past 18 years, U.S. adults have ranked nursing as the most trusted profession, according to Gallup polling. Throughout 2020—designated as “The Year of the Nurse and the Midwife”—we have consistently demonstrated that this trust is well placed.

Although our profession's resilience has been tested during this time, the commitment, courage and compassion of nurses around the globe is uplifting. Here at Frances Payne Bolton School of Nursing, we continue to advance public health through evidence-based practice, research and innovation. Our faculty have worked tirelessly over their summer to adapt courses to remote formats and provided extra support to their students to help them succeed. Our students and faculty have helped with contact tracing, flu vaccinations, and media campaigns to promote COVID stay-safe guidelines. Through it all, we have continued clinical innovation, research and scholarship: designing age-friendly health systems, identifying early markers of stroke, providing distance caregiving, taking emergency care to the air, and more. You can read about those accomplishments throughout this issue.

In the face of uncertainty and challenge, our school has persevered and continued our mission of educating future generations of nurses in the tradition of leadership, innovation, diversity and service modeled by our school's namesake, Congresswoman Frances Payne Bolton.

This year has tested the limits of us all. The COVID-19 pandemic has upended life as we knew it, but the development and distribution of vaccines gives much hope. As a university community, we made a commitment to take care of ourselves and each other. As we move forward, let's work collectively to promote public health and wellness.

A handwritten signature in black ink that reads "Carol M. Musil".

Carol M. Musil, PhD, RN, FAAN, FGSA
 Dean, Frances Payne Bolton School of Nursing
 Edward J. and Louise Mellen Professor
 Case Western Reserve University



Susan Manec

Susan Manec, PhD, RN, AOCN, FAAN, assistant professor, was selected as a 2020 Fellow of the American Academy of Nursing

Joachim Voss, PhD, ACRN, FAAN, has been appointed to the Independence Foundation Professorship in



Carol M. Musil

Carol M. Musil, PhD, RN, FAAN, FGSA, dean and the Edward J. and Louise Mellen Professor, was inducted into the International Nurse Researcher Hall of Fame of Sigma Theta Tau International Honor

Society of Nursing.

Grant O'Connell, PhD, was appointed director of the Biomarker and Basic Science Laboratory, overseeing the scientific and administrative oversight of the lab.

Rebecca M. Patton, DNP, RN, CNOR, FAAN, who holds the Lucy Jo Atkinson Professorship in Perioperative Nursing and is an assistant professor, won the 2020 Faces of Care

Lifetime Achievement Award from the Greater Cleveland Nurses Association.



Maria Sharron

Maria Sharron was promoted to assistant director of alumni relations.

Maria Stoll, a molecular biologist, joined the Center for Research and Scholarship as the manager of the Biomarker and Symptom Science Laboratory. She manages the day-to-day operations of the school's wet lab facilities.

ADDRESSING RACIAL INJUSTICE

In the days, weeks and months following George Floyd's death under the knee of a Minneapolis police officer, critical conversations—and actions—have taken place surrounding race and injustice in America, including at Case Western Reserve University.

Just days after protests broke out in Cleveland, university leadership sponsored a Day of Dialogue featuring 11 panel discussions and open forums. Topics ranged from campus police and race to student inclusion to addressing health disparities—a panel on which Frances Payne Bolton School of Nursing alumna and KL2 Clinical Research Scholar and instructor Shanina Knighton (GRS '17, nursing), PhD, RN, lent her experience and expertise. (Watch the video at [bit.l /CWRUdialogue](#).)

In the fall, Ophelia Byers (NUR '20), DNP, APRN, and Germaine Nelson (NUR '17), DNP, MBA, RN, presented their work on structural racism first to fellow Doctor of Nursing Practice graduates and then, more broadly, to Frances Payne Bolton School of Nursing alumni as part of homecoming and reunion weekend. Facilitated by Sonya Moore (NUR '16),

DNP, CRNA, an assistant professor in the nursing school, the presentation, "See Us: Unveiling Racism in Organizational Culture & Creating a Vision for Anti-Racism in Leadership Practice," tackled topics such as identifying the spectrum of racism in organizations, from obvious to obscure; asking better questions of yourself and others in the workplace and beyond; dealing with microaggressions and gaslighting in organizations; and, overall, "unlearning" racist behaviors and striving toward anti-racist environments.

"Racism is structural in nature," Byers said. "It is insidious, and many times we are a part or complicit without our knowledge or intention. So we have to unlearn in a very intentional way what is so much a part of the fiber of how we move every day."

Watch the homecoming panel online at [bit.l /SeeUsCWRU](#). If interested in learning more or to engage in future webinars focused on this or other topics, please contact fbpalumni@case.edu.

—Emily Mayock

EXPANDING STUDENT SCHOLARSHIPS

An additional \$3 million gift from the Ralph T. and Esther L. Warburton Foundation establishes new scholarships across health professions

When Tenelle Clark, a first-generation college student from Summit County, Ohio, began looking for graduate programs in nursing, she didn't consider applying to a private school because of the perceived expense.

But then she learned about Case Western Reserve's scholarships in the health sciences, supported by the Ralph T. and Esther L. Warburton Foundation. Attending the university's Frances Payne Bolton School of Nursing, she learned, would actually cost less than her public-school options.

"It caught me by complete surprise," she said. "It definitely seemed too good to be true."

It wasn't—and Clark went on to earn her Master of Science in Nursing and a post-master's certificate from Case Western Reserve.

Similar student success stories are sure to come, as the Ralph T. and Esther L. Warburton Foundation pledged another \$3 million to the university to establish three endowed scholarships—one each in the School of Medicine, School of Dental Medicine and Frances Payne Bolton School of Nursing. In the nursing school, the Warburton Foundation gift will add \$1 million to the existing Lewis-Schlitz Scholarship Fund in Nursing for students pursuing a graduate-level degree.

The scholarships are intended for students from Stark and Summit counties, with the hope of creating a pipeline of health-care providers to Northeast Ohio hospitals. The scholarships are intended for individuals from middle-income families who

wouldn't qualify for need-based aid yet need tuition support.

This gift follows nearly \$3 million the Warburton Foundation committed in 2015 that built significantly on an earlier scholarship gift—pledged by leaders of the foundation whose parents had a long, extensive connection to the university. The overall support for these scholarships now totals \$6 million.

"We feel that we've honored [our parents] properly by this," said Sally Bonacker Warburton, who leads the foundation with her husband Phillip Warburton.

