

ENGAGED IN THE HEALTH OF OUR COMMUNITIES

2022 Annual Report



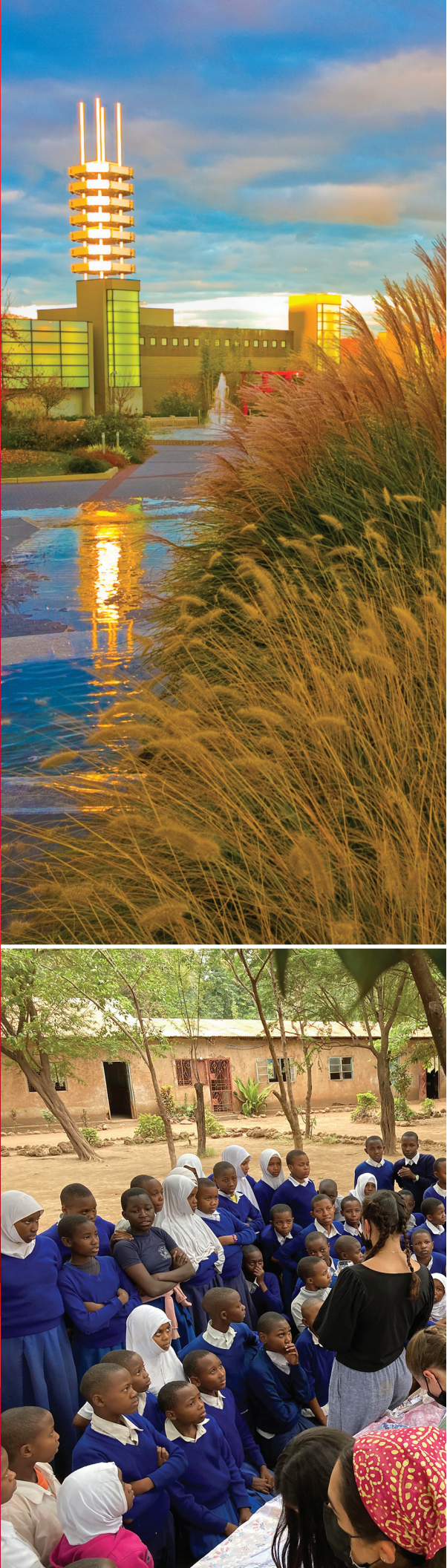


TABLE OF CONTENTS

BY THE NUMBERS	2
PAGE: PARTNERSHIP TO ADVANCE COLLABORATIVE EDUCATION: A COLLABORATIVE APPROACH TO CARE	4
PAGE CAMPUS BRINGS HEALTHCARE TO BUSY STUDENTS	6
MULTIDISCIPLINARY CARE FOR OLDER ADULTS WITH PACE	8
HEALTHY LIBRARIES PROGRAM (HeLP) HeLP PROGRAM BRINGS COLLABORATIVE PRACTICE TO THE COMMUNITY	10
EDUCATION FEATURE CREATING A SAFE ENVIRONMENT TO AGE IN PLACE	12
ALUMNI ACCOMPLISHMENTS TRANSFORMING HEALTHCARE IN THE MID-HUDSON VALLEY	14
ALUMNI ACCOMPLISHMENTS DISTINGUISHED ALUMNI	16
ALUMNI ACCOMPLISHMENTS TWO NURSING ALUMNI HONORED AMONG “40 UNDER FORTY”	20
FACULTY HIGHLIGHTS AN EXPERT ON TICK-BORNE DISEASES	22
FACULTY HIGHLIGHTS LENDING A HAND TO PREVENT SUDDEN CARDIAC DEATH	24
FACULTY HIGHLIGHTS “CAMP MAGIC” OFFERS ADVENTURE AND CAMARADERIE	25
STUDENT HIGHLIGHT A MEMORABLE LESSON IN TANZANIA	26
STAFF PARTNERSHIPS FACULTY AND STAFF CHIP IN TO FEED FAMILIES	28

On the cover: Across Long Island and as far away as Tanzania, the impact of Stony Brook School of Nursing is changing lives and improving health outcomes. Students, faculty and alumni continue to demonstrate their commitment to transforming the communities they serve, at home and abroad.

MESSAGE FROM THE DEAN



Dear Alumni, Colleagues, Supporters and Friends,

The Stony Brook University School of Nursing recently celebrated its 50th anniversary, where we reflected upon and honored our past.

The School of Nursing has a history of pioneering. We were one of the first schools in the nation to prepare advanced practice nurses, and were early innovators in distance education. We are proud to have many distinguished alumni, faculty and students who have made remarkable contributions to nursing and the health care of our local communities and beyond.

Today nursing is facing many challenges, and the COVID-19 pandemic has provided us with areas of opportunity to reimagine health care. There are increased and unmet needs for health care services, particularly for older adults, infants and children, and in the areas of behavioral health and primary care. The nursing workforce is facing a crisis of its own, with nurses reporting burnout and increased stress—both physical and emotional—leading to increasing numbers of nurses leaving the profession. To meet the looming challenges in health care, nurses have an opportunity to become key innovators of the health care systems of the future. Nursing’s role, whether in primary, acute, or post-acute care, is paramount to promoting the best health outcomes for individuals, families and communities.

As the new Dean of the School of Nursing, I have spent time exploring what matters to faculty, students and staff. I learned of amazing initiatives that our faculty are engaged in to promote student and practitioner resilience, the commitment of our students and faculty in health promotion, and some incredible contributions our alumni have made in advancing health.

In this issue, we feature their stories with a focus on contributions to communities. While you are reading, I hope you will reflect on the important impact nurses make each day, in ways you may not have imagined.

The Stony Brook University School of Nursing has a dedicated faculty and staff and exemplary students and alumni. We have a new state-of-the-art Learning Resource Simulation Center, and have established deeper integration with the Stony Brook Medicine Division of Nursing and the Stony Brook Medicine enterprise.

Together, these and other initiatives position us to prepare competent and caring nurse leaders of the future. As Dean of the Stony Brook University School of Nursing, I invite you to join me as we celebrate our past, acknowledge our present, and create a new vision that will launch the next 50 years.

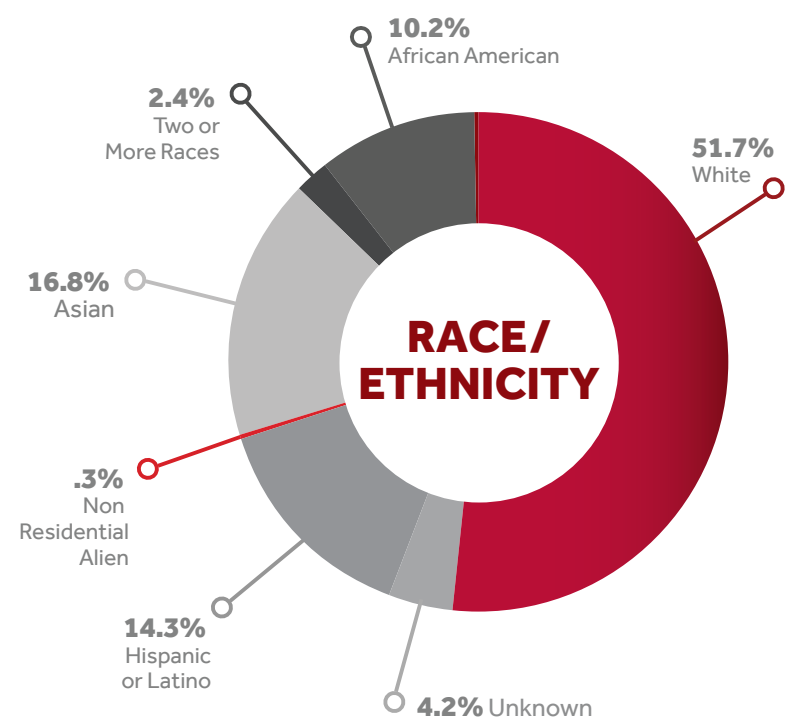
Sincerely,
Patricia Bruckenthal
Patricia Bruckenthal, PhD, APRN-BC, FAAN
Dean, Stony Brook School of Nursing

