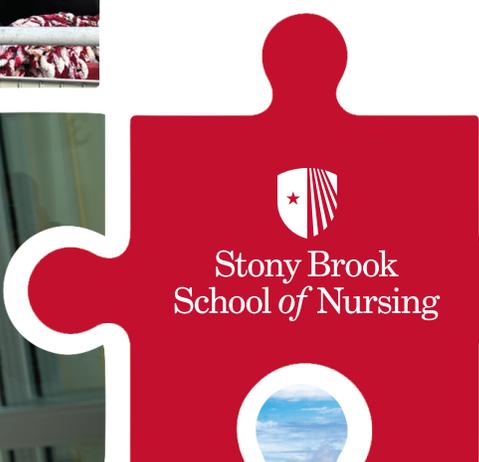


UNITED

IN THE ACADEMIC AND CLINICAL PRACTICE OF NURSING



2023 ANNUAL REPORT





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MESSAGE FROM THE DEAN



Dear Alumni, Colleagues, Supporters and Friends,

As an academic nursing institution (ANI), Stony Brook University School of Nursing is one of five schools of our health science center and part of a world-class academic medical center (AMC). As the new dean, one of my priorities during my first year was to explore and leverage our respective strengths with our education, practice and research missions. I met with Stony Brook Nursing and Medicine leadership and played an integral role in the strategic planning process of our AMC to develop a framework around strategic goals, especially engaging our opportunities with the AMC Division of Nursing.

The relationship between AMCs and ANIs is becoming increasingly important as both roles are challenged and committed to meeting contemporary healthcare needs. Education, research and practice initiatives need to be both nimble and novel to meet these needs. There is an extraordinary demand for well-prepared registered nurses, advanced practice nurses, nurse educators, health system leaders and nurse researchers.

Stony Brook School of Nursing is committed to preparing nurses who will lead the healthcare of tomorrow. This requires innovation in the use of simulation, interprofessional team communication and practice, nurse care delivery models and cutting-edge research, all with the goal of improving patient outcomes.

While there may be barriers that impede achieving these objectives, developing an active working relationship between our clinical partners and nursing education can mitigate these obstacles. With an overarching focus on wellness and belonging, we can bridge the gap between education and transition to practice. Joint programs, including research and evidence-based practice projects, the RN Residency program and emerging APRN Fellowship program, are just a few examples. Our initial steps towards strengthening this relationship have been amazing and are shared with you in this annual report.

Stony Brook University is New York's flagship university and the number-one public institution in the state of New York. Our School of Nursing is one of the top nursing schools in the nation. Our NCLEX scores are consistently in the top decile. Our online master's programs ranked 9th in the U.S. News and World Report.

We are fully engaged with Stony Brook Medicine's Long Island Network for Clinical and Translational Science, our Center for Healthy Aging, and the Center for Interprofessional Innovation. Our faculty participation in the Stony Brook University Climate Exchange and Environmental Science Tiger Teams will emphasize nursing's contribution to climate resilience, social drivers of climate mitigation and the health effects of climate change on both a local and global scale.

Built on the successes of our faculty, staff, alumni and remarkable students, we interact across Stony Brook University, Stony Brook Medicine and within our communities. I am excited about the opportunities that lie ahead. I invite you to read about our accomplishments and imagine the potential of this partnership for the future of nursing and healthcare.

Warmly,

Patricia Bruckenthal

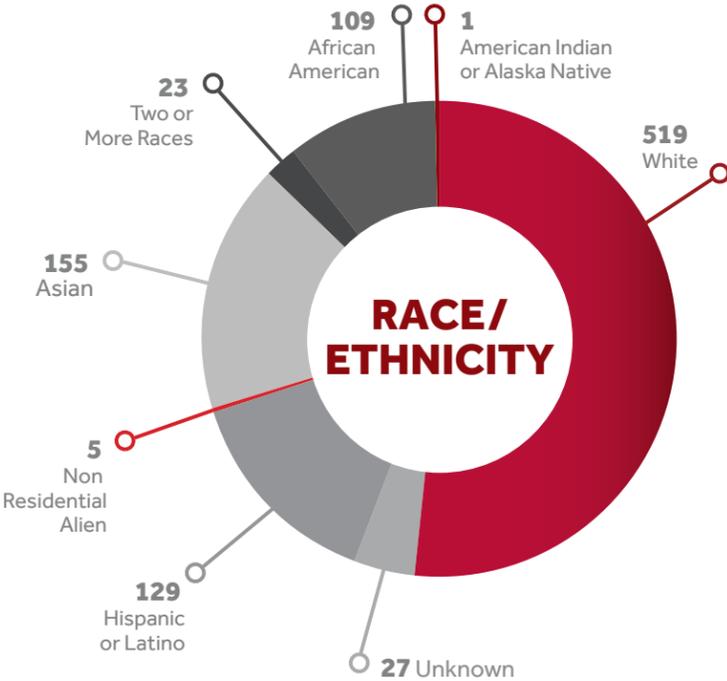
Patricia Bruckenthal, PhD, APRN-BC, FAAN
Dean and Professor, Stony Brook School of Nursing