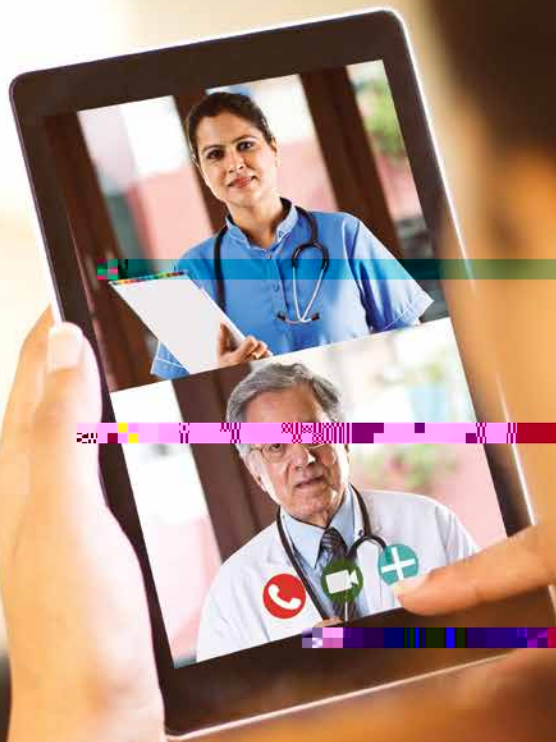
The family's connection to the university traces back almost 90 years: Phillip Warburton's father, Ralph, graduated from Case Western Reserve's medical school in 1933; Sally Bonacker Warburton's dad, Herbert Bonacker, earned a degree in dental medicine that year. And each of their fathers married a graduate of the Mt. Sinai School of Nursing, a university affiliate at the time, with Warburton marrying Esther Lewis and Bonacker marrying Elisabeth Schiltz.

"The fact that both sets of parents, in one way or another, athad a l[\$1 nees i93b.263 s0M63 TDyi,In the n) iarships)-10()]TJbuilt signidicne

“Distance caregivers experience a tremendous amount of anxiety and distress—often greater than people with cancer themselves.”



Sara L. Douglas, PhD, RN



USING TECHNOLOGY TO LESSEN STRESS

Videoconferencing interventions reduce anxiety, distress in remote caregivers

The COVID-19 pandemic has forced many caregivers to provide care from a distance. At the Frances Payne Bolton School of Nursing, Professor Sara L. Douglas' work focuses on how technology helps distance caregivers connect with ill loved ones in meaningful ways.

At the 2020 conference for the American Society of Clinical Oncology, Douglas, PhD, RN, the Gertrude Perkins Oliva Professor in Oncology Nursing and assistant dean for research at the School of Nursing, shared promising results from a recent study of videoconferencing-inspired stress reduction of individuals who are caring from a distance for people with cancer. Though 20% of caregivers of cancer patients fall into the distance-caregiver category, anxiety and stress interventions for this group have received little attention until now.

“Distance caregivers experience a tremendous amount of anxiety and distress—often greater than people with cancer themselves,” said Douglas, lead author of the study. “With COVID-19, the challenges that distance caregivers face are now the same challenges facing many local caregivers who can't attend their loved ones' appointments. Our video-conferencing intervention shows that it's possible to meaningfully reduce anxiety and distress for distance caregivers through fairly simple technology.”

Defining “distance caregiver” as a person who lives more than one hour from the patient with cancer, the researchers

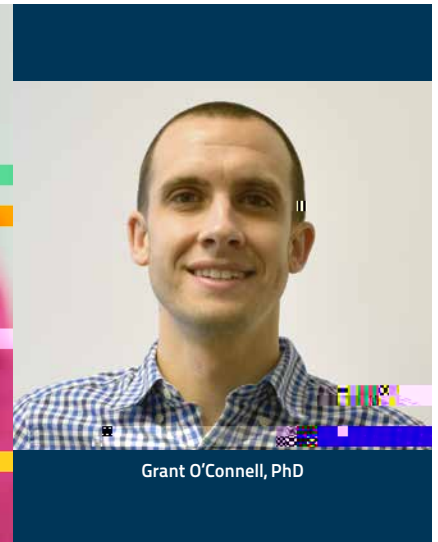
developed a three-part intervention composed of monthly videoconference coaching sessions with a nurse practitioner or social worker, videoconference participation in patient-oncologist visits, and access to a website designed with distance caregiver-specific resources.

Participants were randomly assigned into groups, each of which received one or a combination of multiple intervention methods.

For the caregivers who received the full intervention (all three parts), 19.2% experienced significantly reduced anxiety and 24.8% reported reduced distress. Of those who received the videoconference patient-oncologist visits and access to the website, 17.3% showed improvements in anxiety scores, and 19.8% reported improvements in distress scores.

“It was a nice result to have to know that the full intervention did the best job of reducing their anxiety and distress,” Douglas said in an interview with Managed Healthcare Executive. She added that the results were promising “for organizations that may not have the resources to provide an advanced practice nurse or social worker to do one-on-one counseling or coaching with distance caregivers that even if you brought the videoconference technology in the exam room, that in and of itself could help reduce some of the anxiety and distress that these caregivers had.”

—Elizabeth Lundblad



Grant O'Connell, PhD

BUILDING A BETTER STROKE DIAGNOSIS

Scientists at Frances Payne Bolton School of Nursing lead work to identify biomarkers in blood, revealing often-missed minor strokes

An interdisciplinary group of researchers at Frances Payne Bolton School of Nursing have uncovered a new suite of human blood biomarkers that could someday help emergency clinicians quickly recognize whether someone is experiencing a stroke with a simple blood test.

While a viable test is probably still years away, the researchers have identified new biomarkers whose presence in the blood indicates damage to brain tissue, said Grant O'Connell, PhD, an assistant professor and director of the Biomarker and Basic Science Laboratory at the nursing school.

O'Connell and his colleagues published their findings in *Proceedings of the National Academy of Sciences*. Others on the research team—all students taught by O'Connell in the PhD program at the School of Nursing—were Megan L. Alder, Christine G. Smothers and Julia H. C. Chang.

MAJOR STROKES, MINOR STROKES

The symptoms of a major stroke are touted in the acronym FAST: **F**ace drooping, **A**rm weakness, **S**peech difficulty and **T**ime to call 911.

However, O'Connell said, most strokes cannot be definitively diagnosed until revealed by advanced radiological tests at a hospital, such as an MRI or CT scan.