BY THE NUMBERS

ENROLLMENT AS OF FALL 2022



931



ALUMNI

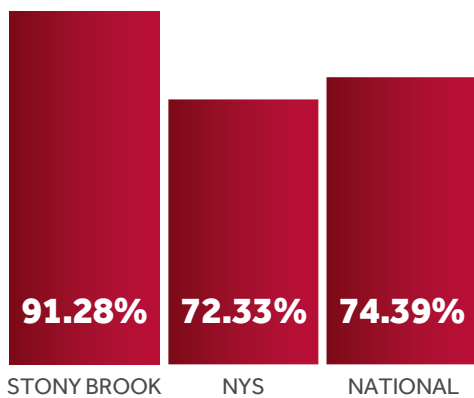


11,947 Alumni

74%

Live in New York State

NCLEX PASS RATES



U.S. NEWS & WORLD REPORT

#8

Best Online Master's in Nursing Programs

#13

Best Online Master's in Nursing Education Programs

#91

Best Doctor of Nursing Practice Nursing School

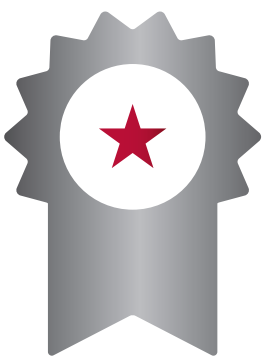
#27

Nurse Midwifery Program

STUDENT GENDER



SCHOLARSHIPS & AWARDS

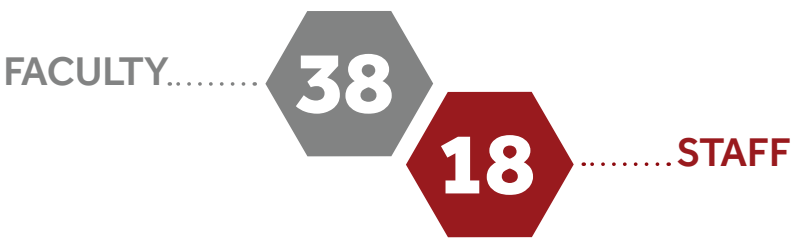


15 Scholarships

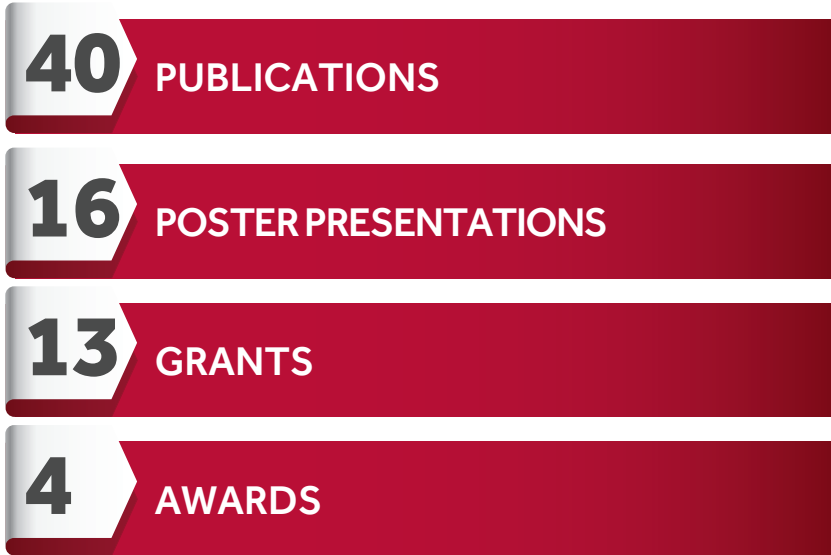
31 Awards

\$58,275
Total for Scholarships & Awards

STAFF & FACULTY



FACULTY HIGHLIGHTS





Annemarie Rosciano and Barbara Brathwaite



PACE: PARTNERSHIP TO ADVANCE COLLABORATIVE EDUCATION

A COLLABORATIVE APPROACH TO CARE

The Partnership to Advance Collaborative Education (PACE) is a wellness center model that focuses on meeting the healthcare needs of vulnerable communities through multidisciplinary care. It was developed by the Stony Brook School of Nursing, in partnership with the School of Dental Medicine and the School of Social Welfare, exemplifying the strengths of interprofessional collaborative practice.

Launched in 2015 by Patricia Bruckenthal, PhD, APRN-BC, FAAN, and Mary Truhlar, DDS, MS, the PACE Center for Senior Health and Wellness established an innovative, patient-centered, nurse practitioner-led model to meet the healthcare needs of vulnerable older adults with multiple chronic conditions. It has operated successfully since that time, providing increased access to health promotion, disease prevention and social services for this growing population.

In addition to the service and care of its patients, the PACE model provides collaborative clinical training opportunities for interprofessional student teams. For the care of older adults, these teams include adult-gerontology nurse practitioner students, dental students and social welfare students. With enhanced opportunities to acquire the knowledge, skills and approaches necessary to work effectively in interprofessional teams, these students are better prepared for their promising careers.

The success of the PACE Center for Senior Health and Wellness also presented opportunities to provide services in senior centers and homeless shelters, improving healthcare access and outcomes for vulnerable populations.

The opening of a second site, PACE Campus, uses this model to address health and wellness needs of students at Stony Brook University.



Barbara Brathwaite, DNP, MSN, RN, CBN



Annemarie Rosciano, DNP, MPA, ANP-BC

PACE: PARTNERSHIP TO ADVANCE COLLABORATIVE EDUCATION

PACE CAMPUS BRINGS HEALTHCARE TO BUSY STUDENTS

While generally thought of as the picture of youthful vitality, college-age students are in fact a vulnerable community when it comes to healthcare. Risk factors like unhealthy diet, substance use, inadequate sleep and high anxiety can pose a serious threat to their health. This is compounded by the academic, physical, and psychosocial stressors of their stage in life, and the transition to a college environment, which may limit their time and motivation to access healthcare services and information.

To help address this issue, the Partnership to Advance Collaborative Education (PACE) has developed a program called PACE Campus. PACE had already established a successful program to serve older adults through the collaboration of multidisciplinary student teams, and was a natural fit for addressing this younger demographic. For PACE Campus, the teams include nurse practitioner students, nursing undergraduates, third- and fourth-year dental students, and peer educators from the Center for Prevention and Outreach.