BY THE NUMBERS

ENROLLMENT AS OF FALL 2023



1032



ALUMNI

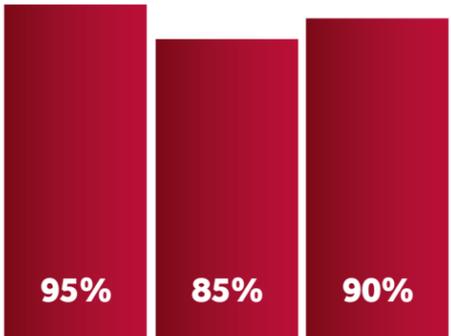


12,298
Alumni

73+%

Live in New York State

NCLEX-RN PASS RATES



STONY BROOK NYS ALL PROGRAMS NYS BS PROGRAMS

SCHOLARSHIPS & AWARDS



17 Scholarships

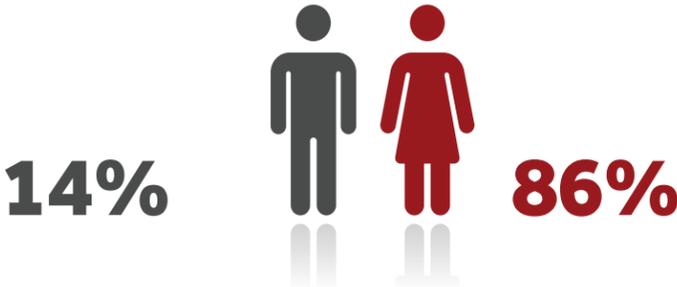
29 Awards

6 Recognitions

\$71,580

Total for Scholarships & Awards

STUDENT GENDER



2023 U.S. NEWS & WORLD REPORT

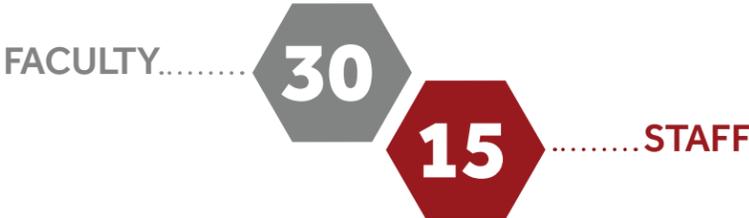
#8

Best Online Graduate Nursing Programs

#7

Best Online Graduate Nursing in Education Programs

FACULTY & STAFF



FACULTY HIGHLIGHTS

18 PUBLICATIONS

4 POSTER PRESENTATIONS

42 PODIUM PRESENTATIONS

15 GRANTS

7 AWARDS



Pat Bruckenthal and Carolyn Santora

NURSING EDUCATION INTO ACTION

NURSE LEADERS COLLABORATE TO PAVE THE WAY FOR OTHERS

Whether you consider it a calling or a career choice, nursing is a profession of limitless possibilities. Choosing to build that career at an academic medical center can facilitate a lifelong passion for the work, the research behind it, and the potential for growth far beyond your dreams.

That has been the experience of Pat Bruckenthal, PhD, APRN, FAAN, Dean of the Stony Brook School of Nursing, and Carolyn Santora, MS, RN, Chief of Regulatory Affairs and Chief Nursing Officer at Stony Brook University Hospital. Both have enjoyed more than 40 years at Stony Brook Medicine, from their very first days to their current leadership roles.

When Bruckenthal was appointed as Dean of the School of Nursing, just over a year ago, she and Santora reflected on what brought them here, how they kept their careers fresh and interesting, and how to create this for the nurses who practice and learn at Stony Brook Medicine.

For both, it started with an ad in a nursing journal in 1979. It read, "Once in a lifetime, a university hospital opens." Santora was working at St. Vincent's hospital in New York City and saw this as an opportunity to be part of opening a new hospital close to where she grew up on Long Island. Bruckenthal was just graduating with her baccalaureate nursing degree and recognized that this new hospital would be something special.

And the choice did not disappoint.

"It was a fun place to work because the residents, physicians, nurses, social workers and physical therapists all worked together in the best interest of the patient," said Bruckenthal.

This was a novel idea at the time, but it is the model of interprofessional, patient-centered care widely taught and practiced today.

Both women worked in various clinical and leadership roles in the hospital, wrote high-level standards of care, and

served on nursing and interprofessional committees. Both went back to school at the Stony Brook School of Nursing to obtain their master's degrees. Bruckenthal joined the teaching staff in 1993 and brought students to the hospital for their clinical experiences.

It was these experiences of working in the academic medical center that led Bruckenthal and Santora to commit to creating an intentional academic practice partnership between the School of Nursing and the Division of Nursing. A nursing leadership retreat in early 2023 resulted in the alignment of several joint initiatives, some of which are described in this issue. The goal is to refine nurse and student learning experiences and ultimately improve patient outcomes.

These priority objectives seek to align five principles: 1) workforce culture, 2) healthcare delivery 3) research 4) education and 5) stewardship.

This work includes exploring new models of care and improving the educational experience through the development of a Preceptor Academy and Dedicated Education Units. Bidirectional recruitment and retention efforts will inspire students to choose Stony Brook for their careers, and practicing nurses to seek advanced degrees at the School of Nursing. Other partnerships include joint faculty and practice opportunities, joint research and evidence-based practice projects, and connecting with alumni who work at the hospital.

Bruckenthal and Santora say they hope to clear the path for more nurses to access the professional and academic benefits they enjoyed during their own careers, and to see where growth at Stony Brook can take them.

"That's the goal behind everything we're trying to do," said Bruckenthal. "The possibilities are endless for nurses moving forward. You just need to figure out where you want your career to go because whatever you want, it's here."



MEETING THE DEMANDS OF TODAY'S HEALTHCARE NEEDS

ELEVATING NURSING EDUCATION: THE PRECEPTOR ACADEMY FOR NURSES

Successfully shaping each new generation of nursing excellence relies on the guidance and mentorship of more experienced nurses who can share their wisdom and expertise. Nurse preceptors assume many responsibilities to facilitate the learning experience of novice nurses while ensuring safe care for their patients.

Understanding the nurse preceptor's experience will provide a baseline for raising safety awareness and the best practice of nursing.

At a nursing faculty retreat, among many topics of discussion was the importance of nurse preceptors for new nurses in transition to practice. This led to the development of a Preceptor Academy committee, a collaborative partnership with Stony Brook Medicine's Division of Nursing to develop a system of ongoing education for nurse preceptors.

It includes a diverse group of nurses: School of Nursing faculty and nurse specialists, professional development educators, nurse managers, and experienced nurse preceptors from Stony Brook University Hospital, Stony Brook Southampton Hospital, and Eastern Long Island Hospital.

The committee's framework began with a literature review to develop an understanding of effective nurse

preceptor programs. A learning needs assessment will be developed to help identify gaps in knowledge. Together, these findings will help to structure a robust Preceptor Academy.

The Preceptor Academy will be aligned with existing organizational values to benefit both the preceptors and the preceptees, meeting their professional development needs as well as the needs of the healthcare system. It will integrate with established professional development programs, such as the nurse residency program, the nurse mentor program, and nursing orientation.

Among the goals of the Preceptor Academy will be building competence for patient safety, establishing relationships within the institution, building confidence, promoting collaboration, and being a role model for fellow nurses.

Recognizing the important role nurse preceptors play in shaping the next generation of nurses, and healthcare itself, the development of the Preceptor Academy represents a significant step forward in nursing education and professional development.



MEETING THE DEMANDS OF TODAY'S HEALTHCARE NEEDS

NURSE RESIDENCY PROGRAM BUILDS A BRIDGE BETWEEN EDUCATION AND PRACTICE

Adjusting to the role of professional nurse has long been known to be challenging. In 1974, renowned nurse educator Marlene Kramer coined the phrase “reality shock” to describe the experience of new graduate nurses finding themselves overwhelmed in the workplace, despite extensive preparation and beliefs of readiness.

Although the healthcare environment in which nurses practice today has dramatically changed, recent research data from nurse residents continues to indicate just how difficult the transition can still be.

The Entry to Practice Nurse Residency Program (ETPNRP) aims to alleviate this problem by bridging the education-practice gap. Upon graduation, nurses are hired into a residency program where they receive education and support to hone their decision-making skills and to develop confidence and clinical competence.

