

2018

INNOVATIVE PEDAGOGY



Stony Brook
School of Nursing



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Message from the Dean

Dear Friends, Colleagues and Community Members:

Among the many pearls of wisdom left to us by the late, great Steve Jobs was this: "Innovation distinguishes between a leader and a follower." That was certainly true in his work, illustrated by the enduring presence of the technological products he developed.

It's also true in nursing. Even as we stand firmly in the foundations of our profession, we live in constant pursuit of improvement. What is done well today can always be done better tomorrow: faster, more efficiently, with more evidence behind it. We cannot grow complacent in healthcare, a field defined by constant change and relentless advancement.

By extension, nursing education also thrives on innovation. As the content of our courses changes with new technology, fresh ideas and wider perspectives, so must its delivery. From classrooms to clinicals, today's student is very different from yesterday's, and will not learn in the same ways.

With that in mind, I'm proud to present the following stories to you. You'll see how the School of Nursing has made the iPad a key component of our students' learning, and how traditionally dry and dreaded coursework has been given new life. Find out how gifted first-year students are getting a jump on their nursing education, and how students who served in our military forces are using horse therapy to ease the stress of returning to civilian life.

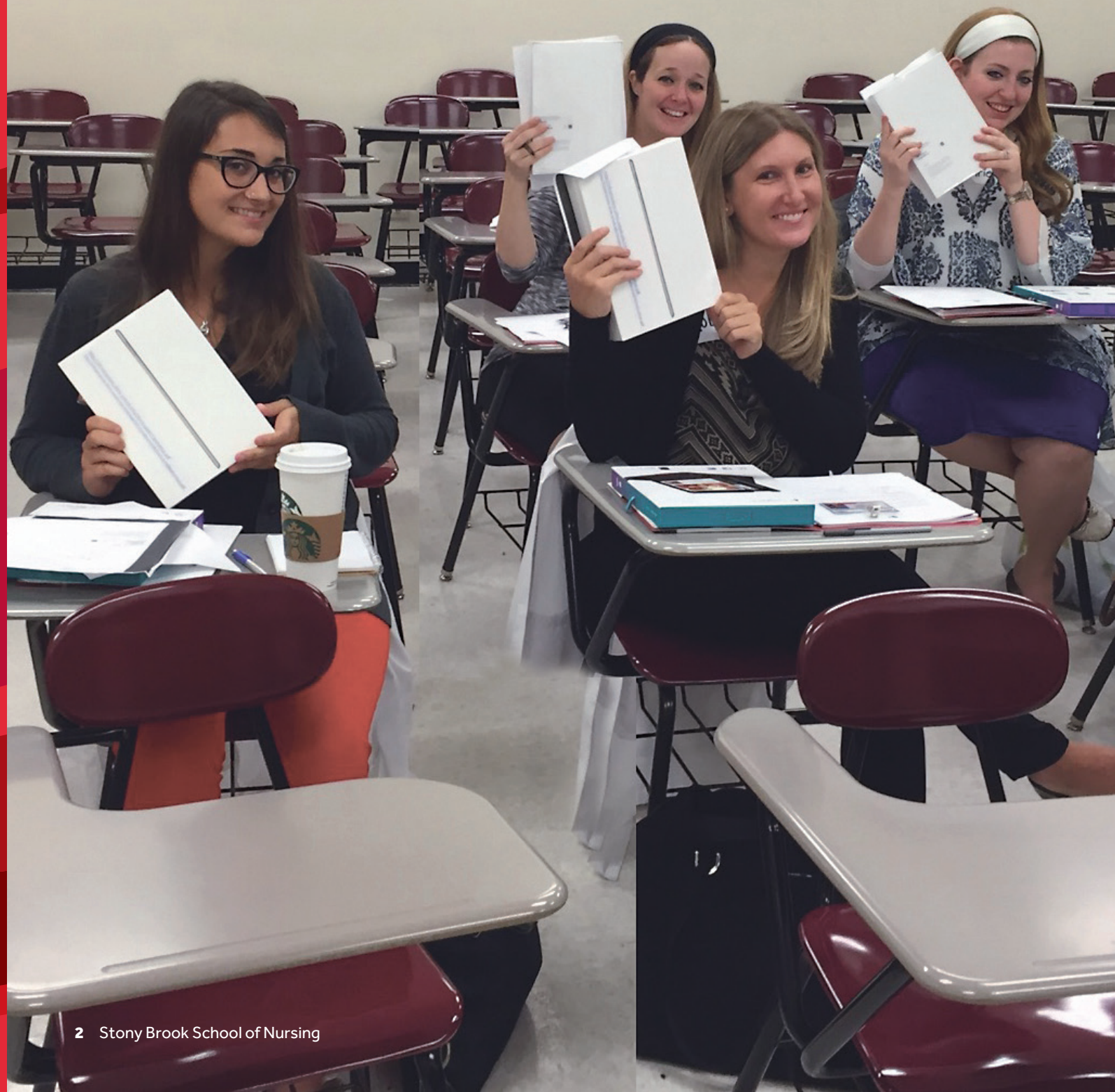
If innovation truly distinguishes between a leader and a follower, it's clear that Stony Brook School of Nursing is producing not just a new group of healthcare professionals, but a new generation of healthcare leaders.