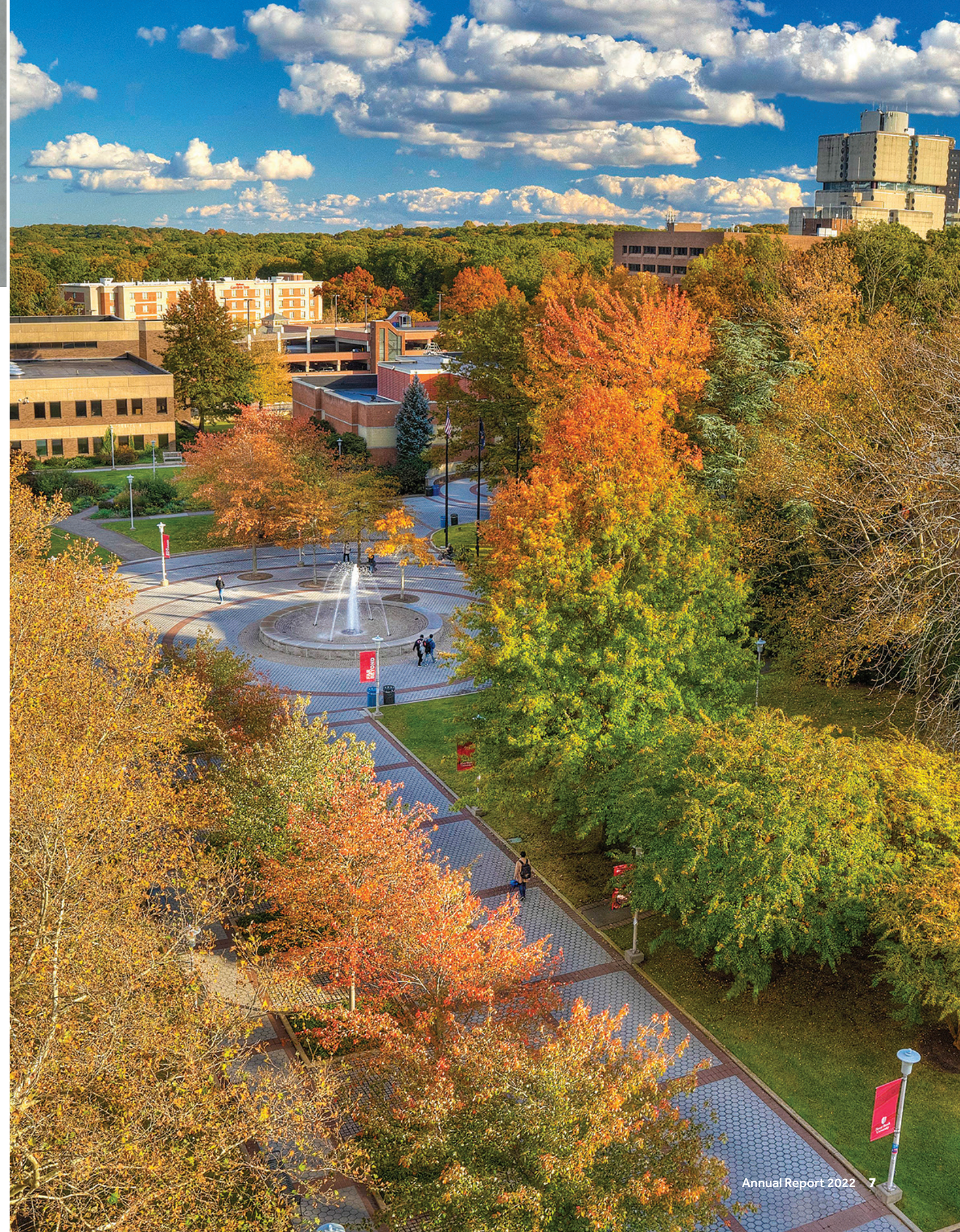
PACE Campus offers evidence-based screenings for disease and mental health issues, administered in a private setting. If any risky behaviors are identified, the student providers consult with faculty to discuss them and create an action plan. This is based on the brief action planning (BAP) model, an evidence-based strategy that

helps patients to identify their health goals and take steps to reach them. The plan is then reviewed with the student, along with referrals to appropriate medical and psychological services.

After their visit, the student is contacted with a follow-up phone call to determine the progress of their plan. The outcomes are remarkable: Quantitative results for behavior change indicated that 100% of the participants created a plan to change risky behaviors, and 80% completed their plan to change.

Initially situated at the Hawrys Recreation and Wellness Center, PACE Campus has now made its home at the Stony Brook Union. It is offered on Wednesdays from 10 a.m. to 3 p.m. and has had an overwhelming student response. Faculty coordinators Barbara Brathwaite, DNP, MSN, RN, CBN, and Annemarie Rosciano, DNP, MPA, ANP-BC, plan to bring it to other points on the campus through health fairs and other events.

By establishing equitable access and a supportive campus environment, PACE Campus has enhanced student awareness of preventable health issues and given them useful tools to decrease their risk. This builds a strong foundation to improve health outcomes of college-age students throughout their lives.



Faculty and students across multiple disciplines collaborate to provide thorough health screenings and recommendations.

PACE: PARTNERSHIP TO ADVANCE COLLABORATIVE EDUCATION

MULTIDISCIPLINARY CARE FOR OLDER ADULTS WITH PACE

The PACE Center for Senior Health and Wellness was established to serve patients 60 years and older, offering increased access to health promotion and disease prevention services, including screenings for common health issues.

PACE (which stands for Partnership to Advance Collaborative Education) also serves the students who staff it, giving them the valuable experience of collaborating with an interdisciplinary team with a common goal in mind.

Participants are patients of the School of Dental Medicine's Dental Care Center, who are screened by dental students at their first visit. Those who choose to participate in the PACE program receive not only the health benefits of the program itself, but also discounts on future non-cosmetic dental services.

In addition to dental students, this collaborative initiative includes students working to become nurse practitioners, speech-language pathologists, physicians and social workers. The faculty overseeing the students includes Mary Truhlar, DDS, MS, from the School of Dental Medicine, Lenore Lamanna, EdD, ANP-BC, RN, from the School of Nursing, Renee Fabus, PhD, CCC-SLP, TSHH, from the School of Health Professions, Kathleen Monahan, DSW, LCSW, LMFT, CFC, from the School of Social Welfare, and Lisa Strano-Paul, MD, FACP, from the School of Medicine.

Before the team sees a patient, the dental student who performed the initial screening briefs the team leader on the patient's past medical history, including medications, allergies, major illnesses and surgeries, and recent dental procedures. The patient is then greeted by all members of the team and offered a thorough introduction to the clinic.

At this point, the team begins a health and wellness screening modeled after the Medicare annual wellness visit, including questions about the patient's overall health, exercise and diet habits, alcohol use and immunizations.