More than 20 years ago, Stony Brook University Hospital (SBUH) was one of six beta testing sites for a standardized baccalaureate nursing residency program developed by the University HealthSystem Consortium and the American Association of Colleges of Nursing

(AACN). Today, it is one of more than 900 such programs nationwide.

More than 1,100 nurses have participated in the ETPNRP at Stony Brook. A strong partnership between the hospital and nursing school aligns the goals of the program with the missions of Stony Brook Medicine and Stony Brook University. This strong relationship helps to facilitate the sharing of knowledge and resources between the nursing clinical faculty and the acute care hospital.

“The collaborative agreement between the Entry to Practice Nurse Residency Program and the School of Nursing is integral to the success of the program,” said Katherine Lewin, MS, RN, NPD-BC, CCRN-K, Coordinator of the ETPNRP at Stony Brook. “Having the knowledge, expertise and resources that the School of Nursing brings allows for elevated experiences for our nurse residents, igniting the spirit of inquiry and exposing them to innovative methods of teaching and learning.”

Janet Galiczewski, DNP, MSN, ANP, RN, CCRN, Clinical Associate Professor and Chair of the Department of Undergraduate Studies, is the School of Nursing liaison to the nurse residency program and has served as residency faculty for more than a decade.

“It is exciting to work with nurse residents and witness them building upon the knowledge gained and competencies developed during their pre-licensure educational experiences. Our partnership helps each of us to identify opportunities for inter-professional collaboration, curricula reformation, improved resource utilization and expanded models of clinical education.”

The ETPNRP has an educational component consisting of eight hours of didactic classroom learning each month. Several School of Nursing faculty members, as part of their service commitment to the university, provide instrumental lessons on evidence-based practice principles and becoming a preceptor. Professors Lani Blanco, MA, RN, and Sofia Reyes, MS, RN, ANP-BC, CCRN, Rewa Thompson, DNP, RN, WHNP-BC, and Stacey Frawley, EdD, APRN-BC, ANP, provide instruction on becoming a preceptor at month 10 of the program, while Santana “Tina” Abbate, PhD, MPA, MS, RN, Marijean Buhse,



Marijean Buhse, PhD, RN, NP-C, MSCN, is one of several faculty members providing instrumental lessons to residents in the program.

PhD, RN, NP-C, MSCN, and Carol Della Ratta, PhD, RN, CNE, teach about using evidence as the foundation for practice.

One recent development underway is a revision to the evidence-based practice (EBP) component of the program by Abbate and SBUH’s nurse scientist Meghan Doelger, DNP, RN, CCRN. Each bringing their expertise in EBP, they hope to increase the number of nurse resident EBP projects, designed to solve clinical issues and improve patient outcomes.

In 2015, Stony Brook’s ETPNRP was awarded AACN’s Exemplary Academic-Practice Partnership Award. The program was recently re-accredited for 10 years, the maximum granted by the Commission on Collegiate Nursing Education.

It takes a village to offer the ongoing support required of nurse residents to transition smoothly during their first year of practice; the ETPNRP at Stony Brook University has such a village.



This partnership between the School of Nursing and Southampton Hospital addresses the shared goals of new nurses, employers and educators.

MEETING THE DEMANDS OF TODAY'S HEALTHCARE NEEDS

NEW CLINICAL ROTATION EXPANDS OPPORTUNITIES FOR STUDENTS AND HOSPITAL

Since joining the Stony Brook Medicine healthcare system in 2017, Stony Brook Southampton Hospital (SBSH) has provided advanced medical and nursing care to the East End community of Long Island. The Stony Brook University School of Nursing (SBSON) has been working to expand this partnership with a mutually beneficial new opportunity.

As part of their undergraduate education, students have always completed numerous clinical rotations in a wide array of specialties at Stony Brook Medicine. Now they have an additional option at SBSH on 2 North, a telemetry unit.

Althea Mills, RN, MSN, SBSH's Chief Nursing Officer and Vice President of Patient Care Services, and Joy Borrero, PhD, RN, their Coordinator of Clinical Placements & Education, collaborated with the SBSON leadership team to recruit nursing students who were interested in working in the East End community after their graduation.

The SBSON facilitated the selection of students by offering this training opportunity to those whose geographic location of residence was close to SBSH.

The students completed their first and second clinical rotations at SBSH in the summer of 2023 and continued into the fall semester. Bethany Immerman, RN, MSN, a master's-prepared nurse who has worked at SBSH for many years, served as a clinical professor and mentor to the students.

This partnership is helping to meet the needs of the hospital and the nursing school alike. It provides high-quality clinical experiences for nursing students, and helps the hospital to recruit new nurses into employment at their facility.

With overwhelmingly positive feedback from all involved, the goal is to double this partnership from one clinical group to two in the spring of 2024.





MEETING THE DEMANDS OF TODAY'S HEALTHCARE NEEDS

EARN TO LEARN FELLOWSHIP CLEARS THE PATH FROM ASSOCIATE TO BACCALAUREATE FOR WORKING NURSES

In December 2022, the Long Island State Veterans Home, in collaboration with the Stony Brook University School of Nursing, was awarded a three-year grant from the U.S. Department of Veterans Affairs Office of Geriatrics and Extended Care, supporting the development of the "Earn While You Learn" fellowship. The purpose of the fellowship was to promote the recruitment and retention of associate degree registered nurses at the Long Island State Veterans Home, while also offering qualifying candidates 100% funding of their education through the Stony Brook University Registered Nurse Baccalaureate Program.

Developed by Christopher Brancato, MS, RN, Director of Nursing at the Veterans Home, and Patricia Bruckenthal, PhD, APRN-BC, ANP, FAAN, Dean of the School of Nursing, the fellowship provides an opportunity for nurses to work at the 350-bed, award-winning Veterans Home while benefiting from its fully integrated association with the missions of Stony Brook Medicine and University. Faculty members Kathy Gambino, EdD, RN, and Mary Ellen LaSala, PhD, RN, tailored the RN-BS

curriculum to meet the unique needs of this specialty and lead the program.

Given New York's recently passed "BSN in 10" legislation, the fellowship is a timely opportunity for associate degree nurses throughout the state, whether new or experienced. Potential participants must submit an employment application to the Veterans Home, complete the School of Nursing application for admission, and meet the job and pre-admission requirements for each.

When offered both a position at the Veterans Home and a seat in the Registered Nurse to Baccalaureate Program, a fellowship participant must make a commitment to work either full- or part-time as a registered nurse at the Veterans Home for three years; this includes the two years of enrollment at the School of Nursing and one additional year after graduation. In return, they receive a tuition-free baccalaureate education, with all program-related costs paid in full. Initial NCLEX-RN and licensing fees are also reimbursed.

To promote recruitment and retention at the Long Island State Veterans Home, the fellowship offers qualifying candidates 100% funding of their education through the Registered Nurse Baccalaureate Program.