Sincerely,

Lee Anne Xippolitos, RN, PhD, PMHNP, CNS, NEA-BC
Dean, School of Nursing

The iPad Initiative: Innovations in Nursing and Online Education

By Lani Blanco, MA, RN, and Kelly C. Walker, RN, DNP, CNM



Technological advances are continually changing the way we teach, and how our students learn, interact and collaborate. With the emergence of the internet and wireless capabilities, higher education has become increasingly digital and interactive. Gone are the days of the professor standing at the front of the classroom while students slowly succumb to “death by PowerPoint.” Now, nurse educators have more tools than ever before to engage and stimulate student learning.

The School of Nursing has introduced the use of iPads to the undergraduate and graduate on-site and distance education programs. This was part of a University-wide initiative involving all of the health science schools at Stony Brook University. The integration of iPad technology into the curriculum supports an essential component of the School's mission, which is to prepare nurse leaders at all entries of practice through innovative, high-quality and accessible educational programs. It also aligns with Goal 4 of the School's strategic plan, which is to “strengthen the School's technology infrastructure to ensure accessibility, and support excellence in the academic enterprise by delivering new and expanded technologies.”

Kelly C. Walker, RN, DNP, CNM, and Lani Blanco, MA, RN, were appointed as iPad champions and included in an intraprofessional initiative to incorporate the innovative use of iPads into the undergraduate and graduate curricula. Apple Distinguished Educators conducted extensive workshops to identify ways to incorporate iPads into the School and enhance the curriculum.

The most recent undergraduate cohort ranged from 20 to 50 years of age; while most of the class might be considered “digital natives” who have grown up with technology, there were also many second-degree students, veterans, and others returning to school after many years. For the latter group, the iPad offered the opportunity to experience new technology and provided them with necessary technological skills for their future nursing careers. Ultimately, the goals for the iPad initiative were to meet the diverse learning needs of all students through innovative teaching strategies, improve student learning outcomes, and prepare the future nursing workforce to

practice in a technology-rich environment.

The iPad pilot was rolled out in 2016 to 80 incoming junior students in the two-year upper division Basic Baccalaureate Program. It was first introduced in Principles and Applications of Nursing Interventions, our nursing fundamentals course which combined didactic, clinical and simulation components. This course also followed a blend of the traditional model and a “flipped classroom” model, where the typical lecture and homework elements were reversed. Students were responsible for viewing pre-recorded lectures outside of class, while in-class time was devoted to group application exercises, facilitated discussions and reinforcement of concepts. The iPad pilot was further extended to other professors in the undergraduate department who wished to utilize the iPad in their respective courses, including Health Assessment, Pharmacology, Role Development and Psychiatric Nursing.

As part of the initiative, the Principles and Applications course was redesigned on Blackboard to include videos, “links, apps, and interactive content to coincide with the curriculum. The use of electronic textbooks was recommended. A standardized list of iPad apps and electronic nursing reference materials to download were provided to the students.

In the classroom, students had the option to take notes, and record and annotate lectures directly onto the iPad, and could even share notes with their peers using the AirDrop function. Students could easily access the internet to locate nursing and medical information, evidence-based research, and nursing practice standards. Quizzes and exams were delivered on the iPad through Blackboard, which allowed the students to have instant feedback and eliminated time

in grading, as well as the consumption of paper and toner. Each lecture hall was equipped with Apple TV, enabling students and faculty to use the AirPlay feature to live stream content from their devices to the lecture hall projector.

During clinicals, students were able to document assessments, take notes and create nursing care plans at the point of care. The iPad served as a valuable informational resource, as students could view clinical skills





videos, and look up medications, medical diagnoses, lab values and evidence-based standards.

Students also had the opportunity to use the iPad as a patient education tool. In the nursing and simulation lab, they used the iPads to capture video footage of the faculty conducting clinical demonstrations, and of themselves practicing and performing clinical skills. The video footage could be instantly replayed or critiqued as a formative feedback opportunity.

In the graduate distance education program, the iPad launch in 2016 coincided with the first clinical course for the midwifery and women's health nurse practitioner students. The student demographic is diverse, and their clinical practice takes place in urban, suburban and rural settings. Fifteen students were provided iPads to use during each of their clinical courses. The students completed their didactic work online in a learning management platform and our faculty incorporated the use of the educational apps and videos into the coursework.

Assignments were designed to enhance the learning of curricular content and students were able to access the course curriculum from the iPad. They could have their iPads with them at their clinical site and this provided them the ability to have resources readily available. The goal of this initiative was to provide students with technology to enhance the curriculum and create a "peripheral brain" to provide current evidence for practice.