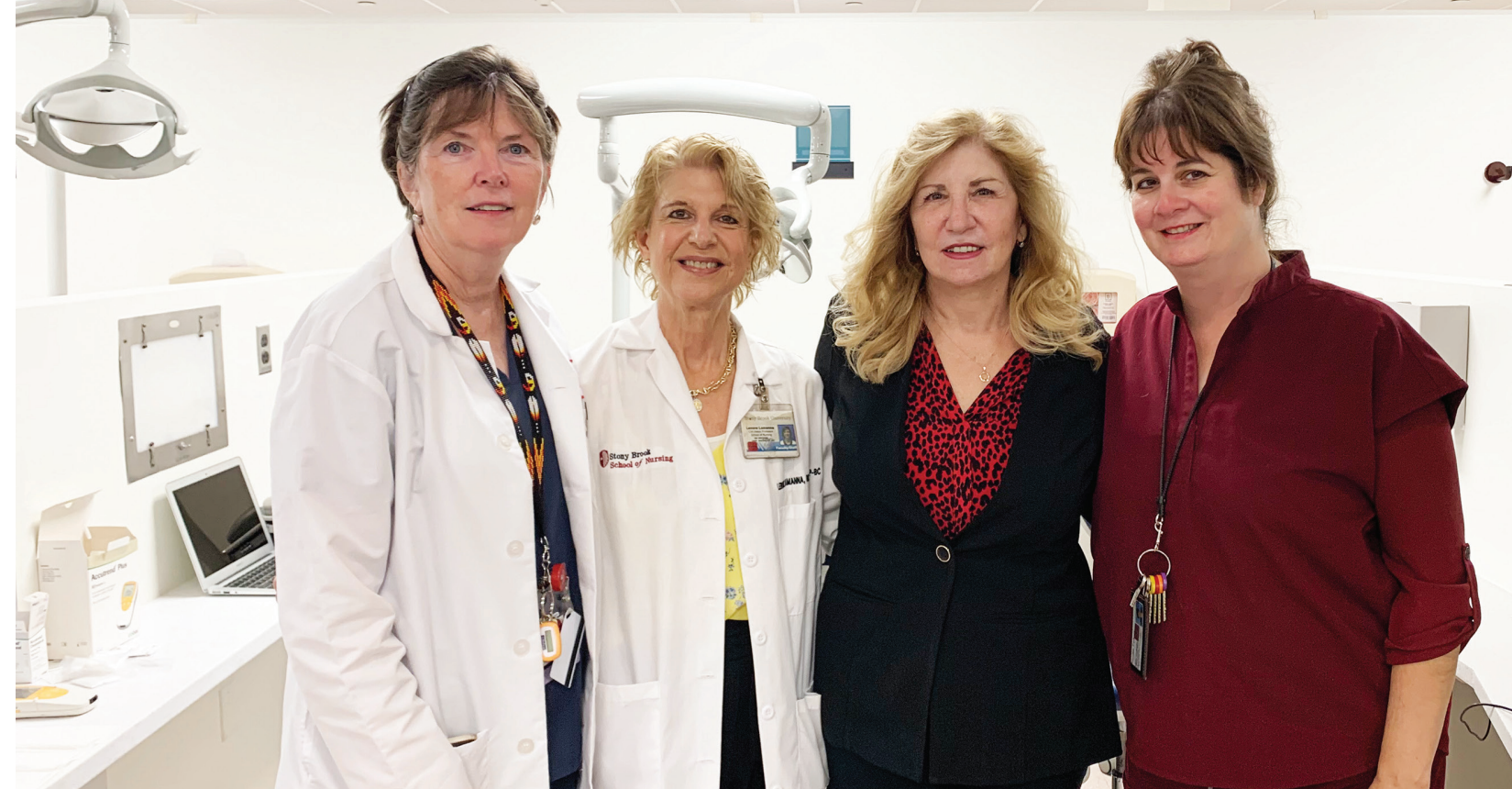
Each patient is weighed and given vision and hearing screenings, as well as a "get up and go" test to assess their fall risk. Glucose and cholesterol tests are performed, and the patient is interviewed about their mental status, home safety and social health. Questions related to bereavement, trauma, caregiver strain and income are also asked to complete the comprehensive health visit.

All members of the team contribute to a discussion of their findings and consider wellness goals for the participant. The faculty members overseeing the teams may offer their own suggestions as well.

The team leader then talks to the patient about the team's recommendations for screening exams, primary care or specialty provider visits, or resource agencies. The patient is encouraged to share their thoughts and feelings regarding the recommendations, and to ask as many questions as they need to.

After a thorough discussion, the patient receives a follow-up email that summarizes the findings and recommendations, as well as contact information for any providers or resources they may need.

Roughly 60 patients participate each year, and the success of the PACE model has led the teams to conduct screening events in nearby communities. It has also led to the creation of a similar program, PACE Campus, to address student health and wellness.



(Top) The School of Nursing faculty collaborated with other schools to develop the program in 2019.

(Bottom) Students conduct screenings and address health concerns of library patrons.

HEALTHY LIBRARIES PROGRAM (HeLP)

HeLP PROGRAM BRINGS COLLABORATIVE PRACTICE

When preparing nurse graduates for their careers, it is essential to offer meaningful, memorable experiences with the kinds of people and circumstances they may encounter. Clinical experiences that foster interprofessional, collaborative practice help students to meet the needs of the diverse communities they will serve, and to work effectively with their fellow providers.

To meet this need, Carol Della Ratta, PhD, RN, CNE, and the School of Nursing faculty collaborated with several other health sciences schools to develop the Healthy Libraries Program (HeLP) in late 2019. The program provides a team-based experiential learning opportunity for nursing, social welfare, public health, and library science students as they assist patrons of four public libraries with a variety of healthcare and social needs.

While libraries may not initially seem like the most natural setting for a healthcare program, their position as a hub of information and learning makes them a great fit. And many library visitors are already there with their health in mind: 37% of internet searches at public libraries are on topics related to diseases, medical conditions, diet, nutrition, or medical procedures.

The amenities and convenience of public libraries are also helpful to these efforts. Libraries are typically open seven days a week, with air conditioning and heat, as well as safe, clean restrooms. Many of them already offer a wide variety of free enrichment programs on education, employment, parenting and personal finance to a diverse group of patrons.

While working with the HeLP program, nursing students talk with interested patrons, conduct blood pressure screenings, address health concerns, and provide health education under the guidance of their faculty. Without a

medical record to refer to, the students must rely on good communication with the patrons they are serving. After getting some information about the patron's history and concerns, they can then consult in real time with a social work intern for further assistance.

"For example, one student took a blood pressure on a patron and found it was high," said Denise Snow, JD, RN. "The man said he knew he should be on medication for his blood pressure, but he didn't have a primary care provider. The student turned to the social work intern, who matched his insurance with local primary care providers who could help. The public health intern found reliable health information on his other medical conditions, and the man said he would follow up with us at our next scheduled clinical at that library."

All students participating in HeLP are required to attend bi-weekly meetings led by their faculty supervisors. In these meeting, students share their experiences, clarify their roles and responsibilities, discuss communication issues, and offer suggestions for improvement of the program. These debriefing sessions are an essential aspect of interprofessional education, helping to identify and reinforce the roles of all members of the team.

In their evaluations, students reported that the HeLP experience was valuable for strengthening their interprofessional values and interactions. They noted that the program required them to step out of their comfort zones and interact with a population that they may not have encountered in more traditional internship settings.

With the success of the HeLP program, and its demonstrated value to both students and the community, it is expected to double its service area—from four libraries to eight—by the end of next year.



EDUCATION FEATURE

CREATING A SAFE ENVIRONMENT TO AGE IN PLACE

Older adults are the world's fastest-growing demographic; the World Health Organization estimates that by 2050, more than two billion people will be at least 60 years old. And as they age, most of these people would prefer to receive the necessary care and support while living independently in their own homes and communities.

Without careful attention and planning, this "silver tsunami" has the potential to overwhelm providers and hospitals. How can the healthcare system best support older adults at home by monitoring their health accurately and provide the best interventions that promote health aging?

To help solve this problem, the School of Nursing has collaborated with the College of Engineering and Applied Science, the School of Social Welfare and the Renaissance School of Medicine to develop a suite of sensors that could revolutionize care for this population.

With a \$1.7 million grant from the National Science Foundation, the team will develop "smart" wireless sensing technologies that can monitor vital signs and movements and record these health parameters around the clock while the patient is in their home. This data will be able to determine if there are health status changes over time, or if there are immediate changes in health status. The system is being developed so that pertinent data can be sent to the older adult living at home, family members, caregivers or health care providers, based on the preference of the older adult themselves.

Multiple "listening sessions" with older adults provided information that has guided the design thinking for the project. For example, not all older adults want their children to know about their health status. The technology will be designed with this type of feedback in

mind, offering early detection of health status changes to customize a patient-centered plan for a healthier, more independent life.

Patricia Bruckenthal, PhD, APRN-BC, FAAN, Dean and Professor, says the project is a perfect fit for nursing.