"You would think that a stroke would be really obvious, and that's true with severe strokes, but most strokes are actually minor (in terms of the initial symptoms)," O'Connell said. "Many people might just think that they're having a bad migraine, so they don't go to the hospital."

More importantly, it can be difficult for health care workers such

as paramedics, nurses and physicians to recognize that a stroke is happening in this group of patients who have less obvious symptoms. Because stroke treatment is time-sensitive, this can lead to life-threatening delays in care.

"If we had a blood test to tell us right away if someone is having a stroke, that could make a huge difference in patient care," O'Connell said.

FINDING NEW BIOMARKERS

The idea of finding biomarkers for brain damage, such as the damage caused by stroke, in the blood is not new. In fact, the problem with advancing the technique was more that the data were old, O'Connell said.

Neurodiagnostic researchers have known for years that if proteins can be identified that are only expressed within the brain, their detection in the blood could indicate that there is damage to the brain tissue.

The school's research team used a custom-developed algorithm to assess gene expression patterns in thousands of tissue samples from the brain and other organs to identify proteins that could serve as more specific biomarkers of neurological damage.

The analysis revealed up to 50 new possible markers, several of which were subsequently measured and successfully detected in the blood of a cohort of patients with stroke, O'Connell said.

"This could open up the door to a whole new wave of biomarker research," he said, "and that could lead to clinically useful tests (if we can) validate the findings."

—Mike Scott

FRANCES PAYNE BOLTON SCHOOL OF NURSING

Frances Payne Bolton School of Nursing Research and Training Revenue Trends

Fiscal Year: Jul 1-June 30

FY 2017: \$6,229,871

FY 2018: \$9,743,026

FY 2019: \$10,329,049

FY 2020: \$11,747,447

National Institutes of
Health (NIH) Rankings:

10th

in U.S. schools of nursing:
\$8.6 million in NIH funding
(2019)

Research Activities

Jul 1, 2019 - June 30, 2020

Faculty Scholarship

Jan. 1 - Dec. 31, 2019

FUNDS RECEIVED

26 proposals
awarded for
\$11.7 million

Federal Research Proposals Awarded:
10 / \$8.6 million

Non-Federal Research Proposals Awarded:
16 / \$3.1 million

Tenured and Tenure Track: 26

Non-Tenure: 31

Instructors: 36

The following is a list of grants faculty members won between April 1 and Oct. 1, 2020.

Celeste Alfes, DNP, MSN, MBA, RN, CNE, CHSE-A, FAAN

Title: Implementing Simulation and Standardized Patient Initiatives to Enhance Pre-Licensure and Post-Licensure Nursing Psychiatric Mental Health Courses

Granting Agenc : Case Western Reserve University

Mar Dolansk , PhD, RN, FAAN

Title: Age-Friendly Health Systems Ambulatory Care Continuum Implementation

Granting Agenc : John A. Hartford Foundation

Title: COVID-19 Nurse Education, Practice, Quality and Retention—Registered Nurses in Primary Care

Granting Agenc : Health Resources and Services Administration

Stephanie Griggs, PhD, RN

Title: Sleep, Glycemia, and Self-Management in Young Adults with Type 1 Diabetes Mellitus

Granting Agenc : National Institutes of Health (NIH)/National Institute of Nursing Research

Title: Sleep, Self-Management, and Glycemia in Emerging Adults with Type 1 Diabetes

Granting Agenc : American Sleep Medicine Foundation

Chao-Pin Hsiao, PhD, RN, FAAN

Title: Intramural Research 2020

Granting Agenc : NIH/National Institute of Nursing Research

Shanina Knighton, PhD, RN, CIC

Title: Development of a Patient Hand Cleaning and Advocacy System

Granting Agenc : Clinical and Translational Science Collaborative of Cleveland

Title: COVID19 Infection Prevention Practice Educational Materials for SLF Target Neighborhoods

Granting Agenc : St. Luke's Foundation

Susan M. Ludington, PhD, RN, NM, CKC, FAAN

Title: Diaper Change Stress in Preterm Newborns

Granting Agenc : Proctor and Gamble Inc.

Scott E. Moore, PhD, RN, APRN, AGPCNP-BC

Title: Rainbow Connection: Continuity of Care Across the Lifespan for Sexual and Gender Minority Populations

Granting Agenc : Clinical and Translational Science Collaborative of Cleveland

Son a D. Moore, DNP, RN, CRNA

Title: Nurse Anesthetist Traineeship Program FY 2021

Granting Agenc : Health Resources and Services Administration

Matthew A. Plow, PhD

Title: CLOSER_MS: Communicating with local or distance caregivers offering support and electronic resources

Granting Agenc : Patient-Centered Outcomes Research Institute

Allison Webel, PhD, RN, FAAN

Title: The High-Intensity Exercise to Attenuate Limitations and Train Habits (HEALTH) in Older Adults with HIV

Granting Agenc : NIH/National Institute on Aging

Chris Winkelman, PhD, RN, ACNP, FAANP, FCCM, CCRN, CNE

Title: Healthcare Professional Consulting

Granting Agenc : Stryker Corp.

Jaclene A. Zaus niewski, PhD, RN-BC, FAAN

Title: Self-Management Interventions Considering Needs and Preferences of Dementia Caregivers