While the iPad initiative is still in progress, the overall feedback has so far been extremely positive. Students have expressed satisfaction with the integration of technology into the coursework. One anonymous student evaluation in the Principles and Applications course stated:

“My iPad is fantastic! I love being able to take notes on the PowerPoint slides on the iPad. I no longer need to print out reams of papers worth of slides and carry them in a heavy binder to and from campus. It is much more convenient to simply carry my iPad and study wherever I may be.”

The graduate program feedback was also positive. The ability to collaborate in real time was noted as one of the positive outcomes. Having current resources readily available was also identified as a strength. The iPad initiative has transformed the way nursing education content is delivered and utilized in the classroom, skills, simulation and practice environments. It has also promoted faculty engagement in learning innovative student-centered teaching strategies that will prepare our students to become the future of nursing and advanced practice nursing.

◀ In the nursing and simulation lab, students used the iPads to capture video footage of clinical demonstrations.

Integrating Technology: New Approaches in the Midwifery Program

By Heather Findletar Hines, RN, DNP, CNM



As healthcare becomes more complex and technological, so must our methods of preparing future healthcare professionals. Even the study of midwifery, a field steeped in history and time-honored traditions, can benefit from fresh approaches.

When the School of Nursing launched its iPad initiative in 2015, midwifery was one of the programs chosen to help transform and redefine how the students created case studies and prepared for the clinical setting. Several members of the faculty received specialized training in using iPad technology to enhance the teaching and learning experience.

The goal after this training was to introduce one change in the way new midwifery students completed a major case study. This had traditionally been a 10-page paper that essentially reiterated definitions and concepts. This foundation, although extremely important for the rest of their academic achievement, could be quite dry. It presented itself as a good option for transforming through the use of the iPad.

Each student was provided with an iPad that included two important applications: Evernote, a cloud-based information storage system, and Explain Everything, an interactive whiteboard app. Together, these allowed the student to collaborate easily with other students. Students could review the content they had just learned, utilize it in an interactive program, and quickly demonstrate comprehension of the material.

Students were also given access to the latest treatment guidelines from the Centers for Disease Control and Prevention, as well as Pap guidelines from the American Society of Colposcopists and Cervical Pathologists. These were easily searchable on the iPad and kept crucial information quite literally at their fingertips.

After the completion of the first semester, students were surveyed and their feedback was examined. The majority of the midwifery students enjoyed the community they were building with their colleagues. Most said they directly benefited from cooperative learning through increased knowledge and engagement gained in discussion and collaboration of projects. As the platform was engaging, students were able to stay abreast of updated treatment guidelines and current practice management.

Faculty members reported similar satisfaction with the iPad



Heather Findletar Hines
Midwifery Program Director

integration. They were able to more easily assess comprehension, and projects now took less time to grade. This allowed more time for discussion and additional coursework to ensure a meaningful, memorable experience for students.

Perhaps most importantly, the outcome of these enhancements to the curriculum resulted in higher test scores and overall better cognition of foundation material.

A major factor in the continuing development of innovative pedagogical approaches in midwifery was the appointment of at least one faculty member as an Apple Distinguished Educator. This designation gives the faculty an "inside track" on the latest technology available to students, and detailed knowledge of the variety applicable to various learning styles and circumstances.

The iPad initiative opened the door to a smooth integration of effective educational tools into the graduate and undergraduate programs of the School of Nursing. Continued learning and involvement with the Apple Distinguished Educator program will help faculty to make sure foundation and advanced courses remain current, engaging and vital.

Tiny Patients, Big Ideas: Fresh Approaches in the NNP Program

By Terri A. Cavalieri, RN, DNP, NNP-BC, and Paula M. Timoney, RN, DNP, NNP-BC

The Neonatal Nurse Practitioner (NNP) program was launched at Stony Brook University School of Nursing in 1994. Initially begun as an on-site program, it transitioned into a completely computer-mediated platform in 1997. Changing from face-to-face instruction to an online format was challenging for students and faculty alike, involving much more than simply computer expertise and internet access.

When the program began, distance education was still a relatively new practice. Stony Brook was one of the first universities in the nation to adopt online learning; in fact, it was the very first to structure the curriculum for a NNP program in this format. There was a great deal of interest in the program, but still very little in the way of guidance or information to assist in this endeavor.

Per the requirements of the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties, the program includes courses in Fetal and Neonatal Pathophysiology and Neonatal Pharmacology. These two courses remain the most challenging—and the least popular—in the curriculum. Faculty members tried many different strategies to make them easier to digest: PowerPoint presentations with recorded lectures, reading assignments, discussion boards and more. Detailed worksheets based on the readings were provided and multiple-choice exams were substituted for written assignments.

Despite these interventions, there was little change in students' grades and they still dreaded these courses. Most students really just wanted to get through them and move on to the clinical component of the program. When they did, it appeared that they retained little knowledge from their pathophysiology or pharmacology coursework.

