A Shift to Nursing

Professionals head to the College of Nursing for a new start
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Healthcare reform enactment is in our future, and nurses are concerned with multi-dimensional healthcare reform focused on access to care, unmet need and affordability of care. Within the context of healthcare reform, the nursing profession looms large. The College of Nursing is doing its very best to develop programs that are future oriented and responsive to the healthcare needs of society with a special focus on those individuals who have unmet and underserved healthcare needs.

Recent additions to the College of Nursing offerings include: a Ph.D. in Nursing, an M.S.N. entry-into-practice Clinical Nurse Leader (CNL) program and the D.N.P. program. All three of these programs are focused on the improvement of patient outcomes and the evolving patient-care needs within the context of evidence-based care.

It is with great enthusiasm that I share with our readership that our Clinical Nurse Leader entry-level master’s program has attracted the best and the brightest among college graduates who aspire to be nurses. It is awe inspiring to witness these exceptionally talented students who are preparing to become nurses as they critically analyze complex patient-care situations to formulate patient-care solutions and hone their critical thinking skills as they actualize their ultimate goal of serving humanity. Through the dynamic professional socialization process, these graduates will be strategically positioned to make a measurable difference in patient-care outcomes in this innovative M.S.N./CNL program. We have enrolled the first two cohorts of this innovative program and will graduate its first class in July 2010.

Beyond the M.S.N. level, we offer both the Ph.D. and the D.N.P. programs. The Ph.D. program began in 2005, supported by a generous grant from HRSA of nearly $1,000,000. More recently, the Robert Wood Johnson Foundation awarded the College of Nursing $3,000,000 to further support the Ph.D. program, specifically in the preparation of Nursing faculty. At the present time the program enrolls 42 students. By 2012 it is anticipated that the D.N.P. will serve as the primary route for the preparation of advanced practice nurses. At Seton Hall this will include nurse practitioners and health-systems administrators who can also combine the D.N.P. with an M.B.A.

This is an exciting time to be in nursing education as we advance the profession to meet the complex healthcare needs of society. Although the most dynamic changes are occurring at the graduate level, the College is most proud of the 650 students enrolled in the B.S.N. program. Our more than 7,000 graduates make a difference in health care, and at all levels we strive to make a difference in the world as servant leaders in a global society for the greater good of mankind.

Phyllis Shanley Hansell, Ed.D., R.N., FAAN
Dean and Professor, College of Nursing
Donors Create Opportunities for Nursing Students

The College of Nursing awards various scholarships each year thanks to the contributions of generous donors.

Among the scholarships currently available to nursing students are some made possible through the generosity of living donors, including Joseph R. and Rosemary Todino, as well as Ruth Hutchison, and foundations and deceased donors, including the Snyder Foundation, Walter and Louise Sutcliffe, Edward W. and Stella C. VanHouten, Mary Atno and Robert “Red” R. Sweeney, Alfred and Ann Nazzaro, and Mildred Damiano.

In addition to individual donors and foundations, corporations such as Johnson & Johnson make scholarships available to nursing students. Two $5,000 Johnson & Johnson Discover Nursing scholarships were awarded this year.

Scholarships may be targeted to undergraduate or graduate students. For example, the Sweeney Scholarship is awarded to undergraduate students who demonstrate a strong academic background and clinical performance, while the Sutcliffe Foundation and Todino Scholarships were created for accelerated undergraduate students. In addition, the Nazzaro Scholarship goes to an outstanding graduate student in the Acute Care Practitioner program.

One of the newest scholarships, the Damiano-Nittoli Association Scholarship, is targeted toward students enrolled in the Clinical Nurse Leader Program, who demonstrate a financial need and have maintained a 3.0 G.P.A. or better.

Marion Lapchak, Ph.D., M.B.A., R.N., associate dean for Administration and External Affairs, said, “Because of the present economic climate, our scholarships are critical. Some of our most gifted students would not have been able to remain in our nursing programs were it not for the generosity of our remarkable donors.”

NURSING NEWS

By Mary Yenesel, M.B.A.

Seton Hall Nursing Students and Faculty Receive Humanism in Healthcare Awards

Students and faculty from Seton Hall’s College of Nursing have been recognized for their outstanding commitment to humanism in patient care by the Healthcare Foundation of New Jersey.

Now in its 13th year, the Humanism in Healthcare Awards were founded to recognize individuals who consistently demonstrate caring and compassion in their work in hospitals and in nursing education programs in the Essex, Union and Morris County regions served by the Foundation.

The most recent Seton Hall awardees are May 2009 B.S.N. graduates Amber Dang and Marsha Duffy, as well as Mary Ann Scharf, Ed.D., R.N., associate professor and director of the College’s patient simulation lab. They received their awards in July 2009 along with 36 other winners representing approximately 18 healthcare facilities and colleges of nursing in New Jersey.