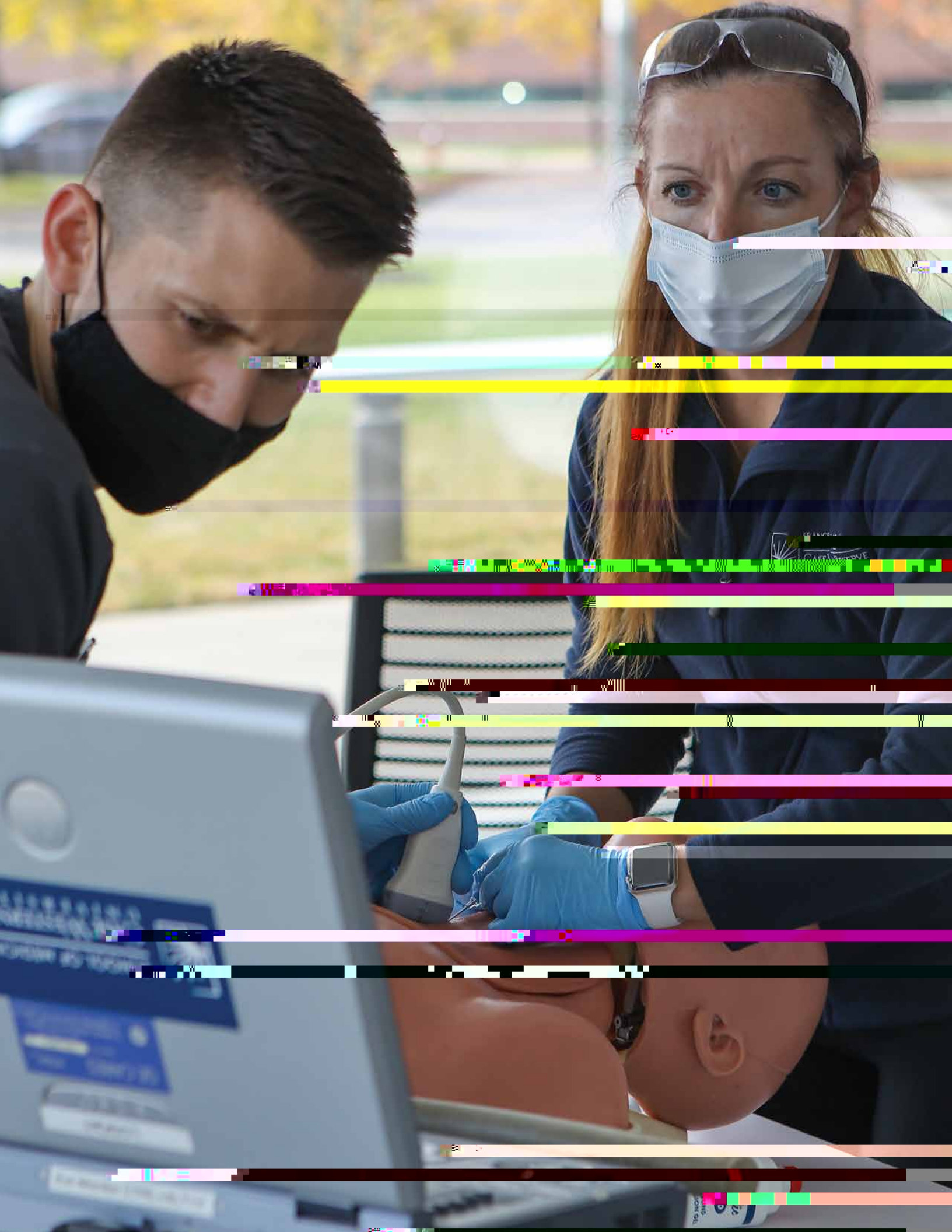
Granting Agenc : NIH/National Institute of Nursing Research

Am Zhang, PhD

Title: Preventive Behaviors, Care Experience, and Health Outcomes of Underserved Cancer Patients During the COVID-19 Pandemic

Granting Agenc : Clinical and Translational Science Collaborative of Cleveland

**Total facult grant funding awarded between April 1 and Oct. 1, 2020:
\$7,391,400**



Janine Galeski has long helped families say goodbye to their loved ones. As a family nurse practitioner on a palliative care team in a Northeast Ohio hospital, Galeski (NUR '12, '14), MSN, MA, RN, FNP-

Despite the abrupt transition to remote learning, 95% of the Bachelor of Science in Nursing class of 2020 and 100% of the Master of Nursing class of 2020 passed the NCLEX exam on their first attempts.



A COVID-19 EDUCATION

In early March, Case Western Reserve announced a shift to remote learning; what was intended as a brief hiatus from on-campus classes turned into a semester-long switch—and, for many aspects of university courses, one that continues today.

“We had to do a hard pivot in March,” said Carol Musil (NUR '79; GRS '91, nursing), PhD, RN, FAAN, FGSA, dean of the Frances Payne Bolton School of Nursing. “It was a challenge. Our students chose [this school] because of our hands-on curriculum and rigorous clinical experience. We faced some hard truths with remote learning, but I couldn’t be more proud of how the students, faculty and staff persevered through those early days.”

Some class changes were easier than others: Lectures, with some technical support, could transition to Zoom; exams, thanks to online-proctoring systems, could continue as planned. But how do you move the hands-on courses critical to students’ future career success into a virtual environment?

For second-year Master of Nursing (MN) students in a critical care simulation lab led by Donna Thompson, MSN, RN, CCRN, it required a shift in perspective. Typically, they spent 16 hours per week in the nursing school’s Center for Nursing Education, Simulation and Innovation using the ambulance and helicopter simulators. But in the days leading up to the start of remote learning, Thompson, an instructor

and clinical coordinator, rewrote and filmed scenarios using faculty and clinical instructors as the critical team members. The students, then, viewed the online simulations and supplemented with case studies and discussions.

“As nurses, we pride ourselves in being creative problem solvers and adaptable in an ever-changing environment,” Thompson said, “and that is exactly what our students are showing us they can do.”

In the summer, remote classes continued and some MSN students returned to clinical sites. And in the fall when some in-person classes resumed—with seats physically distanced, classroom capacities drastically reduced and masks worn at all times—Frances Payne Bolton



Strong Together

The COVID-19 pandemic has shown the importance of joining together—even while apart. The Frances Payne Bolton School of Nursing's Strong Together fund supports critical areas of importance to the school, including:

- the Dean's COVID-19 Initiative Fund,
- a student support fund,
- research support for faculty and students,
- technology and simulation innovation, and
- enhanced community and public health programs.

Join fellow alumni and supporters in contributing to the nursing school's success now and in the future with a gift at giving.case.edu/FPBStrong.

surface or object that has virus droplets on it and then touching their own mouth, nose or possibly their eyes.”

Knighton's research focuses on hand hygiene, and specifically the habits of hospital patients. In an article published in February, she and colleagues from Frances Payne Bolton School of Nursing and the Louis Stokes Cleveland Veterans Affairs Medical Center found that many patients assume hand-hygiene products available in hospital settings were meant for health care workers—not for them.

As the pandemic progressed, Knighton produced a series of sharable infographics that outlined steps people can take to reduce the spread of the virus, covering everything from proper care and usage of face masks to effective handwashing techniques and safe use of assistive devices, such as walkers or canes.