Concerned faculty members researched literature on this topic and found that innovative teaching methods could help engage students and improve their knowledge retention. They discovered that traditional teaching methods yielded average retention rates of 5 percent with lectures, 10 percent with reading, 20 percent with audiovisual aids and 30 percent through the use of demonstration. In contrast, participatory methods—such as discussion group, practice by doing or writing, and teaching others—resulted in average retention rates of 50, 75 and 90 percent, respectively.

Seeing this stark difference, faculty members began exploring methods that rely more on student participation and less on traditional faculty lectures. Team-based learning (TBL) and collaborative testing (CT) offered the potential to enhance student engagement and promote quality learning experiences.

TBL is an instructional strategy consisting of small group activities designed to provide students with both conceptual and procedural knowledge. It contains four essential principles: student accountability, self-managed groups, meaningful assignments, and frequent and timely feedback.

Studies have shown that the use of TBL improves conceptual mastery, develops critical thinking skills, and promotes ownership of student learning.

Traditional education focuses on teaching content that is often memorized and reiterated without the ability to synthesize or apply it. But TBL focuses on meaningful learning: Students study and apply factual knowledge to complex situations as the team develops, helping the instructor and students become partners in the educational process. TBL complements the use of evidence-based practice and encourages lifelong learning.



Guest lecturer Lisa Clark explains principles of neonatal care to students in the PNP program.

In 2015, TBL was introduced into the curriculum of the Neonatal Pharmacology course. Learning activities consisted of individual reading assignments, completion of individual and team readiness tests, followed by a team assignment. Application-oriented activities were included; case studies were completed in groups and presented to the class using web-conferencing apps. Assessment methods consisted of two multiple-choice exams, mandatory peer-evaluations and student satisfaction surveys.

“Stony Brook was one of the first universities in the nation to adopt online learning; in fact, it was the very first to structure the curriculum for the NNP program in this format.”

CT was added to Fetal and Neonatal Pathophysiology in 2016 and to Neonatal Pharmacology in 2017. It is an attractive option for courses because it transforms an ordinary examination into a learning experience. CT develops cooperative and communicative skills while decreasing examination anxiety.

In the NNP program, faculty conduct CT by first having

students take a closed-book examination by themselves. They then meet in groups of five, by conference call or video-conferencing app, to take the same exam together. Finally, the class and faculty members meet immediately after the group exam to review it, giving students immediate feedback. The grade for the exam is based on the student's individual score, with a bonus of one to three extra points, depending on the score of the group exam.

Overall, the students report satisfaction with TBL and CT; the group numbers are too small to assess statistical significance in exam scores, but students report satisfaction with the process, and with the courses in general. Although faculty do not yet have sufficient data to allow statistical evaluation of exam scores, faculty are encouraged that these scores have not declined and the students express satisfaction with TBL and CT. They report strong bonds of collegiality, support and encouragement through the rest of their courses.

With an ongoing call for greater collaboration to improve patient care, we may find that that TBL and CT are essential to preparing students to be more effective healthcare providers. The faculty is optimistic that the interpersonal and collaborative skills fostered during their education will be carried into their careers as Nurse Practitioners.

New Methods Help to Demystify Tough Courses

By Kenneth M. Faulkner, RN, MS, ANP-BC



Approaches to teaching nursing students have changed dramatically over the last few years. The “sage on the stage” delivery style has yielded to a new trend in nursing education: the “guide on the side.” Courses in pharmacology and pathophysiology, often considered the most challenging for nursing students, continue to include several lecture components. But there is a trend now to integrate several innovative teaching strategies into the approach.

The impetus for including innovative teaching techniques came from preparation to teach a course in group dynamics. Reading the required textbook and the related literature revealed the content to be rather dry and uninteresting, particularly if it were to be delivered in a purely lecture format. Consultation with several colleagues, who had taught the course previously, revealed that they observed the students experiencing difficulty in learning the content and applying the concepts when the teaching strategy was primarily lecture. Adding some contemporary teaching modalities facilitated the rate of learning and increased the acquisition of knowledge and application of concepts. These included team-based learning activities, group presentations and role-playing. Feedback from these students, from informal surveys and course evaluations, was much more positive than from those who were taught by lecture only.

The pathophysiology and pharmacology courses in the School of Nursing curriculum shared many of the characteristics of the group dynamics course. Delivered almost totally by lecture, the content is voluminous and highly detailed. It was clear that learning would be strengthened with the use of alternative teaching strategies.

Nursing school classes, like most others, include many different types of learners. Strategies that work well for one student may not work for others. To accommodate different types of learners, the material can be presented in different ways; for example, diagrams, pictures, and videos during lectures can meet the needs of visual learners. Many students state that these diagrams help them better understand the more challenging concepts in pharmacology and pathophysiology courses.