Fellowship success is promoted through cohort learning, a teaching strategy used to encourage interactive study and a sense of community. Cohort learning creates a supportive environment that encourages both academic achievement and employee retention. While participants are paired with individual registered nurses as they complete their unit orientations, they are also afforded one paid workday a week for onsite academic study with their cohort. As students, they study for exams and complete group assignments related to the Veterans Home, further encouraging a sense of camaraderie and support.

Faculty from the School of Nursing meet with the cohort monthly to review course curriculum and address any issues. Participants also meet with nurse administrators, managers and educators from the Veterans Home to share their successes and voice any concerns.

Before the fellowship's May 2023 start, staff from the Veterans Home and faculty from the School of Nursing visited community college campuses to publicize the opportunity. Flyers were distributed throughout Long Island, and current employees at the Veterans Home were also given the opportunity to apply.

Participants expressed their appreciation for the fellowship at a recent partnership luncheon. Along with Fred Sganga, the Executive Director of the Veterans Home, Bruckenthal and Brancato spoke of their enthusiasm for the program, and faculty and staff noted the accomplishments of its participants. The inaugural class has maintained a 100% employment and academic retention rate, with an average GPA of 3.5.

Future recruitment efforts are planned for 2024, with a goal to increase the number of participants for the incoming cohort while maintaining the quality and success of the program.



The initiative aims to support the health of faculty, staff and students, so that each member of the School of Nursing community is empowered to fulfill their utmost potential.

COMMUNITY RELATIONS

EMPOWERING FACULTY, STAFF AND STUDENTS: A WELLNESS COLLABORATIVE FOR SELF-CARE

Healthcare and academic environments are well known for their stressful work and demanding schedules. For faculty, staff and students alike, it is important to remember one's own health even while focused on the outcomes of others.

With that in mind, Stony Brook School of Nursing (SBSON) is working to shape an academic community that nurtures the health of all its constituents. Patricia Bruckenthal, PhD, APRN-BC, FAAN, Dean of the School of Nursing, established a faculty and staff committee to develop a framework for this initiative. The framework will include wellness programs, workshops and resources tailored to the unique needs of faculty, staff and students that prioritize work-life balance, resilience and wellbeing.

Central to the mission is an awareness that wellness involves more than just physical health. This initiative will support the mental, emotional, spiritual and social health of each person, with the understanding that faculty, staff, and students must be enabled to thrive on all fronts in order to fulfill their potential.

Similar objectives at colleges and universities across the nation have demonstrated the benefits of promoting self-care to their students, faculty and staff. The SBSON joined the The National Consortium for Building Healthy Academic Communities, which will serve as a guide in this mission.

For a nursing school, supporting wellness is particularly important.

"Nurses who have been educated in an environment that prioritizes wellness are more likely to provide compassionate, patient-centered care," said Mary Ellen LaSala, PhD, RN, "and to have the emotional and mental resilience required for navigating the healthcare profession with empathy and professionalism."

Wellness is not a luxury, but a necessity for all stakeholders in the academic community. Prioritizing the overall health of every student, faculty and staff member helps not only to boost their own performance, but also directly supports the mission and vision of the School of Nursing.



Stony Brook School of Nursing



The Stony Brook Student Nurses' Association (SBSNA) coordinates multiple programs to meet community needs and enhance perceptions of the nursing profession.

COMMUNITY RELATIONS

SBSNA PROJECTS EMBRACE COMMUNITY AND DIVERSITY

As a chapter of the National Student Nurses' Association, the Stony Brook Student Nurses' Association (SBSNA) is dedicated to enhancing the image of the nursing profession, transitioning students into their new careers, and serving communities through outreach opportunities.

Several of the projects planned by the association connect to Stony Brook's wellness and community outreach initiatives. Here are just a few of the events through which the students have promoted healthy lifestyles and safety to various populations:

Teddy Bear Clinics

Each semester, the SBSNA co-hosts a teddy bear clinic with Port Jefferson's Long Island Explorium. Through this interactive program, children bring their favorite teddy bear to the "clinic" for a wellness check-up. The children and their teddy bears visit different stations to learn about vital signs, proper bandaging techniques, vaccinations, nutrition and safety practices.

With the fun and comfort of teddy bears, students engage children on what otherwise might be confusing or intimidating topics, like getting shots at the doctor's office. It has been a fun way for students to promote health education to young people—and possible future nurses.

Blood Pressure Screenings

Last year, the SBSNA partnered with Stony Brook University Hospital's Heart Institute to promote heart health at the Employee Wellness Fair. Nursing students manually measured the blood pressures of attendees and educated them on early heart attack care, providing them with the common signs and symptoms of a heart attack. Volunteers also discussed the pathophysiology behind hypertension and the consequences high blood pressure can have on health.

CommUniversity Day

In October, the campus-wide event known as CommUniversity Day featured hands-on, interactive activities to showcase various facets of the Stony Brook community. The SBSNA, along with School of Nursing staff, presented an activity called "You Are Your Own Best Resource" to illustrate how senses and intuition contribute to becoming a well-rounded nurse.

Donation Drives

The SBSNA is committed to making a positive impact in communities and benefiting those in need. One of the group's goals each semester is to organize a variety of donation drives to assist populations in need. From coat drives to toy drives to blood drives to food drives, the organization strives to help in multiple avenues.





Members are offered guidance through practice interviews, faculty meet-and-greets and learning sessions with current students, faculty and alumni.



COMMUNITY RELATIONS

PRE-NURSING SOCIETY OFFERS CAREER PREP AND COMMUNITY ENGAGEMENT

With meetings that usually involve more than 100 members, Stony Brook's Pre-Nursing Society (PNS) is clearly popular among Stony Brook students. Many undergraduate nursing students declare pre-nursing as their intended major focus of study. The pre-nursing Society offers support in many aspects from learning about the profession to the process of applying to the nursing program. Members are offered guidance through the nursing application process, mock interviews, tours of the School of Nursing, faculty meet-and-greets, and Q & A sessions with current students, faculty and alumni.

Among many outreach and volunteer opportunities, last year PNS was involved in creating 100 "Kits for Kids" for the patients of Stony Brook Children's Hospital, volunteering and donating at several blood drives, educating the community about ovarian cancer while fundraising for the American Cancer Society, and gathering essentials for the Pax Christi homeless shelter.

PNS also collaborated with other student-led healthcare organizations to host an educational event on HPV and related cancers. They also co-hosted an

event in which a local family with healthcare needs and their care team shared first-hand stories about the importance of pediatric home healthcare.

With the Center for Prevention and Outreach, PNS taught members how to recognize an opioid overdose and administer naloxone. With the University Police Department, they presented a program on de-escalation tactics, as well as a "Stop the Bleed" training and how to intervene in emergencies in the community setting.