“Prevention is better than treatment,” Knighton said. “As a scientist, I caution those only thinking of now. We don't know if studies 20 years from now will indicate a higher risk of mortality or chronic conditions discovered or unheard of as a result

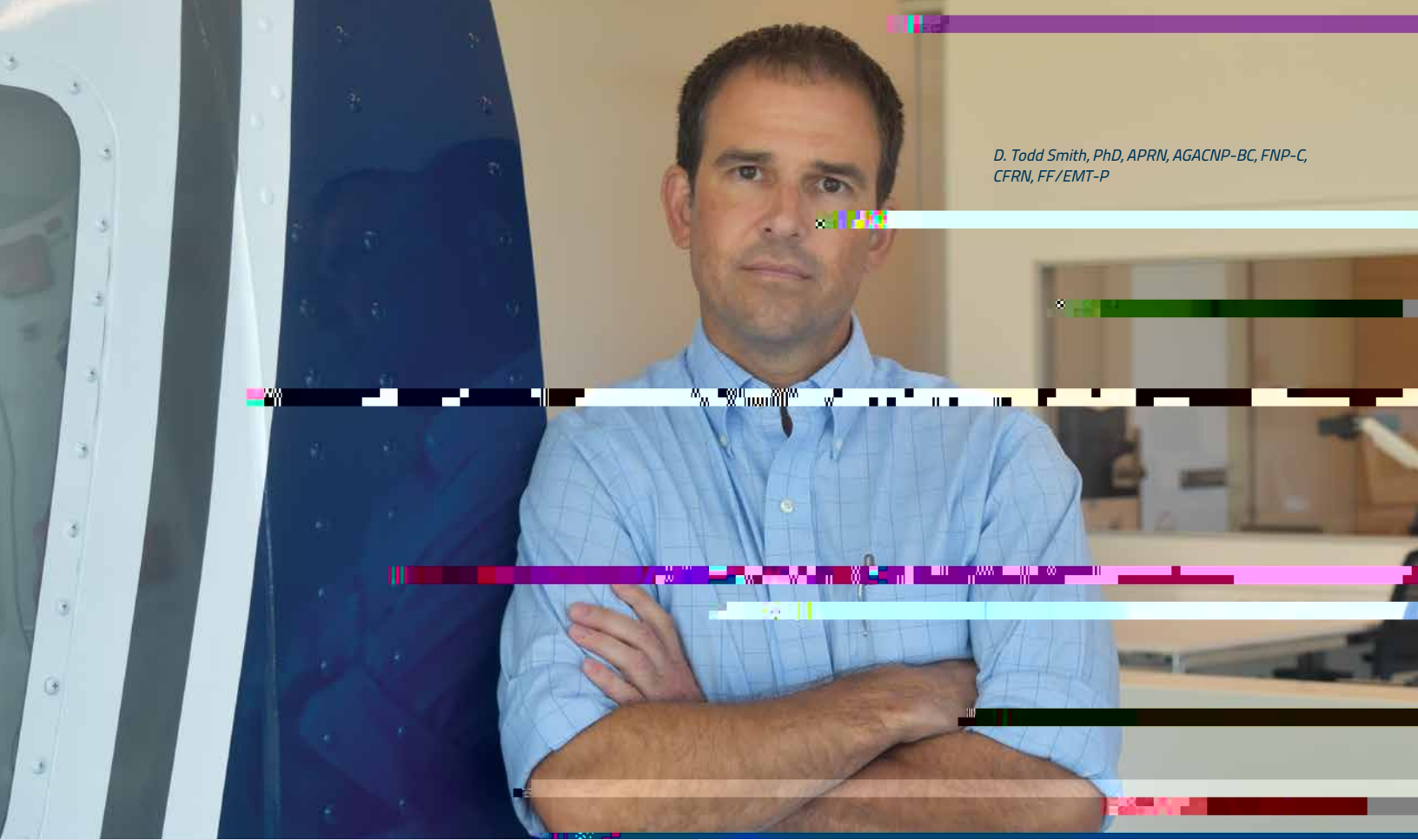
of COVID. Practice prevention now to reduce potential consequences later.”

CONTINUING RESEARCH DURING A PANDEMIC

While Knighton quickly shifted her work to understand and help stop the spread of the novel coronavirus, the pandemic abruptly changed nearly all research at the university.

As a research-forward school—ranked 10th in National Institutes of Health funding among U.S. nursing schools—Frances Payne Bolton School of Nursing faculty and staff had to quickly reassess their strategies, recalibrate their tools and redeploy assets to continue their research remotely or even pursue new opportunities.

“As COVID started to evolve and



D. Todd Smith, PhD, APRN, AGACNP-BC, FNP-C, CFRN, FF/EMT-P

Thirty years ago, D. Todd Smith, PhD, APRN, loaded a crash victim into a medical helicopter and helped the flight nurse manage the patient's airway with an endotracheal tube. It was at that moment—thousands of feet above the ground—that Smith found his footing in flight nursing.

Throughout his career, Smith, an Adult Gerontology Acute Care Nurse Practitioner, has been a firefighter, EMT and a flight nurse for hospitals and private-air ambulances. Since fall 2019, he's led the Dorothy Ebersbach Academic Center for Flight Nursing at the Frances Payne Bolton School of Nursing—training nurses and other medical professionals to provide patient care and transport in helicopters and fixed-wing aircraft.

Forefront talked with Smith, director of the flight nursing center and an assistant professor at the nursing school, to discuss his plans for the center and his passion for the high-flying field.

—JIM SWEENEY

Besides the obvious difference of being airborne, what sets flight nursing apart?

Smith: It's knowing how to take care of the most unstable critical care patient at 3,000 feet in the air, in the dark, wearing night-vision goggles and hoping the helicopter doesn't hit a guide wire or a tree branch, or that nothing happens to the pilot that would cause the helicopter to plummet out of the sky.

But is airborne care all that different?

Smith: The logistics are complex, but the patient care is relatively straightforward.

What special skills do flight nurses need?

Smith: [Nurses] may be amazing in the intensive care unit or emergency room, but when you put them in the snow at night on a country road with a patient in a ditch, having to get that patient on board and take off in 10 minutes—it's not for everyone.

What are the most tense moments?

Smith: Takeoff and landing. No one talks and it's everyone's job—including the flight nurse's—to ensure there are no obstructions. It's all of our jobs not to die. That's the hard reality.

You became leader of the Dorothy Ebersbach Academic Center for Flight Nursing last fall. What are our plans for the center?

Smith: My goal is to increase the number of students who go through

HOMECOMING

from Home

At Homecoming & Reunion Weekend 2020, Frances Payne Bolton School of Nursing marked record

JUDY E. DAVIDSON NUR '08, JDNP, RN, MCCM, FAAN
Nurse Scientist at University of California San Diego Health

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DISTINGUISHED ALUMNI AWARD

Recognizing alumni who have demonstrated continuous, outstanding, creative and exemplary contributions to the disciplines of nursing and health care or have made noteworthy contributions in related fields throughout their careers.