All classes have been video-recorded and are available via the internet to students for reinforcement of course material. Students have remarked that these videos are invaluable, as they are able to concentrate on what is being said during class and can focus their attention on the content rather than focus on taking notes. The videos allowed them the opportunity to review challenging concepts while studying and to examine the concepts in depth.

Adaptive quizzing was also incorporated into the curriculum. Adaptive quizzing helps students evaluate their understanding of the concepts and identify areas in need of further study. The quizzes have been very helpful in reinforcing the content and identifying strengths and weaknesses. Students have said that the quizzes are particularly useful in focusing their study time where it is needed most.

A case-study component to the coursework is currently being developed. The cases help students apply the concepts of pathophysiology and pharmacology to a given situation.

A highly innovative approach is to work with the students in the clinical setting, not a common occurrence in courses of this type. The instructor assists the student in understanding principles of pathophysiology and pharmacology and applying those concepts to improve the quality of clinical care as it is being given. Working one-on-one with the students provides a hands-on approach that can be invaluable. Providing guidance and support can assist in alleviating some of the anxiety students experience when performing a skill for the first time.

It is important for the instructor to allow the students to work out problems on their own. Rather than tell them how to make a judgment or apply a skill, the instructor allows the student to try to do so under guidance, allowing them to make harmless errors while preventing serious ones. The student often learns more from these minor errors, increasing the likelihood they will avoid similar mistakes in the future. As a result, future performance improves.

Several activities have been developed to help the students practice their nursing skills. A game called “Professor Says” gives students the opportunity to practice, for example, donning sterile gloves and handling sterile equipment. Other games give them experience assembling respiratory equipment and setting up medication pumps. The students find the hands-on nature of these activities more enjoyable and claim they have mastered the techniques more fully.

Student surveys in the latest course revealed that all students reported satisfaction with the strategies introduced in the pharmacology and pathology courses. Most importantly, a higher percentage of students did well in these topics.

Innovative teaching strategies have become an essential component of the pharmacology and pathophysiology courses required by the School of Nursing, and the courses are stronger as a result. Other courses have incorporated team-based learning, collaborative testing, and the use of iPad. These are strategies that could be used in the pharmacology and pathophysiology courses to enhance the teaching-learning experience.

◀ Role-playing is one of the methods used to improve comprehension and retention of complicated material.

School of Nursing Accepts Its First Scholar Students

By Patricia Voelpel, RN EdD, ANP CCRN



In the fall of 2017, 16 first-year students became the inaugural cohort of the Nursing Scholars Program. While most nursing students have had to apply for admission during their sophomore year, to begin studies in their junior year, these 16 young men and women have been given early assurance of a seat in the nursing program upon successful completion of core requirements and foundation courses.

Scholar students demonstrate a commitment to academic excellence, challenging curricula, and the ability to excel. The Scholars Program offers outstanding candidates the opportunity to begin their nursing studies upon admission to Stony Brook University, participate in nursing school research and community service activities, develop exemplary leadership skills, and pursue avenues of lifelong learning.

Candidates for the Nursing Scholars Program were required to meet strict criteria: a high school grade point average of at least 4.0, and an SAT score of greater than 1350 (or an ACT score greater than 30).

The 16 Scholars accepted to the inaugural program have demonstrated outstanding scholastic ability throughout their high school education. Many of them have been recognized by the university for their academic status and have been offered generous scholarships to attend Stony Brook. The inaugural cohort is made up of students with an average numerical grade of 96.94 and mean SAT scores of 1410.

Seminars were developed to immerse these bright students into the nursing culture and allow them the opportunity to become active members of the school. A credit-bearing seminar will be required each semester for their freshmen and sophomore years and will be held at the School of Nursing.

The first seminar was concentrated on mentorship. Scholar students were introduced to junior and senior nursing students who serve as mentors and invite them to participate in such activities as fundraising projects, community service and the Student Nurse Association.

The second semester gave Scholars the opportunity to meet members of the faculty and learn about their areas of scholarship. Basic research activities were introduced and small group projects assigned, to illustrate the variety of fields in nursing and pique the students' interest in research opportunities.

Sophomore year will bring great opportunity for the Scholars, when the third seminar digs deeper on research. Scholars may choose to request to work with a faculty member on research and scholarship opportunities, or join Undergraduate Research and Creative Activities (URECA) on the main campus. URECA has been enthusiastic about including



Patricia Voelpel
Undergraduate Special Programs Director

undergraduate nursing students in their research endeavors. Working in collaboration with the SON Research Department and Dr. Patricia Bruckenthal, the Scholars will identify areas of interest and be introduced to nursing research. The goal of the research seminar is for the scholar student to integrate research with their undergraduate nursing education.

The fourth and final seminar will concentrate on leadership. Scholars will study several theories of leadership and skills acquisition. They will evaluate their ability to make critical decisions to guide their own practice and will be introduced to group leadership projects.