In May, PNS received the prestigious Organization of the Year Award at the Jerrold L. Stein Student Life Awards for Excellence in Student Leadership and Campus Involvement. It was the second consecutive year of recognition for the group; in 2022, Lani Blanco, MA, RN, was selected as the Advisor of the Year for her work with PNS.

With these ongoing accomplishments in leadership, community service and compassion, PNS serves as an exemplary role model for other organizations and the Stony Brook SON is proud to mentor them. Its members will be well prepared to make a positive impact, in the field of nursing and on the world at large.



COMMUNITY RELATIONS

AAMN: EMBRACING ALL GENDERS IN THE NURSING PROFESSION

Founded in 1971, the American Association of Men in Nursing (AAMN) was established to address the gender disparities prevalent in the nursing field. At the time, nursing was primarily seen as an occupation for females, which deterred many men from considering it as a career option. By challenging societal norms and perceptions about nursing as a female-dominated profession, the association aims to encourage people of all genders to pursue nursing careers.

Over the years, AAMN has grown significantly, establishing local chapters and expanding its influence nationwide. Founded in 2014, AAMN's Stony Brook Chapter is a growing organization that focuses on giving back to the Stony Brook community by providing education, healthcare training and awareness to help increase diversity within the nursing profession.

In 2023, Stony Brook's AAMN took initiative towards their mission by organizing several educational events to raise awareness.

AAMN kick-started the semester with an event titled "What is HPV?" in collaboration with several other nursing clubs, including Stony Brook Pre-Nursing Society, Stony Brook Student Nurses' Association, and Women in Healthcare. Guest speaker Mary Koslap-Petraco, DNP, PNP-BC, CPNP, educated members on misconceptions, preventive measures, and the impact HPV has on the general population. The event included a jeopardy game where multiple nursing student cohorts interacted with each other to answer HPV related questions and win prizes.

(Top) The American Association of Men in Nursing (AAMN) provides education, healthcare training and awareness to help increase diversity in the nursing profession.

(Bottom) AAMN's Stony Brook chapter organized several events to promote awareness of their mission and assist their fellow students in education and career goals.

In October, AAMN held an "Importance of Home Healthcare" event where both current and prospective nursing students were taught the impact of nursing in a home environment, outside of a medical setting. Guest speakers for this event shared their firsthand experience as a family involved in pediatric home care.

To raise awareness and offer advice for future nurses, AAMN invited SBU alumni nursing graduates Sean Arthurs, RN (former president of AAMN), and Kenny Kolman, RN (former vice president of AAMN), as guest speakers for "Post-Grad Tips." AAMN members were able to learn about some of the unique challenges and opportunities that new graduate nurses face as they start their careers.

In November, AAMN held "Teach a Senior Day" where junior nursing students were invited to coach senior nursing students in a refresher of health assessment skills. The event was a success and both cohorts of nursing students were able to serve as role models for each other while reinforcing clinical skills.

Through these efforts, AAMN's Stony Brook Chapter is making significant strides in its mission to increase diversity within the nursing profession. By challenging stereotypes and promoting awareness, AAMN is helping to create a more inclusive and equitable nursing field. The dedication and efforts of the organization and its members are truly inspiring, and their impact will continue to shape the future of nursing at Stony Brook University.





STUDENT HIGHLIGHTS

CHRISTOPHER BRANCATO

**MS, RN
DIRECTOR OF NURSING
LONG ISLAND STATE VETERANS HOME**

Having spent his entire nursing career in a long-term care setting, Brancato says it was an obvious choice to join the nursing staff at the Long Island State Veterans Home (LISVH) because of their reputation as a premier center for caring for older adults. He began his work there in 2012 as a reimbursement specialist nurse.

Seeing the potential for growth, both at LISVH and across Stony Brook University as a whole, he was inspired to continue his education. He enrolled in the master's degree program in Nursing Leadership in 2016, meeting many mentors who would stick with him throughout his career. One of those mentors pushed him to consider applying for the newly created Doctor of Philosophy program.

"In the PhD program, I have continued to meet and learn from professors who are experts in their fields," he said. "They have inspired me to develop my own research

that is focused on older adults with a goal to explore interventions that will increase aging in place."

Over the years, Brancato has advanced his career in different roles at LISVH, and is currently leading the nursing department as the Chief Nursing Officer there. He said the close relationship between LISVH and the School of Nursing is evident in many ways, including a partnership to recruit and retain nurses through the VA Grant Scholarship Program.

"As an alumnus, I am aware of the rigorous education that nursing students receive at Stony Brook School of Nursing," he said. "I'm excited to partner with them in many other ways in the future."

STUDENT HIGHLIGHTS

SUZIE MARRIOTT

**MS, RN, PMH-BC
CHIEF NURSING OFFICER AND SENIOR VICE PRESIDENT
FOR PATIENT CARE SERVICES
STONY BROOK EASTERN LONG ISLAND HOSPITAL**

Suzie Marriott's career at Stony Brook University Hospital began in 2018 when she served as Associate Director of Nursing, Psychiatry, and Behavioral Health. In 2019, she was accepted into the PhD in Nursing program at Stony Brook School of Nursing.

"I chose the Nursing PhD program at Stony Brook because its interprofessional environment especially suited my background as a psychiatric mental health registered nurse," she said. "The program strongly explores innovative solutions to improve health and wellness outcomes for vulnerable and underserved populations. This orientation aligns well with my lifelong career of advocating for people with mental illness, who are often stigmatized and disadvantaged by their experiences and diagnoses."

Marriott began her PhD studies with an interest in enhancing the acute psychiatric inpatient setting to

become a more healing, welcoming environment. In her work, she seeks to provide a better understanding of how nurses and interprofessional teams can build and maintain a sanctuary environment to improve patient experiences and clinical outcomes.

What she has learned in the program has been helpful not only in her long-term research goals, but also in her current role, which includes responsibility for patient care across all inpatient, outpatient and ambulatory mental health services.

"I embarked on these studies to learn how to appraise literature proficiently and, most importantly, how to conduct research of my own," she said. "Ultimately, I aspire to make meaningful contributions to my nursing field to improve patient outcomes and inspire others to advance the profession."



ALUMNI HIGHLIGHT

NURSE EDUCATORS CONNECT THEORY TO PRACTICE

Nurse educators shape the future of nursing and ensure that bedside nurses are well-prepared to provide safe and effective patient care. They serve as both mentors and teachers, sharing their wealth of knowledge and clinical experience with novice nurses.

Nurses who become educators practice both in academic and clinical settings. They not only bridge the gap

between theory and practice, but also foster a culture of continuous learning, adaptability and evidence-based care in the hospital setting.

Stony Brook School of Nursing prepares nurses for these important roles. To highlight the impact they make, here are the stories of alumni who are sharing their experience and expertise as nurse educators.