AWARD FOR EXCELLENCE

Recognizing alumni who demonstrate outstanding leadership and achievement in nursing, and have made a significant contribution in nursing or related areas of health care.



YOUNG ALUMNI AWARD FOR EXCELLENCE

Recognizing outstanding achievement and significant contributions in nursing or related areas of healthcare by alumni early in their careers after graduation from the Frances Payne Bolton School of Nursing.

PAMELA SLAVEN-LEE NUR '08, JDNP, FNP-C, FAANP, CHSE

Clinical Associate Professor and Senior Associate Dean for Academic Affairs, George Washington University School of Nursing

Pamela Slaven-Lee is a clinical associate professor and the senior associate dean for academic affairs at the George Washington University School of Nursing.

Prior to GW Nursing, Slaven-Lee held faculty appointments at Georgetown University and Uniformed Services University of the Health Sciences. She is a Sigma Theta Tau Leadership Academy scholar and a Certified Healthcare Simulation Educator, with expertise in curricular integration of simulation and simulation design and evaluation in advanced practice nursing education. Now, she researches formative simulation assessment models and the impact of simulation-based learning on student outcomes in nurse practitioner education.

Slaven-Lee is a founding board member of Wreaths Across America, a nonprofit organization with a mission of preserving the memories of fallen U.S. service members, honoring those who serve and teaching the value of freedom. She is a family nurse practitioner and fellow in the American Association of Nurse Practitioners.



FRANCES PAYNE BOLTON LEGACY AWARD

Given at the discretion of the dean of the School of Nursing to honor individuals and organizations for their contributions to the school, the profession of nursing and the community at large in the spirit of Frances Payne Bolton—healthcare advocate, philanthropist, congresswoman and namesake of the School of Nursing.

MARIAN K. SHAUGHNESSY NUR '85, '17, JDNP, MSN, RN

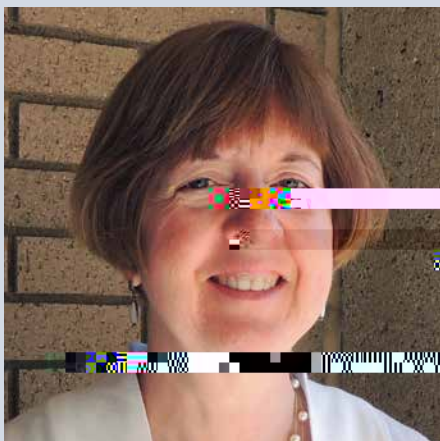
Founder, Marian K. Shaughnessy Nurse Leadership Academy at Frances Payne Bolton School of Nursing; Educator, Administrator and Community Leader

The concept for a new nurse leadership academy originated in a “future of nursing” letter Marian Shaughnessy wrote in 2013 for a class at Case Western Reserve. “Now, more than ever,” she wrote, “nurses must seize the opportunity to be not just facilitators of health care but rather leaders in their own right.”

After her graduation, Shaughnessy and her professor, Joyce J. Fitzpatrick, further developed her concept into the Marian K. Shaughnessy Nurse Leadership Academy at Frances Payne Bolton School of Nursing. A friend, colleague and visionary nurse leader, Shaughnessy passed away Feb. 24, 2020.

During her career, Shaughnessy helped launch the national Nurses on Boards Coalition for the American Nurses Foundation to present a nursing perspective to America’s boardrooms. She held leadership positions in a wide number of Cleveland nonprofits and was a member of the board of University Hospitals Cleveland Medical Center and the advisory committee for Notre Dame College’s School of Nursing in South Euclid, Ohio.

Shaughnessy’s nursing career included leadership positions and consulting in perioperative care delivery at Cleveland Clinic and Lakewood Hospital, and in critical care at MetroHealth. She was a member of the American Nurses Association, Association of Operating Room Nurses, American Organization for Nursing Leadership, Association of Leadership Science in Nursing and Sigma Theta Tau.



Paying It Forward

Double alumna and associate professor Valerie Boebel Toly's successful career started with a scholarship

Many Frances Payne Bolton School of Nursing students know Valerie Boebel Toly (NUR '90; GRS '09, nursing), PhD, RN, CPNP, FAAN, for her impact in the classroom, where the associate professor teaches courses on topics such as nursing theory and pediatric primary care.

Others know her for her work as an esteemed researcher, as she studies how to enhance the physical and mental well-being of parents caring at home for children who depend on life-saving medical technology.

But they may not know the double alumna's other contributions to the School of Nursing: Every year since graduating from the Master of Science in Nursing (MSN) program, Toly (NUR '90; GRS '09, nursing) has given to the university's annual fund to support the student experience.

Her reasons for giving to Case Western Reserve are many—but first and foremost because someone else's contributions propelled her career.

"I received a generous award from the Independence Foundation that made it financially possible for me to attend this prestigious university," Toly recalled of the scholarship that allowed her to join the MSN program.

As a graduate student, Toly benefited from "thoughtful and strategic mentorship" with faculty and the opportunity to conduct critical research—experiences that helped her earn a post-graduation position at Vanderbilt University as project director on an R01 grant from the National Institute of Nursing Research (NINR), a division of the National Institutes of Health.

Four years later, Toly returned to

the Frances Payne Bolton School of Nursing as an instructor, teaching in the MSN and Pediatric Nurse Practitioner programs. Over the years, her passion for research was reignited, and she enrolled in the PhD in Nursing program—where, again, she found smart, strong mentors, including current School of Nursing Dean Carol Musil, with whom she still works on research projects.

"They all encouraged and guided me in discovering my life's research mission," said Toly, who holds the Arline H. and Curtis F. Garvin Professorship in Nursing Excellence.

This mission has led to significant findings—and funding, including her current four-year, \$2.2 million grant from the NINR to learn how parents can best deal with the stress of caring for children who must survive on feeding tubes, ventilators and other medical equipment.

Toly's research—on which she regularly incorporates some of the nearly 50 undergraduate and graduate nursing students she has mentored—has had national and international impact, exemplified by her induction in 2020 as a fellow of the American Academy of Nursing.

Yet Toly continually thinks back to where she began at the Frances Payne Bolton School of Nursing—as an MSN student on a scholarship—and how she can help others launch their careers and find their missions.

"CWRU has played a tremendous role in shaping my life and career trajectory," Toly said. "And while I can never repay those faculty members who inspired and helped shape me into the teacher and nurse-scientist I am today, I choose to give whatever I can and pay it forward."