With successful completion of all prerequisite coursework, Scholars will be enrolled in junior-level nursing curriculum and will begin the Basic Baccalaureate Program. Scholars will be expected to now serve as leaders and mentors to the incoming upper-division junior students. They will introduce the new undergraduate students to the opportunities available for education, research, and community service. Scholars will also assist students to develop study skills, reading groups, evidence-based practice discussions and tutoring sessions.

The School of Nursing is honored to join the elite list of schools at Stony Brook University that offer this type of program to particularly promising first-years students. The goal is to help students quickly feel at ease in the School of Nursing, and to excel in its research endeavors and community service projects.

The culmination of these efforts will surely produce outstanding nurses, who will work to improve excellence in clinical nursing and become leaders in the future of healthcare.

◀ The inaugural cohort is made up of students with an average numerical grade of 96.94 and mean SAT scores of 1410.

Horses and Healing: Equine Therapy for Military Veteran Nursing Students

By Lori Escallier, RN, PhD, CPNP-C and Patricia Voelpel, RN EdD, ANP CCRN



Jill Rozynski



Casey Tillman

The Veterans Bachelor of Science in Nursing (VBSN) program was initiated at Stony Brook University School of Nursing in 2014. Lori Escallier, RN, PhD, CPNC-C was awarded a four-year, \$1.4 million grant from the Health Resources and Services Administration (HRSA) to create a nursing education pathway specifically responsive to the unique needs of U.S. military veterans.

A commitment to enhancing the integration of veterans into the nursing workforce is reflected in the program's recruitment and retention strategies. Escallier was careful to recognize the unique challenges faced by veterans returning to civilian life, and the stress involved in that transition: letting go of military structure and routines, relating to civilian coworkers, establishing new connections and sometimes even dealing with post-traumatic stress.

One of the most successful strategies has been the use of equine therapy (ET), an experience that involves interacting with horses and has proven stress-reduction benefits. ET has become a popular activity with most veteran nursing students. Developing a bond with the horses allows participants to realize the power of creating a trusting relationship, which can be problematic for returning veterans. This interaction can be a truly transformative experience, restoring mind, body and spirit.

The ET program has been offered to all veteran nursing students enrolled from 2014 through 2017. The students are invited to attend ET sessions, understanding that they are completely voluntary. The ET sessions are conducted on Saturdays and Sundays, for three to four hours each, with four sessions offered each semester. Family members are

invited to share in the experience, and students have the option to remain after the group session to work individually with the trauma specialist if necessary.

ET is held at the North Shore Horse Rescue in Baiting Hollow, New York. Students are guided by a trauma specialist who engages them in several stress reduction methods. Initial interactions with the horses involve learning the language of the horse and trusting the power of the relationship. The veteran nursing students and the horses engage in a "trust walk" that develops the veteran nursing students' ability to stay present, self-aware, and in harmony with the horse. Students are then invited to participate in exercises designed to decrease tension, anxiety and stress. These exercises include guided visualization, aromatherapy and meditation.

Leadership exercises are also offered in the sessions. Students are taught the art of creating a rhythm and pace with the horses through ground work, rein-leading, and transition work between walk, trot and canter. They are asked to reflect on the experience and how it affected their feelings of safety, and are encouraged to apply this to their interpersonal relationships and nursing practice.

Overall, the use of ET with the veteran nursing students has been very successful. A survey of these students indicated they strongly believed that equine-assisted therapy did aid in stress reduction, and improved their ability to communicate and establish stronger relationships. Most of the students expressed the belief that the implementation of ET should be utilized with all nursing students, regardless of past circumstances, to aid in the inevitable stress of nursing education and practice.

◀ Michael Rella

Justin M. Waryold, Adult Nurse Practitioner and Certified Nurse Educator



Justin M. Waryold, MS, DNP, ANP-C, ACNP-C, CNE, joined the faculty in 2008 as an adjunct clinical assistant professor, teaching medical-surgical nursing and fundamentals in the basic baccalaureate programs. In 2012, he was moved to the graduate nurse practitioner programs teaching pharmacology, pathophysiology and adult health gerontological courses. In 2013, he was promoted to his present position as Director of the Adult-Gerontology Nurse Practitioner program within the Department of Graduate Studies.

Waryold earned undergraduate, master's and doctoral degrees from the Stony Brook University School of Nursing. He completed a post-master's certificate in nursing education at Excelsior College in Albany, and a post-doctoral fellowship at Stony Brook University School of Medicine. With an academic career that is focused on adult-geriatric health in the primary and acute care environments, he has been instrumental in the development of the adult-gerontological curriculum content for the School of Nursing. His doctoral research focused on the transition of care for the older adult from the hospital environment into the home.

In his post-doctoral research, Waryold focused on co-creating a course for the advanced practice nursing student on the importance of decreasing barriers to providing effective care to people with sexual health needs. Through this course, he evaluated students exploring an advanced practice role with the goal of increasing their knowledge and comfort while caring for a lesbian, gay, bisexual, transgender, queer/questioning or intersex (LGBTQI) person with a health care need. He has presented these findings locally, regionally and nationally, and discussed approaches on how to decrease barriers to care for the LGBTQI community.