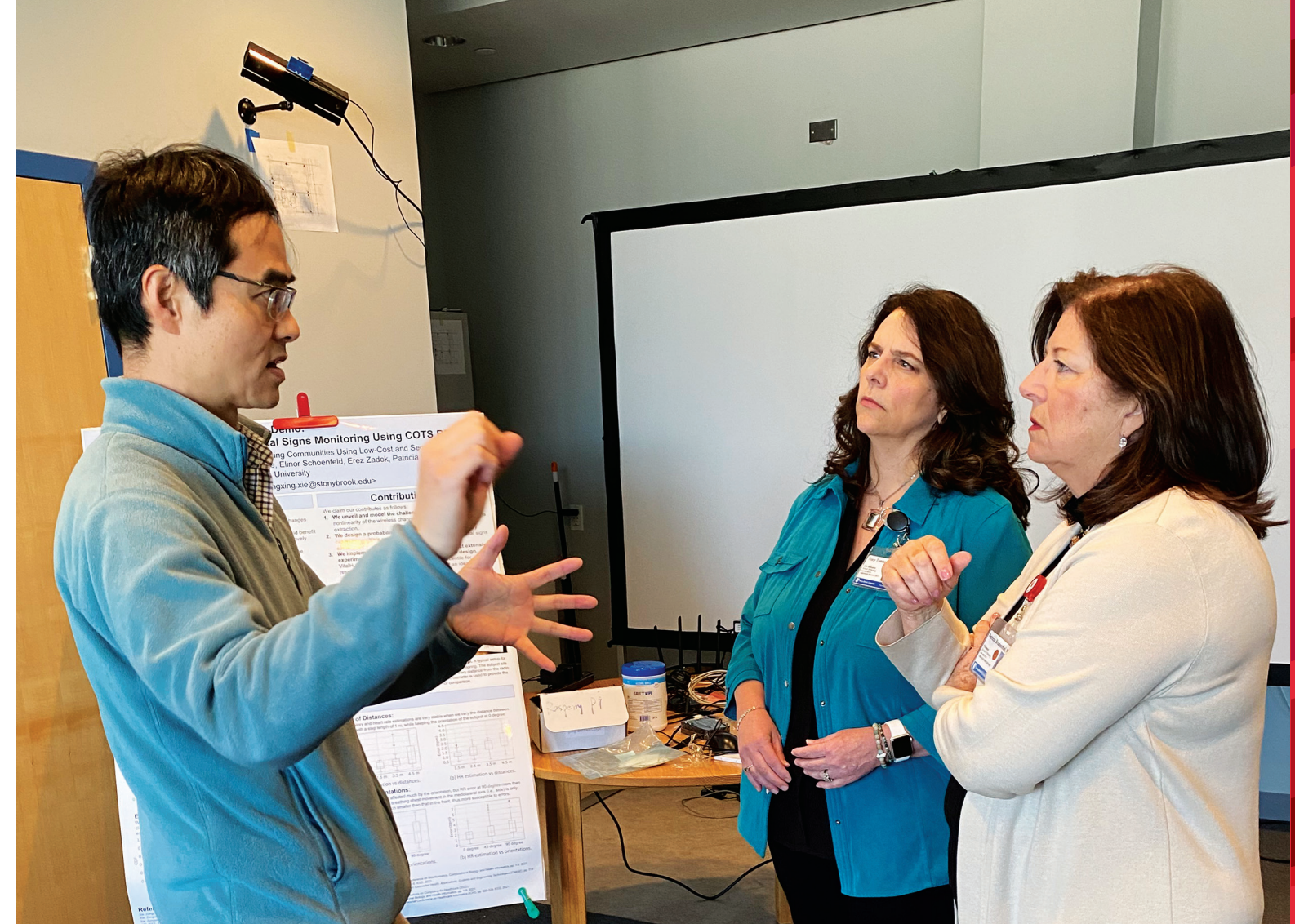
"There is a strong desire for older adults to stay in their own home as they age," she said. "Nurses have been delivering care to people in their homes for as long as there have been nurses, and will continue to do so."

Principal investigator Fan Ye, an assistant professor in the Department of Electrical and Computer Engineering, is leading this team to develop a secure, affordable system that can monitor the vital signs, physical activities and social interactions of older adults in their own homes, detecting emergencies and early indicators of health changes in a privacy-preserving, non-intrusive manner. The goal is to introduce a system that any user can easily set up at home themselves, without any expert help.

Other research team members, including nurses and social workers, are focused on social solutions to foster positive perceptions of this system. Using surveys and discussion groups with older adults, caregivers and providers, they are working to increase adoption of the technology, and to ensure effective data delivery to stakeholders.

These efforts have revealed that during the COVID-19 pandemic, older adults became more interested in using technology for the care of themselves and their loved ones. Providers were also supportive of the concept of sensor data, but security and privacy continued to be a concern.

Nursing PhD students Tracy Trimboli, Oneika Thomas and Kaylyn Finnerty attended weekly lab team meetings



where they collaborated with other students to refine research vignettes and prepare presentations for consumer focus groups. They reported their weekly work at the PhD nursing research seminar, illustrating the contributions of nurse scientists to technology-focused, community-engaged research.

Olivia Gatto, BS '22, an undergraduate student in the nursing scholars' program, was assigned to participate in this research lab by developing a patient vignette. She graduated this past year, and can bring her experience with interdisciplinary research into her new role as a practicing registered nurse.

The team has also given lectures to future practitioners (doctoral, nursing and social welfare students) to foster awareness in sensor use for aging in place. One home care nurse practitioner said, "I'm excited about the potential for using this technology for my patients to help them stay at home, and also thrilled this is happening in my community."

This project will soon be joining a Stony Brook University initiative to develop a multidisciplinary center for healthy aging on Long Island. In the next year, the system's reliability and performance will be tested in a special "home of the future" lab to start data collection with research team members and participants. The team will explore methods for technology adoption, discussions with diverse stakeholders, and collaboration with major institutional initiatives, recruiting more students to join the research.

The clinical lens that is unique to nursing has been an invaluable component to this multidisciplinary community-engaged research. Through these efforts, an aging population will have an important tool for maintaining a better quality of life, with minimal social and economic demands on communities, stakeholders and the healthcare system.



Charles Davis, RN, cuts the ribbon to open Webutuck School-Based Health Center, the first of its kind in the Mid-Hudson Valley.

ALUMNI ACCOMPLISHMENTS

TRANSFORMING HEALTHCARE IN THE MID-HUDSON VALLEY

Charles Davis, '14, is celebrating the birth of the Webutuck School-Based Health Center, which opened its doors on May 14. It was the culmination of years of advocacy for underserved students in rural New York.

Davis worked as a school nurse in the Mid-Hudson Valley for seven years and became acutely aware of the challenges many families faced in finding quality, evidence-based healthcare. The needs he saw echoed many of the problems he witnessed as a child growing up in central Appalachia.

Upon his certification as a family nurse practitioner in 2019, Davis crafted a proposal for the Webutuck Central School District to open a school-based health center. With more than 60% of the population meeting the metric of economic disadvantage, it was a clear opportunity to improve healthcare access for an underserved population.

After his proposal was approved by the district's superintendent and school board, Davis got to work securing hundreds of thousands of dollars in grant funding to bring it to life.

In addition to providing evidence-based healthcare, the center assists families with health insurance enrollment and covers costs for the uninsured. Students who visit the center can return to class immediately after their visit.

Webutuck is the first school-based health center in the Mid-Hudson Valley, and it's a concept Davis would like to see duplicated nationwide. He took his research to a national audience in June, sharing Webutuck's story with nurse practitioners at the American Association of Nurse Practitioners' Annual Meeting in Orlando.



Maria Colandrea, DNP, NP-C, CORLN, FAANP, FFMRCISI



A leader in multiple state and national organizations, Colandrea lectures internationally on the research and care of ear, nose and throat issues.

ALUMNI ACCOMPLISHMENTS

DISTINGUISHED ALUMNA MARIA COLANDREA

Maria Colandrea, DNP, NP-C, CORLN, FAANP, FFMRCISI, MS '06, DNP '14, is a nurse practitioner at Durham VA Health Care, a Veterans Administration medical center in Durham, N.C. As a nationally certified otorhinolaryngology head and neck nurse, she lectures internationally on the research and care of ear, nose and throat issues.