Adrienne Sumallo and Larry Payano, student awardees, as well as Gloria Essoka, Ph.D., R.N., chair of the department of Family Health Nursing, received their awards in July 2008.

Dean Phyllis Shanley Hansell, Ed.D., R.N., FAAN, said, “Our nursing graduates have been known for their compassion and professionalism for more than 70 years, and it is because of students like these award winners that the College of Nursing’s reputation is stronger than ever.”

Marion Lapchak, Ph.D., M.B.A., R.N., associate dean for Administration and External Affairs, added, “We are very proud of all our student winners and of our colleagues, Drs. Essoka and Scharf, who have achieved this well-deserved recognition for their commitment to humanistic patient care as well as their dedication to students.”

Chair Gloria Essoka was awarded the Humanism in Healthcare Award.
New D.N.P. Program Approved

In April 2009, the Seton Hall University Board of Regents approved the College of Nursing’s proposed Doctor of Nursing Practice (D.N.P.) program.

The D.N.P. program is a 36- to 45-credit program for students who have completed an M.S.N. with a major in Advanced Practice Nursing and/or Health Systems Administration (72 credits for post B.S.N. applicants). The D.N.P. degree prepares graduates to improve the health care of diverse populations through application of research, analysis of healthcare systems and leadership in development of practice models, health policy and standards of care.

The D.N.P. curriculum is comprised of core courses that develop the relationships between healthcare policy, theory, research, epidemiology, ethics, organizational systems, finance and evidence-based practice. Students then complete the last 12 credits in a clinical mentorship.

College Offers R.N.-to-B.S.N. Courses Off Campus

To make its R.N.-to-B.S.N. courses convenient for more students, the College of Nursing offers five locations throughout the state at which students can take classes: Camden County College, Blackwood; Community Medical Center, Toms River; Jersey Shore University Medical Center, Neptune; Ocean Medical Center, Brick; and Somerset Medical Center, Somerset. A sixth will be added in 2010: Morristown Memorial Hospital, Morristown.

“Our R.N.-to-B.S.N. program is an ideal choice for those who live or work near one of our off-campus locations and who value the chance to learn in-person with fellow R.N.s,” said Kathleen Sternas, academic director for the program.

Classes usually run once per week in the afternoons or evenings. Courses offered are determined by the academic director, depending on the interests and learning priorities of the students at each location.

“Our curriculum is flexible and allows students to take courses at their own pace,” Sternas added. To achieve their B.S.N., R.N. students must complete 122 credits as follows: 55 credits in arts and sciences, many of which transfer from the associate degree program completed by the R.N. to Seton Hall University; 35 credits in nursing, with a minimum of 30 credits required to be taken at Seton Hall; and 32 credits granted for R.N. licensure.

“Seton Hall offers most off-campus students a 25 percent discount on tuition, making this program even more affordable,” Sternas said.

Classes may now be taken in Blackwood, Toms River, Neptune, Brick, Somerset, Summit and Morristown, New Jersey.

SHU Nursing Alumni Become AAN Fellows

Two of the three New Jerseyans selected to be American Academy of Nursing Fellows in 2008 are Seton Hall College of Nursing alumni.

Robert Garis Hess Jr., a Gannett Healthcare Group executive vice president and author of more than 100 publications, and Nancy Schmieder Redeker, a professor and associate dean at Yale University School of Nursing, were inducted as fellows at the 35th AAN Annual Meeting and Conference in November 2008 in Scottsdale, Arizona. A B.S.N. graduate of the College, Redeker also earned her M.S.N. at Seton Hall, as did Hess.

According to the AAN Web site, there are approximately 1,500 Fellows who are nursing leaders in education, management, practice and research. The Web site reads:

“AAN Fellows have a responsibility to contribute their time and energies to the academy, and to engage with other health care leaders outside the academy in transforming America’s healthcare system by enhancing the quality of health and nursing care; promoting healthy aging and human development across the life continuum; reducing health disparities and inequalities; shaping healthy behaviors and environments; integrating mental and physical health care; and strengthening the nursing and healthcare delivery system, nationally and internationally.”
A computer programmer. A fisherman. A medical secretary. A chemistry teacher. What do all of these have in common? They represent the wide-ranging backgrounds of the students in the College of Nursing’s Clinical Nurse Leader (CNL) program – the first graduate-level, entry-into-practice CNL program in the state of New Jersey. Though their reasons for pursuing a new career in nursing may vary, they all have their eyes on the same prize: a rewarding profession in which they can truly make a difference in the lives of others.
Today, all around the country, more and more professionals are losing their jobs because of the world’s severe economic slump. Unemployment is one reason an increasing number of job seekers are reassessing their career choices and embarking on new career paths—most notably, nursing. Among the U.S. Bureau of Labor Statistics’ list of “occupations with the largest projected job growth, 2006-16,” the demand for registered nurses is No. 1, with 587,000 new jobs projected for that time period.