ALUMNI HIGHLIGHT

KELLY REINHART

**MBA, BSN, RN, C-EFM, RNC-OB
NURSE EDUCATOR, NURSING PROFESSIONAL
DEVELOPMENT & EDUCATION, STONY BROOK MEDICINE**

After graduating with an MBA in healthcare administration, Reinhart felt a pull to go back to school and learn the clinical side of care. She was accepted into Stony Brook's one-year nursing program, working full time toward a Bachelor of Science in Nursing.

Though enthusiastic about the challenge, she recalls days filled with tears and doubt, overnight study groups that led into the early morning hours, and weeks spent living in the library.

"I was fortunate to find a group of fellow nursing students who were just as eager as I was to learn more and succeed," she said. "We leaned on each other and supported each other to finally walk across that stage and receive the degree we all worked so hard for."

Reinhart began working in labor and delivery, and was quickly amazed by the knowledge and wisdom her preceptor had to share. Eager to achieve that same level, she began seeing each shift as an opportunity to learn something new.

"Applying all the knowledge I had gained in school and actually using it to care for real patients was a transition I struggled with," she said. "Did I remember learning about how hard it would be to lose a patient? Did my heart truly

understand how much strength I would need to care for so many different patients with so many different needs at the same time? Did my body know how tired I would be?"

As she became more confident in her skills, in each new experience she found lessons she wanted to share with other nurses. She applied for the role of educator for all three obstetric units.

"I obtained dual certification in my first few months as educator," Reinhart said. "Studying for those exams brought me right back to those days living in the library. Being certified is something I am most proud of in my career. I learned so much about myself and about other people as a unit educator."

When she saw the opportunity to become a nurse educator in Nursing Professional Development & Education at Stony Brook Medicine, Reinhart seized the day.

"My years of clinical experience, certification and educational background led me to accept the position," she said. "I am so proud to wear the badge I have today. My knowledge and clinical expertise now reach all the nursing staff at Stony Brook Medicine."



ALUMNI HIGHLIGHT

SAMANTHA GROSS

**BS, RN, OCN
UNIT EDUCATOR, MULTIDISCIPLINARY ONCOLOGY CLINIC
STONY BROOK CANCER CENTER**

During her days as an undergraduate student at Stony Brook School of Nursing, Gross was struck by the depth of knowledge she encountered.

"Evidence-based practice and team learning were baked into every moment," she said, "from lectures about research practices to demonstrations of foley catheter insertion."

She began working in the medical step-down unit, completing a med-surg rotation, and then transferred to the medical ICU. In 2018, she moved to outpatient oncology, where she currently works as the unit educator for the Multidisciplinary Oncology Clinic at Stony Brook Cancer Center.

"Our team members in the clinic come from a variety of different backgrounds and experiences and have very different educational needs to match," she said. "The focus on adult learning styles used during our nursing program has come in handy when figuring out how to meet people where they are as individual learners."

Because of the rapid evolution of oncology care, Gross said, nurses and medical assistants must quickly adapt to new evidence-based practices. She has enjoyed finding creative methods to help staff understand the importance of a new way of doing things.

"A water bottle can make a great vessel lumen to demonstrate the efficacy and power of a new port flushing technique," she said. "Ultimately there is nothing more rewarding than seeing the look in a person's eyes when a concept clicks into place."

Gross has found that continuing education is as important for herself as it is for the newer nurses.

"Nursing is a field of constant assessment and re-assessment," she said. "If you're not able to continue educating yourself, you're not going to be providing the best possible care for your patients. Educators support our incredible nurses on the unit level so they can flourish and grow."

Last year, Gross was pleased to roll out a house-wide policy revision on central line maintenance that started with an idea brought forward by a nurse who was doing a school research project. It illustrates the impact all nurse educators can have.

"As a nurse, I impact my patients one at a time," she said, "but as an educator, I indirectly impact all the patients cared for by all the medical professionals I have the privilege of teaching and working with."

ALUMNI HIGHLIGHT

MICHELLE BEALE

**RN, MSN, OCN, NURSE EDUCATOR
ADULT INFUSION, OUTPATIENT PEDIATRIC HEMATOLOGY/
ONCOLOGY AND INFUSION, STONY BROOK UNIVERSITY HOSPITAL**

As a new nurse at Stony Brook University Hospital, Beale found it crucial to have an educator she could rely on. She began her career on the Bone Marrow Transplant Unit, an experience she says was a difficult start for many reasons.

"One being the quantity of information I needed to know in order to provide quality care for my patients," she said. "My educator, Kathleen, was always willing to lend a hand or guide me in the right direction. This taught me that open communication was key to providing excellent care."

As her career progressed into the outpatient clinic, she took the lessons she learned and applied them to this new setting of nursing practice.

Now an educator herself, on the Adult Infusion Unit and the Outpatient Pediatric Hematology/ Oncology and Infusion unit, she has learned that each member plays an important role on the team.

"My job is to facilitate this role to ensure the best performance possible," she said. "I can appreciate the different viewpoints that my staff lend to our team and value their input. Education in nursing is ever-changing and growing, so I always have new information for my staff."

Beale says she welcomes the questions and challenges that these new innovations bring, knowing that oncology

treatment is evolving and altering the way patients and providers think about cancer.

"Oncology nursing is an amazing specialty to be a part of," Beale said. "As a Nurse Educator, I feel so lucky that I can lead others through these advancements toward the future."

She also enjoys being a mentor and supporting her staff, recalling how important that was to her in her early career.

"Having a Nurse Educator designation allows me to encourage and motivate others to work to their full potential," she said. "Not only is this quite fulfilling, but it also helps to improve quality of work life as well as patient care."

The empathy that helped to smooth her path as a new graduate is something she tries to pay forward to the nurses she educates.

"Although we strive for the best possible care, mistakes can be made," she said. "I try to remind my staff that we are only human, and we can learn from our mistakes."

Beale describes becoming a nurse educator as a pivotal move in her nursing career.

"It is the best career choice I have ever made," she said, "and I feel so lucky to be surrounded by excellent team members who truly give their all."



IN MEMORIAM
DISTINGUISHED ALUMNI
AWARD RECIPIENT
JANET ZENK



ALUMNI HIGHLIGHT

VICTORIA BANNON

**MS, RN
NURSE EDUCATOR, NEUROLOGICAL CRITICAL CARE UNIT
STONY BROOK UNIVERSITY HOSPITAL**

Bannon began her career at Stony Brook in 2012 as a certified nursing assistant while finishing prerequisites for the School of Nursing's accelerated baccalaureate program. She describes it as one of the fastest, most challenging years of her life.

"But it was also the most rewarding experience," she said. "The rigorous didactic and clinical work gave me a good foundation in nursing, and it was the first stepping stone to where I am today."