Colandrea is a clinical consulting associate for the Duke University School of Nursing, and in 2020 was appointed by the Royal College of Surgeons in Ireland as a fellow ad eundem of the Faculty of Nursing and Midwifery.

Her leadership includes serving as vice president for the Society of Otorhinolaryngology Head-Neck Nurses (SOHN) as well as president of the SOHN's North Carolina chapter. As a fellow of the American Association of Nurse Practitioners (AANP), she also serves as an AANP state representative.

She serves on the National Veterans Health Administration/Office of Nursing Service Advanced Practice Registered Nurse (APRN) Council, representing more than 8,000 nurses at the national level and helping to develop APRN legislation and national policies.

Among Colandrea's many honors are the Nurse Excellence award from Durham VA Health Care, the North Carolina Nurses Association practice Nurse of the Year award, and placement among The Great 100 Nurses of North Carolina.

Colandrea earned her Bachelor of Science degree at the State University of New York at Plattsburgh before completing her Master of Science degree and Doctor of Nursing Practice at Stony Brook School of Nursing.



Beverly Dean, DNP, FNP, ANP



In addition to her remarkable nursing career, Dean has given countless hours of volunteer service to her community.

ALUMNI ACCOMPLISHMENTS

DISTINGUISHED ALUMNA BEVERLY DEAN

Beverly Dean, DNP, FNP, ANP, MS '96, '01, is a family nurse practitioner with more than 40 years of experience as a healthcare provider and more than 15 years as a college educator.

The first in her family to graduate from college, Dean began her undergraduate education while still in high school. She completed her bachelor's degree and became a registered nurse, specializing in pediatrics and critical care.

She went on to complete two master's degrees—one in adult health nursing and another in family practice nursing—at Stony Brook School of Nursing.

Dean received her Doctor of Nursing Practice at Case Western Reserve University. The focus of her research was obesity, spirituality and depression in African American women who participate in faith-based organizations.

While progressing in her nursing education and career, Dean has been dedicated to serving her community. She was elected to serve as fire commissioner in Gordon Heights in 1987, making her the First African American woman to hold that position in New York. She has given countless hours of volunteer service to the Girl Scouts and Boy Scouts, receiving the New York State Volunteer of the Year Award in 1992.

An active member of the NAACP, Dean served as the health committee chair of its Brookhaven chapter. She now serves as president of the Brookhaven Rosa Parks Democratic Association. Her community advocacy has led to the establishment and restoration of neighborhood polling places, increasing accessibility to the vote for all citizens.



ALUMNI ACCOMPLISHMENTS

DISTINGUISHED ALUMNA JOAN FUREY

Joan Furey, RN, MA, '72, was commissioned as a second lieutenant in the U. S. Army Nurse Corps in June 1968, a year after graduating from the Pilgrim State Hospital School of Nursing. She deployed to Vietnam in January of 1969 and served as a staff nurse in the 71st Evacuation Hospital in Pleiku. She was awarded the Bronze Star for Meritorious Achievement for her Vietnam service.

Honorably discharged in June of 1970, Furey continued her studies by earning a bachelor's degree from Stony Brook University. She went on to earn a master's degree from New York University, where she was inducted into Sigma Theta Tau, the National Honor Society of Nursing.

Early in her career, she became involved in grassroots efforts to improve healthcare services for Vietnam veterans. This led to her appointment to the Veterans Administration's Special Committee on

Post-Traumatic Stress Disorder (PTSD) in 1984, a position she held for 10 years.

In 1989, she was named associate director for education at the VA's National Center for PTSD in Palo Alto, Calif. In 1993, the U.S. Secretary of Veterans Affairs, Jesse Brown, selected Furey to be the founding director of the VA's newly established Center for Women Veterans.

She received the Secretary of Veterans Affairs Exceptional Service Award in 2000, and upon her retirement in 2004 was presented the prestigious Department of Veterans Affairs Distinguished Career Award.

In 2015, Furey received the New York Senate's Women of Distinction Award and was inducted into The New York State Senate Veterans of Hall of Fame.

ALUMNI ACCOMPLISHMENTS

DISTINGUISHED ALUMNA MARY KOSLAP-PETRACO

Mary Koslap-Petraco, DNP, PPCNP-BC, CPNP, FAANP, MS '91, DNP '09, is a clinical assistant professor at Stony Brook University School of Nursing and a family nurse practitioner in her own private practice.

Koslap-Petraco began her education at the Bellevue School of Nursing, graduating with a Registered Nurse diploma. She went on to receive her bachelor's degree from Excelsior University. In 1991, she graduated from Stony Brook University with a master's degree in child health and went on to receive her doctorate in 2009.

She began her career in 1985, working as a public health nurse at the Suffolk County Department of Health Services for the next 30 years. There she managed the immunization and lead programs, educating the staff and public about communicable diseases and preventive health. She became an adjunct clinical assistant professor

at Stony Brook University School of Nursing in 1992, and now teaches in the graduate program in child health and pediatrics.

Koslap-Petraco is passionate about public health, speaking to national and international audiences about immunizations and infectious diseases. She is a nationally known expert in immunization practice, authoring numerous articles and textbook chapters on the subject. She serves on advisory boards for the State of New York and the Centers for Disease Control and Prevention, and several nonprofits that promote evidence-based public health practices.

With dozens of awards to her name, Koslap-Petraco recently added one more when the Nurse Practitioner Association of Long Island named her their 2022 Nurse Practitioner of the Year.



Melody Butler



Kaitlin Scherer

ALUMNI ACCOMPLISHMENTS

TWO NURSING ALUMNI HONORED AMONG "40 UNDER FORTY"

In June, Stony Brook University announced this year's list of 40 Under Forty honorees. This annual tribute recognizes exceptional alumni who have established themselves as leaders in their communities.

"The caliber of this year's honorees is a true testament to the power of a Stony Brook education to make an impact not only in our own community, but around the world," said Stony Brook University President Maurie McInnis. "I am inspired by the strides that these remarkable alumni have made so early in their careers."

Among those honored were two Stony Brook School of Nursing alumni:

Melody Butler, BS '11, is an infection control practitioner at Good Samaritan Medical Center in West Islip. She is the founding executive director of Nurses Who Vaccinate, a nurse-driven organization that provides evidence-based information to assist others in advocating for lifesaving immunizations. She is a tireless advocate for vaccines, serving on the scientific advisory board for Vaccinate Your Family and on the parent advisory board of Voices for Vaccines. She is a New York Champion Leader for the United Nations Foundation's "Shot@Life" campaign, and in 2016 was honored as one of Long Island's "30 Under 30" young professionals.

Kaitlin Scherer, BS '11, MS '20, is an obstetric acute night clinician at Stony Brook Medicine. She is co-founder and vice president of the Cpl. Christopher G. Scherer Semper Fi Fund, which was established in memory of her brother, a Marine, after he lost his life in Iraq. The fund helps military veterans with their transition to civilian life, and supports youth programs in Scherer's hometown of Northport. She hosts an annual "I Did the Grid" run/walk to raise funds for the organization's mission, and to honor all service members who have made the ultimate sacrifice for the United States.

The awardees were celebrated with a Sept. 13 reception at Tribeca Rooftop. McInnis described Butler, Scherer and all of the 40 Under Forty as "a true testament to the power of a Stony Brook education to make an impact not only in our own community, but around the world."

Community health nursing advocacy is an extension of who Kaitlin and Melody have become as nurses, as shown in their passion for this work. Stony Brook School of Nursing is proud to count them among its distinguished alumni.