Currently, he practices internal medicine in the primary care setting and is a listed provider for primary care services



Justin Waryold
Adult-Gerontology Nurse Practitioner Program Director

for LGBTQI people through the Gay and Lesbian Medical Association. He is a volunteer nurse practitioner for RotaCare in Nassau County, where he finds free services for those in the community who are having difficulty gaining access to healthcare. He mentors Stony Brook nurse practitioner students who participate in community events and health screenings for seniors as well as people living in homeless shelters.

Waryold is a member of the Kappa Gamma chapter of Sigma Theta Tau International, where he also serves as treasurer. He was named Nurse Practitioner of the Year for 2017 by the Nurse Practitioner Association of Long Island.

With an enduring passion for learning, teaching, research and patient care, Waryold is an excellent role model for the students he serves, and a highly capable provider of quality, evidence-based healthcare.

“... he evaluated students exploring an advanced practice role with the goal of increasing their knowledge and comfort while caring for a lesbian, gay, bisexual, transgender, queer/questioning or intersex (LGBTQI) person with a health care need.”

Opportunities Abound in the SON Alumni Association

By Mary Hoffman

After graduating another 406 students in May, the Stony Brook School of Nursing is now the proud alma mater of 9,298 alumni, including many who have completed multiple advanced certificates and degrees. In 1971, when the school graduated its first nine students with a degree in basic nursing, it was clear that these students had forged a path for the generations to come. Now, more than 40 years later, Stony Brook is consistently ranked among the top nursing schools in the nation.

Upon graduation from any of the school's degree or certificate programs, each student automatically becomes a member of both the Stony Brook University Alumni Association and the Stony Brook School of Nursing Alumni Association. There are no dues or fees. Alumni have access to discounts on campus events and facilities, hotels and insurance, as well as in-person access to the libraries, career services and many other perks.

Led by a dedicated board of directors, the School of Nursing Alumni Association plans conferences and events for members, and directs financial resources to help support the school's mission.

This funding is critical to the success of so many students. As you may remember from your own experience, nursing students are often juggling schoolwork with their professional careers and family life. Financial assistance is always appreciated and goes a long way for these hardworking future nurses. Donations into this fund will help students to complete their education incurring less debt.

Donated funds may also support faculty as well, as they

receive grants that support their research projects. This assists them in developing innovative approaches to teaching, which enables students to provide high quality care to their patients.

The effect of alumni generosity is seen vividly each April, when the School of Nursing hosts an annual student awards ceremony. More than 50 students are presented with a financial award in recognition of their outstanding academic achievements and community involvement. It is wonderful to see the connections between grateful students and the generous alumni.

There are many ways to get involved with your alma mater. The alumni board invites you to help mentor a recent graduate or nominate a distinguished alumnus. Write an article for the alumni newsletter. Attend a social event where you can network with faculty, students and other alumni, or enjoy one of the "lunch and learns," where we give current students advice on things like finding their first job or handling the stress of nursing.

If you are interested in participating in any of these activities, or in donating to support scholarships and other initiatives, please feel free to contact Mary Hoffmann, Assistant Director of HSC Alumni Relations, at mary.hoffmann@stonybrook.edu or by calling 631-632-4995.

And be sure to follow the activities of Stony Brook School of Nursing Alumni on Facebook and Twitter—you won't want to miss a thing.



Kappa Gamma: Thirty Years of Excellence in Nursing

By Kammy McLoughlin, RN, DNP, CPNP-PC/AC



The Kappa Gamma chapter of Sigma Theta Tau International Honor Society of Nursing will proudly celebrate its 30th anniversary in May.

Chartered in 1987, the chapter inducted more than 250 new members and 30 dual/transfer members at its first induction ceremony in 1988—one of the largest groups to be admitted to the society in one ceremony.

For more than 90 years, Sigma Theta Tau has been recognizing and celebrating nursing excellence in scholarship, leadership and service. The Kappa Gamma chapter is proud to have been a part of this global community for three decades. Our members are among a distinguished group of students and professionals who have met or exceeded the rigorous standards required to receive an invitation to join the society. The leadership and scholarship they have displayed represent the essence of the nursing profession.

Sigma Theta Tau's president, Cathy Catrambone, PhD, RN, FAAN, recently issued a "Call to Action" asking members to help advance global health and the nursing profession through advocacy, policy, lifelong learning and philanthropy. Members are encouraged to influence policy by developing relationships with administrators, politicians and other stakeholders in the community and speaking up on matters of importance to healthcare and the field of nursing. They commit themselves to lifelong learning by pursuing advanced education, attaining specialty certifications and supporting activities that advance the knowledge and skill necessary for

superior patient care.