She was placed in the "Stony Brook 24", a group of 24 students who planned to continue their careers at Stony Brook. In that clinical group she was able to see many different areas of practice, including med/surg, mother/baby, ICU and case management. She was grateful for the opportunity to observe so many settings where her career could unfold.

After becoming an RN in 2015, Bannon accepted a position in the Surgical Progressive Care Unit.

"This was where I learned what it meant to be a nurse," she said. "I was able to learn a little of a lot of different diagnoses. The experience I gained during the year I spent there made me want to expand my knowledge of the surgical/trauma/neurosurgical patient population."

The next stop in her career was the Surgical ICU, where she says she fell in love with critical care. The more she learned and grew, the more eager she became to share her expertise with others.

"I have always had a passion for teaching and education," she said. "As a staff nurse, I became the quality rep and assisted in opening the new unit by precepting many of the new nurses coming in."

Bannon attended multiple conferences to bring back information to the staff. Three months before the first wave of COVID-19, she accepted a clinician position on the Neurological Critical Care Unit (NCCU). She also began working toward a master's degree in administration.

"As it did for many nurses, this time really tested me," she said. "My coworkers and the bonds we formed during this time are what made it possible to get through those days."

Three years later, Bannon found an opportunity to become the nurse educator of the NCCU. Eager to fulfill her love of teaching and her passion for nursing, she rose to the occasion and hasn't looked back.

"Being a nurse educator lets me be involved," she said. "Seeing the new grads move from novice to experienced, and knowing I am a part of that, is extremely rewarding."

Janet Zenk, RN, NP, was born in 1926 in Ozone Park, Queens. She enrolled in the Mary Immaculate Hospital School of Nursing, and then worked part-time as a nurse at what is now Good Samaritan University Hospital for many years while she raised five children with her husband. She returned to school in her late 40s, earning a master's degree from Stony Brook's Nurse Practitioner program.

Specializing in adult health, Zenk loved learning and always encouraged nurses to further their education. She joined the Stony Brook Nursing faculty, having a dual position as educator with a clinical role in the first hypertension clinic at the Northport VA Medical Center.

2023

DISTINGUISHED ALUMNI
AWARD RECIPIENT
TERRI MARIN



Terri Marin, PhD, NNP-BC, FAAN, FAANP, FNAP, graduated from Stony Brook's Neonatal Nurse Practitioner program in 2002 and earned a PhD in nursing from Emory University in 2018.

Throughout her career, Marin has become a respected, grant-funded researcher in neonatal care, including the use of near-infrared spectroscopy in neonatal renal

injury and gut oxygenation. She is one of only a few neonatal nurse researchers in the nation.

Marin is well published, a national speaker, and is the editor of the neonatal section of the Journal of Perinatal and Neonatal Nursing. She was recently tenured as an Associate Professor at Augusta University College of Nursing in Augusta, Ga.



FACULTY SPOTLIGHT

SYLVIA K. WOOD

**PHD, DNP, APRN, ANP-BC, AOCNP
PROGRAM DIRECTOR, DOCTOR OF PHILOSOPHY
IN NURSING (PHD) PROGRAM**

"In over 40 years of professional practice as a nurse and nurse practitioner," said Sylvia K. Wood, PhD, DNP, APRN, ANP-BC, AOCNP, "I never wavered in my passion for and belief in the power of nursing and its impact on improving the health of my patients."

After many years as an adult oncology nurse practitioner, Wood wanted to learn how to improve oncology nursing practice more broadly and contribute to advancing the discipline. Realizing she would need to go back to school, she marked a defining moment in her career by being accepted to the Stony Brook School of Nursing Doctor of Nursing Practice program. This academic opportunity allowed her to obtain a terminal degree in nursing with a focus on clinical excellence and scholarship of practice.

Wood found that her DNP studies expanded her perspective on research applications for evidence-based practice beyond the patient level to the population level.

"I also became acutely attuned to where research was needed to fill knowledge gaps in the complex care for older adult oncology survivors," she said.

The DNP degree led to leadership positions in practice and work at the national level on evidence-based initiatives. But Wood was hungry for more.

"As a member of the largest body of healthcare professionals," she said, "I felt a burning desire to appreciate and communicate the richness of nursing science essential to our disciplinary relevance and social mandate."

It was the culmination of these philosophically driven questions that inspired her pursuit of a PhD.

"I was aware of prevailing tensions and many misconceptions about which doctoral degree was more valuable," she said.

"Living through the experience of attaining two terminal

nursing degrees taught me that both are valuable, because each is essential to the growth and development of our profession."

Wood notes that the distinct differences in purpose, academic preparation, angle of vision, and experiences between the PhD and DNP degrees make them mutually beneficial.

"The distinctive skillsets and perspectives between DNPs as clinical scholars and PhDs as nurse scientists, create a unique synergy that can positively impact the generation of research," she said.

Because Stony Brook's School of Nursing is a forward-thinking leader in academic nursing education, Wood said, it fosters opportunities for collaboration to strengthen the intellectual power between PhDs and DNPs.

Stony Brook's PhD in Nursing program, established in 2016, includes a strong emphasis on interdisciplinary collaboration. PhD students are mentored by faculty who are actively engaged in their programs of funded research within and outside the SON. The program is set to enroll its seventh PhD student cohort in the summer of 2024, and Wood is pleased to now be leading its progress.

"While I never imagined becoming the PhD in Nursing Program Director," she said. "I am grateful for the opportunity to support our talented PhD faculty, staff and students in stewardship of the program. As we look to the future, I am excited about exploring opportunities to create connections between our PhD and DNP programs for collaboration and attainment of dual degrees."



2023

ACADEMIC NURSE OF EXCELLENCE

FACULTY HIGHLIGHTS

MARIA MILAZZO

For three consecutive years, the Nassau-Suffolk Hospital Council of Nurse Executives has recognized Stony Brook clinical and academic faculty nurses for their outstanding contributions to healthcare.

For the annual Nurse of Excellence award, one nurse is selected from dozens of exemplary candidates. Each candidate is nominated for significant achievement in clinical practice, education, research, leadership and other activities that foster a positive public image of the nursing profession.

This year, the award went to Maria Milazzo, PhD, CPNP-PC.

As a faculty member for over 25 years, Milazzo truly exemplifies the nursing faculty role in her excellence in teaching, fine scholarly ability and outstanding commitment to service.

As a pediatric nurse practitioner, she brings her experience caring for children and their families to the classroom in innovative ways. Her teaching philosophy is learner-centered. Milazzo considers herself a guide to facilitate the process of learning by providing a scaffolding for the students. Teaching by example and learning along with her students is at the core of her practice.

Milazzo's nursing career began with caring for children with infectious and immune disorders of the central nervous system. It was here that she learned that caring for a child with an unusual and unpredictable illness requires more than good medicine. It requires a community of people living and learning together.