Wellins, far right, advises the Regional Tick-Borne Disease Resource Center in its mission to prevent illness through research and education

FACULTY HIGHLIGHTS

FACULTY SPOTLIGHT: AN EXPERT ON TICK-BORNE DISEASES

On Long Island and beyond, the increasing popularity of outdoor recreation has meant increased exposure to ticks and the diseases they can carry.

Lyme disease is the most prevalent of these, but they also include babesiosis, anaplasmosis, ehrlichiosis, tularemia, Powassan virus and southern tick-associated rash illness. These illnesses are carried by multiple species of ticks, and can lead to chronic joint pain, lifelong neurological impairments or even death.

Anna-Marie Wellins DNP, M.Ed., ANP-C, serves on the medical advisory panel of the Regional Tick-Borne Disease Resource Center at Stony Brook Southampton Hospital. In that role, she educates the public, promotes collaboration and educational opportunities within the medical community, and facilitates access to the diagnosis and treatment of tick-borne diseases.

Since 2016, Wellins has conducted dozens of community education programs and multiple professional education programs. She is currently on a research team for the Eastern Long Island arm of an NIH-funded study on Lyme disease, in collaboration with Rutgers and Rockefeller universities. In 2021, "Tick-Borne Disease Reference Handbook for Long Island and the Northeast," which included Wellins' chapter on Lyme disease, was honored by the Association of Marketing & Communication Professionals with its Hermes Platinum Creative Award.

Highlights of her education program include techniques for proper tick removal and exposure prevention:

- Remove ticks as soon as you see them, using fine-tipped tweezers to grasp the tick as close to the skin's surface as soon as possible.

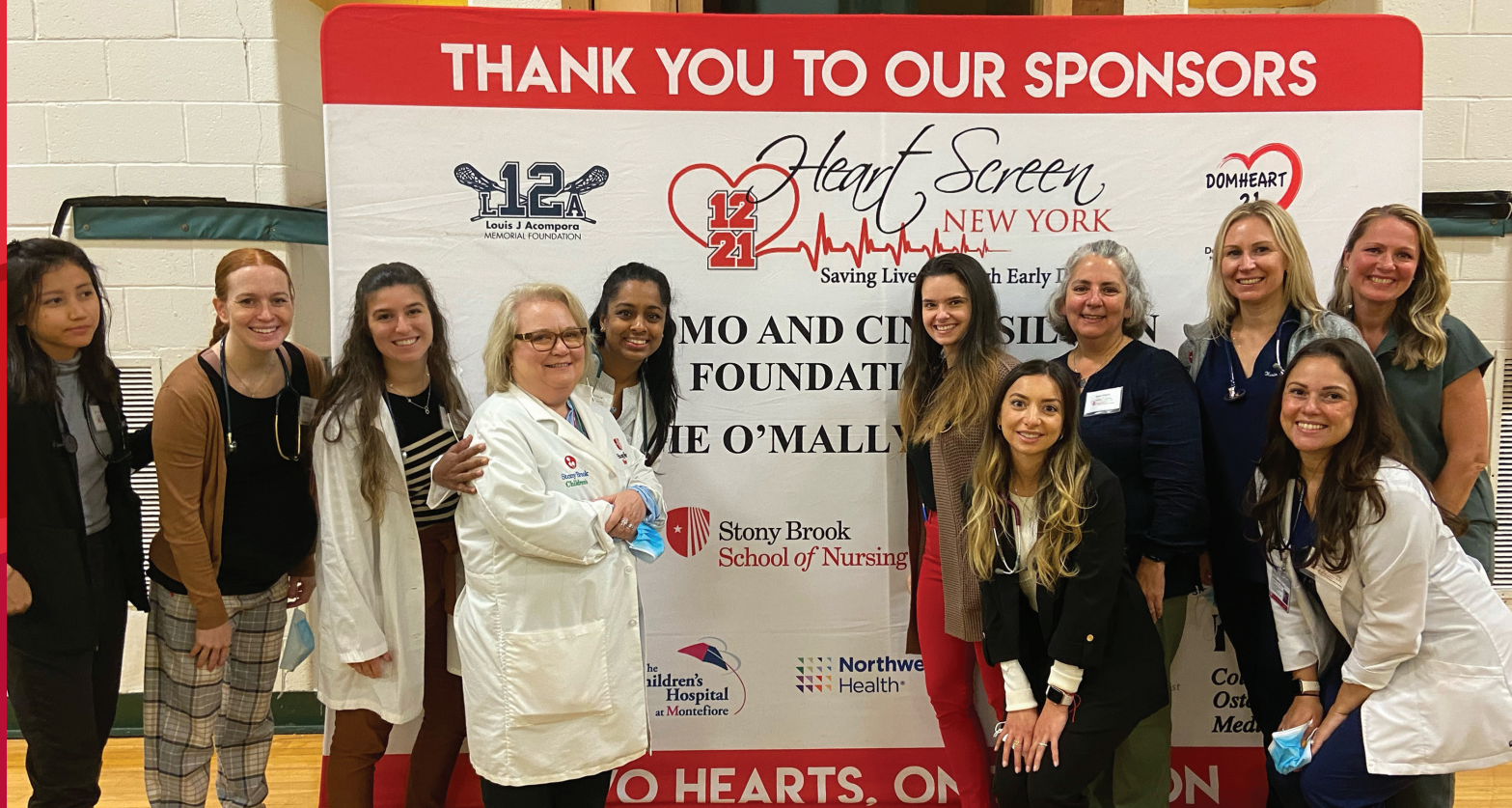
- If the head cannot be removed easily with clean tweezers, the area can be left alone to let the skin heal. Transmissions of pathogens do not occur if the head remains in the skin, but this can result in skin irritation and inflammation.
- After removing the tick, thoroughly clean the bite area and hands with rubbing alcohol, an iodine scrub, or soap and water.
- Avoid tick exposure by walking in the center of trails, avoiding brushing against tall grass and shrubs.
- Use repellents that contain 20 to 30% DEET on exposed skin, for protection that lasts up to several hours. Always follow product instructions.
- Bathe or shower soon after returning indoors (preferably within 2 hours) to wash off and more easily find ticks.
- Conduct a full-body "tick check," using a hand-held or full-length mirror to view all parts of the body upon returning from tick-infested areas.
- Parents should check their children for ticks under the arms, in and around the ears, inside the navel, behind the knees, between the legs, around the waist, and especially in their hair.

- Examine your gear and pets. Ticks can ride into the home on clothing and animals, then attach to a person later.
- Tumble-dry your clothes on high heat for 10 to 20 minutes (prior to washing) to kill ticks on dry clothing after returning indoors.

These simple practices can help you to avoid the poor health outcomes that often result from tick bites. Preventive measures are the best long-term strategy for reducing the burden and impact of tick-borne infections.

If you do end up with a tick bite, and you begin to experience symptoms like high fever, body aches or a severe headache, you may have an illness that will need to be diagnosed early and accurately for appropriate treatment. To learn more, visit the Regional Tick-Borne Disease Resource Center at eastendtickresource.org or call (631) 726-TICK.

Wellins' continuing research efforts, and her commitment to raising awareness among professionals and others, have been instrumental in educating Long Island communities about these preventable diseases.



FACULTY HIGHLIGHTS

LENDING A HAND TO PREVENT SUDDEN CARDIAC DEATH

Community service is a cornerstone of Stony Brook School of Nursing, and there is evidence of it at every turn. Faculty and staff can be seen volunteering their time, expertise and compassionate care to causes right down the street and around the globe.

One of those causes is “Heart Screen NY,” an effort to prevent sudden cardiac deaths through improved access to defibrillators. It was inspired by the loss of Louis Acompara, a Northport boy who died at 14 during a lacrosse game. Automated external defibrillators (AEDs) are often used successfully to correct the abnormal heart rhythm that led to his death, but there wasn’t one readily available on the field.