Catrambone also urges the society's members to become engaged in philanthropy by giving of their time, talent and resources to causes that support healthcare. Members are especially encouraged to offer their time and money to help those who face serious health issues, and whose healthcare may be at a socioeconomic disadvantage.

The Kappa Gamma chapter supports conferences for students, faculty and nurses in the community, such as a "Lunch and Learn" series for undergraduates and the Annual Nursing Research Conference. Chapter members assist students in raising money for research through events like the Walk for Beauty to combat breast and prostate cancer. They participate in food and toy drives to provide for those in need, especially around the holidays.

Kappa Gamma welcomes support from anyone who wishes to assist them in meeting these objectives by volunteering their time, talents and resources. If you wish to participate or give, please contact the chapter's president, Kammy McLoughlin, at Kammy.McLoughlin@stonybrook.edu.



The Lewis and Rachel Rudin Foundation: Five Years of Friendship and Support

By Duante Stanton



By sharing their good fortune with others, the Rudins and their foundation have helped to transform healthcare for generations.

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or the past five years, the generosity of The Lewis and Rachel Rudin Foundation has had a profound impact on students at the Stony Brook School of Nursing. As one of the largest supporters of the school's Doctor of Nursing Practice (DNP) program, they have funded scholarships to help numerous graduates go on to thriving careers in healthcare.

"The belief that good fortune is a gift that should be shared with others was instilled in Jack and Lewis Rudin by their parents and grandparents," said Mark Bodden, the foundation's former program director. "Jack and Lew were taught to be champions around the New York City area in education and specifically, medical research that can help reduce the amount of suffering in our society."

This principle of sharing good fortune has become a hallmark of the foundation, which was established more than 40 years ago to support medical and nursing students, frequently in the form of scholarships.

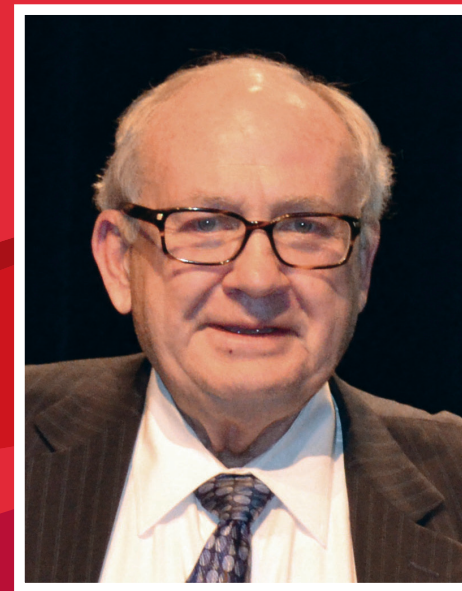
At times, bright students are unable to pursue their career goals because the cost of attendance can put university

education out of reach. Scholarship support helps to ensure that academically promising students are not left out because of financial need. With 67 percent of Stony Brook students coming from families earning less than \$75,000 a year, scholarships make a particularly meaningful impact here.

By supporting students at the DNP level, the foundation has allowed Stony Brook to produce scholars with the foundational, clinical and leadership skills necessary for transforming healthcare. They have a deep commitment to improving outcomes, particularly for vulnerable patients and populations. Many will also become faculty in the School of Nursing, educating the next generation of nurses and addressing the nursing shortage in New York and across the nation.

The Stony Brook University School of Nursing is enormously grateful to the trustees of The Lewis and Rachel Rudin Foundation. Their faithful support of efforts to prepare the next generation of healthcare providers will help increase compassionate, capable care to the New York City metropolitan area and far beyond.

In Memory of Gene Mundie



A family man. That's the best way to describe Gene Mundie. And his familial ties spread far and wide.

Gene was the true middle child of the Mundie family, born sixth of 11 children to James and Priscilla Mundie in Drums, Pa. As the middle child, Gene often served as the connector among his siblings. He was the one pulling everyone together and ushering them into place for over-done, dramatic presentations that became the hallmark of his personality.

But Gene's sense of family extended beyond his brothers and sisters. Because of his caring and compassionate nature, Gene dedicated his life to helping others—professionally and personally—making him a pillar in the Three Village Community and beyond.

As a founding board member and President of the Board of the Three Village Community Youth Services, which later went on to be known as the Boys & Girls Club of Suffolk County and now the Kids Clubhouse of Suffolk, Gene transformed the lives of countless children. His unwavering leadership, support and philanthropy allowed the organization to grow from a local grassroots association to a nationally recognized program.

Gene also partnered with The Ward Melville Heritage Organization, Gallery North, and of course, Stony Brook University. The programs impacted by Gene are varied and include cancer research, nursing, athletics and art. Gene's impact as a philanthropist is second only to the impact that he had through his love and passion for people.

FOR MORE INFORMATION, CONTACT:

The Office of Student Affairs
Stony Brook University School of Nursing
at (631) 444-3200 or visit nursing.stonybrookmedicine.edu

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