—Emily Mayock

Support Students

To contribute to the annual fund and help current and future Frances Payne Bolton School of Nursing students, visit giving.case.edu/FPBStrong.

A Series of FIRSTS



The School of Nursing's earliest male graduate credits his BSN with launching career success

Russell C. Swansburg got his first nursing job by mail—sight unseen, voice unheard.

It was shortly after World War II, and nurses were in high demand in the United States. Getting a nursing job by mail or phone was “easy,” Swansburg recalled; in fact, Canadian nurses like himself often would fly to the United States, call a local hospital from the airport, and be hired over the phone to launch their careers.

So with his nursing diploma and offer letter in hand, Swansburg traveled from his home in Nova Scotia to Cleveland to work as a staff nurse at University Hospitals.

Before long, his charge nurse—and, it seemed, everyone on his floor—told him about the educational opportunities available next door at Case Western Reserve University.

Swansburg decided to join them, becoming the first male graduate of Frances Payne Bolton School of Nursing in 1952 when he earned his Bachelor of Science in Nursing.

From there, Swansburg's career took off, with a series of quick promotions in hospital settings and then in the U.S. Air Force, where he spent 20 years before moving into a 35-year career in academia. He's published more than 10 books on various aspects of nursing, from team-based

care to leadership, budgeting to strategic career planning.

Swansburg attributed much of his career success to his time at Case Western Reserve: So many opportunities, Swansburg said, opened because he held a bachelor's degree.

It's part of the reason he gives so generously each year to the School of Nursing—the other being his desire to help others, a principle that has been the backbone of his career.

UNLOCKING OPPORTUNITY

Swansburg's entry into the BSN program at the Frances Payne Bolton School of Nursing propelled him into what he recalled as “a top-notch academic program where you had to really study to get through the courses.” It was the place he took his “first real science course” from a faculty member “who knew science backward, forward and upside down.”

Being the only male in the program was unremarkable—save for making newspaper headlines as “Mr. Nurse,” Swansburg recalled.

His degree helped him become charge nurse of a surgical unit at University Hospitals before moving with his wife,

classNOTES

Laurel, to Newburgh, New York. Later, while at a New York State Nurses Association meeting, Swansburg was recruited to join the Air Force—becoming one of the first men to be commissioned in the United States Army Nurse Corps.

While stationed in Germany, Swansburg led the training for all nurses and headed the emergency room. It was the first of a series of promotions in the Air Force that he earned, in small part, because leaders wanted “a person with a baccalaureate degree, and everywhere I went, I was the only one who had one,” Swansburg said. “I’ve always felt that all of this happened to me because I went through the program at Frances Payne Bolton School of Nursing.”

His technical prowess and leadership skills also played heavily into those career advances. Across two decades in the Air Force, Swansburg held a variety of ranks and roles—from lieutenant at Maxwell Air Force Base in Montgomery, Alabama, to a flight nurse in Vietnam, to, finally, chief nurse and colonel at Keesler Medical Center, a military hospital in Biloxi, Mississippi.

TRAINING GENERATIONS OF NURSES

But the constant moves and job changes took their toll on Swansburg. He retired from the military and transitioned into hospital administration and higher education—serving as a professor, administrator and vice president—to give back to the nursing field and help train the next generation of nurses.

Swansburg also taught—and, at age 92, continues to teach—nursing students through his series of books, which he’d started while preparing training manuals for military nurses on providing team-based care.

In fact, those manuals even taught some of his children; two of his three sons pursued careers as nurses. When one son walked into his classroom at University of Texas at Austin and saw the textbook, Swansburg recalled with a laugh, he said, “I can’t get away from him!”

Swansburg donates regularly to the School of Nursing as a way to give back for what he’s earned across his career.

“The education that I got at Frances Payne Bolton,” Swansburg said, “was the kind that made me know how to solve problems and how to make systems work. That’s followed me throughout my career.”

—Emily Mayock

1970s

Richard Padermos (NUR '70) returned to the U.S. after more than 45 years overseas. He worked as a school nurse on an army base in The Republic of Korea for 28 years and then lived in Thailand for almost 14 years during his retirement.

1990s

Bobbie Berkowitz (GRS '90, nursing), PhD, was named one of the American Academy of Nursing’s 2020 Living Legends. Dean Emerita at Columbia University School of Nursing, Berkowitz dedicated her work as a public health nurse to improving public health foundations by implementing sound health policies that reduce inequities and fortify communities. She is the 16th CWRU graduate to be named a Living Legend by AAN.

Adelais Markaki (NUR '92; GRS '92, anthropolog), associate professor at University of Alabama at Birmingham, was appointed director for global partnerships and co-director of the Pan American Health Organization/ World Health Organization Collaborating Center for International Nursing at UAB School of Nursing. She was also inducted as an American Academy of Nursing Fellow in October 2020.

2000s

LaTonia Martin (NUR '04), DNP, associate professor at Chamberlain College of Nursing, was named president of the Cleveland Council of Black Nurses.

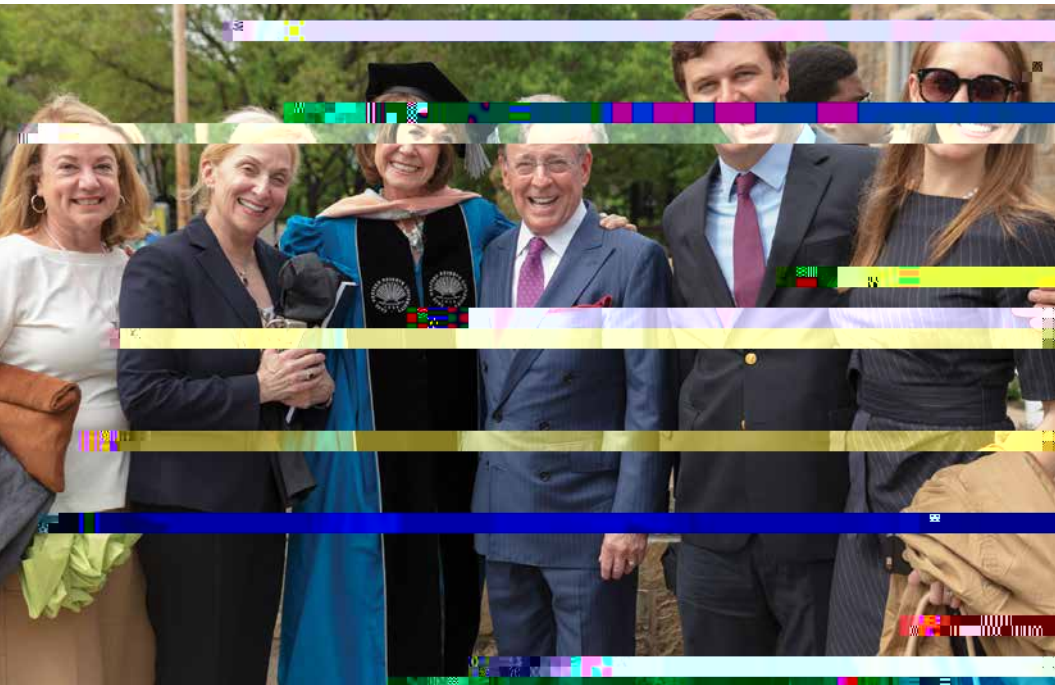
Beth Faiman (GRS '15, nursing), PhD, is editor-in-chief of *Journal of the Advanced Practitioner in Oncology*. Faiman is an adult nurse practitioner in the Department of Hematologic Oncology and Blood Disorders at Cleveland Clinic.