In addition to the push for these life-saving devices, Heart Screen NY organizes screening events to detect conditions that could lead to sudden cardiac death. These events offer a unique interprofessional training

opportunity for students and practitioners to gain experience, spread awareness and serve the local youth community.

To complete the screenings, pediatric nurse practitioner students and faculty ask participants about their histories and habits. They listen to the participants’ heart sounds, complete an EKG, and refer them on for cardiology consultations as needed. Each participant is also given a demonstration of CPR and AED use.

At the October event, at Ward Melville High School in East Setauket, 395 students were screened. Of these, two were referred for further evaluation.

While sudden cardiac death in teenagers is fortunately rare, its preventability makes the work of Heart Screen NY well worth the time, attention and effort of Stony Brook’s students and faculty.

FACULTY HIGHLIGHTS

ADVENTURE AND CAMARADE-

If you happened to be sailing in the Narragansett Bay in recent summers, you may have spotted a special group of happy campers. These teenagers come together from across the United States and Canada, and even from as far away as Jordan and Colombia, drawn together by an uncommon commonality: living with pediatric onset multiple sclerosis (PoMS).

PoMS is a rare relapsing disorder of the central nervous system, marked by unpredictable episodes of difficulty with strength, balance, coordination, vision, cognition and fatigue. Affected youth and families are often isolated, not knowing anyone else with the disease, as they navigate the diagnostic and treatment process alone.

When discussing the diagnosis, youth (and parents) are often met with responses like “You can’t have MS, you are too young.” So not only must the person accept the diagnosis, but they must also defend it.

A critical component of caring for youth, especially those with chronic or invisible conditions, is caring for the spirit as well as the physical body. With this in mind, Maria Milazzo, PhD, PNP-C, founded the Stony Brook Teen Adventure Program (TAP) in 2004.

“Camp Magic,” as it is called, is staffed by volunteers from Stony Brook and local communities. Holding true to the mission of Stony Brook School of Nursing, the TAP is a model for teaching and engagement of students across many disciplines, including nursing, medicine, physical therapy, occupational therapy, social welfare, special education, nutrition and others. Through this work, they learn together from the best possible teachers: the youth with PoMS.

Since its inception, more than 150 teens have participated in Camp Magic, many for multiple summers. After a pandemic-related pause, the program has been revised in response to current health concerns. TAP 2022 was a series of day programs, offering opportunity for youth to come together and develop a sense of community.

“They learned from each other that they had the right to join in the conversation about treatment options,” Milazzo

said, “and that if their treating physician was not open to their opinions, they had the right and responsibility to find a provider who was.”

Campers also bonded over the shared day-to-day frustrations of living with PoMS.

“During a mask-making activity, living with the unfairness of MS was no longer an unspoken secret,” said Milazzo. “They talked about the masks they wear in real life, outside of camp, to protect those around them from the depth of their feelings of unfairness, fear and frustration.”

In addition to this sense of community for the teens, and the vital learning experience for the staff, the experience has led to the production of a guide for students who are headed off to college. The National MS Society has made the guide available on its website, with additional information from its own experts.

As these young people teach the staff about their lived experiences and how to better serve patients like them, they also learn from the staff about navigating their way into young adulthood. Many have expressed interest in healthcare careers, but all of them want to continue this work in some way.

“They share a common desire to mentor other affected youth,” said Milazzo, “to raise awareness about pediatric MS, to participate in research, to raise funds for research and care, to guide research agendas. They value the opportunity for sharing knowledge and common experiences with their peers.”



Wrigley said her experience with the schoolchildren of Tanzania was the highlight of her three-week tour.

STUDENT HIGHLIGHT

A MEMORABLE LESSON IN TANZANIA

Studying abroad is a great way to enhance any college education, but for nursing students it can be especially meaningful. Being immersed in another culture can help a future nurse to understand the world's diverse clinical settings, and build a cultural competence that will serve them throughout their careers.

Hannah Wrigley, a senior nursing student, spent three weeks of her summer studying abroad in Tanzania. She visited hospitals and clinics to observe their patient care procedures, and made stops at schools and orphanages to learn about the children of this east African nation.

"My time in Tanzania was extremely rewarding," she said. "I was able to learn about the healthcare system and observe firsthand the way their patients are cared for."

Wrigley said the most rewarding experience was a group project she completed with 11 other students. Its goal was to address a serious obstacle in education for Tanzanian girls.

"Girls there tend to have a lot less schooling than boys due to their menstrual cycles," she said. "Disposable sanitary products are uncommon and expensive in Tanzania, so virtually unattainable for young girls."

This means girls are staying home for about one week of every month, or 25% of the school year. The missed time makes it hard to keep up with their peers, and many girls simply stop going altogether.

"We decided to create a project that teaches young girls and women from the local community how to make reusable sanitary pads," said Wrigley. "We spent a couple of weeks preparing by translating all our directions into Swahili, buying supplies at the markets, making signs in Swahili and posting them around the community."

On the day of the lesson, upon arrival at the school, the group distributed new school supplies to the young students they met. It was a meaningful moment for Wrigley.

"The students acted like it was Christmas morning," she said. "I instantly realized how many things I took for granted as a kid when I was their age."

The group set up in the middle of the dirt schoolyard, with one rickety table and a few chairs, and waited for the students to be released for the day. When the time came, dozens of girls crowded around them, eager to learn. Step by step, they made pads that could be washed and reused, helping them to recover valuable classroom time.

"Despite the communication barrier, we successfully taught these girls a skill that they can pass on for many years to come," said Wrigley. "It was one of the first times in my life when I felt as though I was really making a difference in someone's life. Keeping girls in school results in a more educated community, which open doors that may have been closed to them before."

Among the other memorable experiences from her trip were a four-day safari and a climb on Mt. Kilimanjaro.

"As a bonus," she said, "I also learned basic conversational Swahili."

Wrigley said she will remember the trip forever, and especially her experience with the Tanzanian schoolgirls.

"It was truly inspiring to know that something I taught these girls could directly impact their lives and their community for the foreseeable future," she said. "I will forever be grateful for my time in Tanzania, and will carry the knowledge with me for the rest of my life that I made a difference."





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STAFF PARTNERSHIPS

FACULTY AND STAFF

Like any family, the School of Nursing has its holiday traditions. One of these has become a rewarding way for faculty and staff to address a problem that faces many families in the community: food insecurity.

The U.S. Department of Agriculture defines food insecurity as “a household-level economic and social condition of limited or uncertain access to adequate food,” and estimates that more than 10 percent of American households experience it at some point during the year. On Long Island, about 230,000 people are dealing with food insecurity, and that includes 68,000 children.

For seven years, the School of Nursing has honored a tradition of helping families like this at a time of year when food is the focus of every celebration. Coordinated by Jennifer Coppola, MA, from the School of Nursing’s Office of Student Affairs, faculty and staff members gather and deliver all the components of a perfect Thanksgiving meal, helping a struggling family to enjoy an abundance of delicious food without worrying about the cost.

In 2016, two families were chosen and provided with whole turkeys and all the trimmings, all presented in holiday baskets to inspire a special, festive feeling. The tasks of creating this gift—collecting donations, shopping for supplies and assembling the baskets—became a time of reflection, appreciation and unity for employees.

The enthusiasm for this project has grown with each year, and the hardships of the COVID-19 pandemic have made families particularly thankful for the gift. More families are chosen each year, through referrals from local churches and nonprofits, and the enthusiasm of giving back to the community increases with each gift.

Six years after its inception, this Thanksgiving tradition has grown from helping two families to assisting 17. It’s a gratifying way to welcome the holiday, and the School of Nursing hopes to watch it grow for many years to come.





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