Using this experience, Milazzo has made contributions that are national and international in scope. Her work led to the establishment of the first center for pediatric multiple sclerosis (MS). In 2004, she also helped create Teen Adventure MS Camp, the only camp for youth with MS in the nation.

She now has a long history of empowering kids with MS, developing leadership skills through mentor programs and creating the opportunity for lifelong supportive relationships to blossom. Teen campers with MS come from across the United States and Canada, as well as Panama and Jordan to experience this weeklong event.

Understanding the navigation of chronic illness and interactions with the healthcare teams informs Milazzo's scholarship. Her ground-breaking research on community building and peer support and pediatric MS has received external funding from multiple foundations including federally funded projects.

In serving as a core faculty member for Leadership Education in Neurodevelopmental Disabilities (LEND), Milazzo guides the next generation of educators. This program provides graduate-level interdisciplinary training designed to improve the lives and care of individuals with autism spectrum disorders and other neurodevelopmental disabilities. LEND focuses training on the policy, advocacy, research and clinical skills necessary to affect positive change on all levels, from the individual to systems.

In her scholarship, Milazzo uses a disability studies framework to understand the intersection of experience of chronic illness with the dominant medical narratives. Her most recent work, in collaboration with colleagues in engineering, computer science and artificial intelligence, is directed towards using programming assistive technologies to increase independence and self-capacity for individuals with disabilities.

These are just a few examples of the many, many contributions that Milazzo has made to the nursing profession. She is a Nurse of Excellence to her core and deeply deserving of this honor.



FACULTY HIGHLIGHTS

DUAL APPOINTMENTS ALLOW FACULTY TO PRACTICE WHILE THEY TEACH

On top of a nationwide clinical nursing shortage, an alarming shortage of nursing faculty has contributed to an uncertain future for the nursing workforce. The lack of nursing educators is influenced by a multitude of factors, including compensation and competition with clinical positions. Faculty often earn lower salaries when compared to clinical nursing roles, and direct patient care may be regarded as more worthwhile than teaching.

To attract and retain qualified new faculty, Stony Brook School of Nursing has developed an innovative approach by offering dual appointments for clinicians to split time between clinical practice and teaching.

Serving as a part-time educator allows nursing professionals to bring their clinical experience to the classroom without a commitment to a full-time faculty position. It also brings students the expertise of a practicing clinician with current, real-world experience to illustrate the principles they are learning every day.

Collaborating with healthcare organizations to create these shared faculty positions has created a “best of both worlds” opportunity for nurses whose experience is valuable to both patients and students.

FACULTY HIGHLIGHTS

KATHLEEN D. CULVER

**DNP, MA, CPNP-AC/PC
CLINICAL ASSISTANT PROFESSOR
SCHOOL OF NURSING**

I started my career at Stony Brook Hospital with the first group of nurses hired on Nov. 8, 1979, and from there I had a lot of firsts: participating in the pediatric open-heart program, becoming the first CCRN-certified pediatric nurse, and starting the pediatric special procedure area, to name just a few.

The opening of the children’s hospital in November 2019 was the most exciting first for me. Being a part of the planning, and then watching it come to life, was just amazing.

After 41 years at the hospital, I have been happy to bring my experience and enthusiasm for this career to the School of Nursing. While developing the new Acute Care Pediatric Nurse Practitioner program at the school, I have developed close and lasting relationships with so many dedicated professionals.

After so many years of service to sick children, I am proud that my energy has now shifted to educating and guiding young nurse practitioners on the same wonderful path.



FACULTY HIGHLIGHTS

MARYBETH HEYDEN

**DNP, CPNP-AC/PC
CLINICAL ASSISTANT PROFESSOR,
PROGRAM DIRECTOR, PEDIATRIC NURSE PRACTITIONER**

This summer I celebrated my 40th year as a practicing RN. I worked for years on an inpatient general pediatrics unit, and then found my home in pediatric intensive care.

As a pediatric nurse practitioner for the Division of Pediatric Cardiology, after seeing a pattern of delayed diagnoses and care disparities, I helped to develop a multidisciplinary Coordinated Fetal Care Program to address these issues. It quickly went from an enrollment of 75 patients to more than 350.

Around the same time that program started to flourish, I accepted a part-time faculty position in the School of

Nursing. Although I had taught as an adjunct professor in the School of Nursing for over 20 years, being on the faculty has been a very enlightening and exciting experience, putting me outside my comfort zone daily.

Not many people I know have the chance to start two new programs in the twilight of their career. Every day, I know I am making a difference in the care of children and their families—not only on Long Island with our Fetal Care Program, but wherever our incredible students go on to practice in their own careers.

FACULTY HIGHLIGHTS

ALLISON HOTZE

**DNP, RN, CPNP-PC
CLINICAL INSTRUCTOR, PNP, PRIMARY CARE
SMITHTOWN ADVANCED PEDIATRIC CARE**

Having both academic and clinical roles is a lot like medication augmentation, where each medication improves the effect of the other. Working as a PNP in primary care improves my teaching, and my teaching at the graduate level informs and improves my work as an outpatient primary care provider.

In both positions, I am asked to stay up to date with the most current guidelines and treatment recommendations. I find my preparation for lessons and lectures changes the way I care for patients in the office, as I'm regularly searching for the best sources for a given

topic or question. Likewise, I bring my clinic experiences to class in the form of case studies. I can also describe situations from my clinic work to help students better understand it.

Because I get updates from both the School of Medicine and School of Nursing, I can suggest a variety of community resources or external learning opportunities to my PNP students. And I have brought some practice improvement projects to my clinic, such as working to improve patient safety and provider satisfaction in pre-operative clearance.



FACULTY HIGHLIGHTS

LISA LAPOMA

**MSN, RN, CPNP
CLINICAL INSTRUCTOR
GRADUATE STUDIES/ADVANCED PRACTICE NURSING**

It has been tremendously fulfilling to have the flexibility to care for my pediatric patients while imparting practical and theoretical knowledge of advanced practice nursing to future APRNs. Having a dual role as an APRN and educator exemplifies academic practice integration at the highest level, and it provides benefits to both my students and my patients.

Being a pediatric nurse practitioner in the outpatient setting keeps me deeply connected to my patients and families and validates my role as a member of the multidisciplinary team. My clinical experience as a

primary care pediatric nurse practitioner brings a real-life perspective to the classroom, facilitating discourse with students about the most current research, practices and guidelines in pediatric healthcare.

Likewise, my role as educator motivates me to stay current and rejuvenated as a nurse practitioner. As educators, we seek to provide our students with the tools to meet and exceed the demands of the profession. In turn, our students provide us with diverse backgrounds, experiences and perspectives, which drive us to continue to improve healthcare at a global level.



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