inMEMORIAM

1960s

Dawna Cole (NUR '62), 82, of Binghamton, New York, died June 17, 2020. She worked in nursing for a number of years as a flight attendant

inMEMORIAM



Marian Shaughnessy (third from left) with her family at commencement in 2017.

Remembering Alumna, Nurse Leader Marian Shaughnessy

From her own experience as a nurse, spanning bedside to boardroom, Marian Shaughnessy saw firsthand how nurses could help reform and redesign health care to make treating people more patient-centered, cost-effective and accessible—if empowered to do so.

It was while completing her Doctor of Nursing Practice, under the direction of Joyce Fitzpatrick at Case Western Reserve University's Frances Payne Bolton School of Nursing, that Shaughnessy developed an idea for a nurse-leadership academy to develop and support a new generation of leaders in the profession.

And in June 2018, a \$5 million gift from Shaughnessy and her husband, Michael, created the Marian K. Shaughnessy Nurse Leadership Academy at the School of Nursing. "My vision," Marian Shaughnessy told a nursing-school luncheon audience when plans for the academy were announced, "is to transform health care for all populations and to improve the nation's health."

The leadership academy that bears her name—offering promise for enhanced and innovative approaches to health care nationally and globally—becomes part of her legacy.

Shaughnessy, an educator, administrator, community leader and double alumna of the Frances Payne Bolton School of Nursing, died Feb. 24.

"Marian's passion for nursing and quality health care was evident in everything she said and did throughout her career," said Fitzpatrick, the academy's inaugural director, the Elizabeth Brooks Ford Professor of Nursing and dean of the nursing school from 1982-97. "Her dream was to make certain that nurses and nurse leaders were at the center, leading health-care delivery. We are committed to carrying out her dream through the work of the Marian K. Shaughnessy Nurse Leadership Academy."

Marian Kilker Shaughnessy (NUR '85, '17), 65, of Gates Mills, Ohio, died Feb. 24, 2020. Over her career, Shaughnessy held positions as a practitioner, educator and administrator in critical care and perioperative-nursing care. As a traveling nurse, she worked with indigenous populations in Colorado and Alaska and in several acute-care settings in Greater Cleveland. She served on the board of directors of University Hospitals Cleveland Medical Center and the board of trustees for the American Nurse Foundation. At Frances Payne Bolton School of Nursing, her legacy will be remembered through the Marian K. Shaughnessy Nurse Leadership Academy, a concept she envisioned while completing her Doctor of Nursing Practice in an effort to develop and support a new generation of leaders in the profession.

1990s

Nancy Lee Burns Sandrock (NUR '97, '17), 55, of Laredo, Texas, and Phoenix, Arizona, died Sept. 9, 2019. As a midwife for more than 20 years and a labor and delivery nurse prior to that, she shepherded thousands of children into the world.

Jane Ellen Stearns (NUR '90), 77, of Cleveland Heights, Ohio, died Aug. 30, 2019. She was a dedicated nurse who began her nursing career at age 40. She held positions at Cleveland Clinic, MetroHealth, Menorah Park Home Care and the VNA of Cleveland Hospice.

2000s

Lisa P. Smith (NUR '05, '06), 60, of Danbury, Connecticut, died July 26, 2020. Her career was extensive, and she was a mentor to many. She worked in Greenwich Hospital for many years before becoming director of nursing education and research at Danbury Hospital.

Hands-On Learning Experiences



As typical intensive care units (ICUs) transitioned to ICUs treating critically ill patients with COVID-19 in the spring and summer, Frances Payne Bolton School of Nursing students such as Riley Kenehan stepped up to support patients and health care professionals.

Kenehan, a senior majoring in nursing with a minor in economics, has spent recent months in a Cleveland Clinic Medical ICU, working as a clinical technician with patients who were critically ill with the novel coronavirus. There, Kenehan explained, she provides important patient care from drawing blood to helping patients with their passive and active range of motion activities to rehabilitate them.

“Without my schooling at Case Western [Reserve],” Kenehan said, “I truly would not have been able to do this, and I would not have had the confidence to work in such a critical-care setting.”

It’s that level of confidence that Kenehan hopes to instill in young girls across Northeast Ohio. Since her first year at Case Western Reserve University, Kenehan has led a local Girl Scout troop, overseeing 7- and 8-year-old Cleveland Metropolitan School District students and working to promote an interest in science, technology, engineering and math.

“While it has been a time commitment for sure on top of course work and my jobs, I’ve loved getting to know these kids as people over the years and wouldn’t trade those memories,” Kenehan said.

In addition to the weekly meetings, which moved from on-

campus locations to virtual events in early 2020, she tries to schedule one larger activity each month. Prior to the pandemic, for example, her troop worked on coding projects at a local Microsoft store and visited the International Women’s Air and Space Museum in Cleveland.

Outside of Girl Scouts, Kenehan earned the Veterans Affairs (VA) Northeast Ohio Healthcare System’s “ENRICH” grant, a yearlong (inflowshito)hroughhich mocenipnts whnfiducecesrlo a scidents anom draiffest cadiienpng e ThNowshe pipe whnnical tehse whnfingsuionalf Gie VerICH ant, Sin Ves. whcesrlo a frou Spmmitits y-bemned 20focualfingmary10()JTJT[(frprents e ralth car