Different Paths, One Destination
Seton Hall University’s College of Nursing is just one of a large number of nursing institutions that welcome a growing number of second-career nursing students retooling from different professions and seeking to change careers for a variety of reasons. Consider this:

Across the nation, accelerated academic programs for potential nurses seeking a career change are ramping up enrollment. In 2007, nearly 10,000 students enrolled in accelerated baccalaureate programs, according to AACN’s annual survey. That level is a 14 percent increase from 2006 and a 21 percent increase from 2005.

Christine Hader, who directs the University’s Accelerated B.S.N. program on the southern campus in Lakewood, New Jersey, believes that individuals who are choosing nursing as a second career “bring to the profession a rich background and life experience.” In return, Hader believes they join a profession that offers “a variety of roles—options for growth and multiple career paths.” It also helps that nursing provides a fair degree of job security—even in tough economic times—in a career field that’s expected to grow significantly in the next several years.

Other second-career nursing students begin the road to nursing because they crave a profession through which they can have a greater impact on people’s lives. Phyllis Russo ’61/Ed.D. ’86, R.N., directs Seton Hall’s new Clinical Nurse Leader (CNL), entry-level master’s program. According to Russo, the University’s CNL candidates have come from a variety of career fields, including the social sciences, business, law, the military, education and insurance. She recalls a student who left a six-figure salary on Wall Street for a career in nursing because she wanted “to do something worthwhile.” The student explained, “Presently I am not happy and I don’t feel like I’m making a difference.”

From Senior Director to Nursing Student
Bob LaPointe is one of the College of Nursing’s second-career CNL students. He left his position as Senior Director of Quality, Research, and Evaluation at a non-profit behavioral health organization in Baltimore, Maryland, to pursue his M.S.N. LaPointe already has a B.A. in psychology and an M.S. in clinical psychology, both from Loyola College in Maryland.

“I wanted to build on my experiences in accreditation, regulation and healthcare management, but I also knew I wanted to be connected to patients in a direct and meaningful way. The Clinical Nurse Leader program offers the opportunity to do bedside patient care, while utilizing systems thinking and interdisciplinary action for results,” says LaPointe. With the help and support of his wife, Lauren, other family members and friends, LaPointe returned home to New Jersey and committed himself to Seton Hall’s 80-credit, two-year intensive CNL program. He’s fortunate that Lauren has been able to focus on raising their children and even work part-time to help support the family.

LaPointe is very pleased with the new CNL master’s program. He says:

A tremendous amount of thought and planning has gone into the development of the CNL program. I know that the Veterans Affairs system has taken a leadership role in its development with the commitment to have CNLs in place across the system by 2016. Furthermore, I think that this moment in health care—as we are on the brink of some kind of reform, and in the middle of economic hard times for healthcare organizations—is actually quite exciting from the perspective of a new CNL [like me].

LaPointe also greatly values the opportunity Seton Hall’s CNL program has offered him “to interact with talented and dedicated
faculty members.” He believes that “a good teacher will help you unlock the essence of the subject matter … and you as the student emerge with good content knowledge and the tools to continue learning.”

LaPointe realizes that, after completing his master’s degree, he’ll be earning less than he did in his former position during those first few years out of graduate school. Nevertheless, he thinks “it’s worth it … because of the long-term flexibility in career options and opportunities” offered by the nursing profession.

**Finding the Right Chemistry**

A 2006 graduate of the University of Connecticut, Shannon Devita was a high school chemistry teacher before joining Seton Hall’s CNL program. With an undergraduate major in biological sciences, Devita is someone who’s always loved science and medicine. Devita says:

The [Seton Hall’s CNL] program has been extremely rewarding in that we are gaining a wealth of knowledge in a relatively short amount of time. In our program, there is a strong focus on leadership and critical thinking. Throughout our clinical experience, we have the opportunity to see various aspects of nursing, from management to bedside.

Devita is quite pleased with her nursing education in this pioneering program and doubly pleased to be earning her master’s degree at the same time. At some point in the future, she may want to combine her prior experience as a teacher educator with her newly gained knowledge of nursing to become a nurse educator. “I come from a science background and had the experience of being a teacher, which is an extremely rewarding profession. I just knew that I wanted more; I wanted to be able to take care of people in a different way,” she says.

Devita doesn’t anticipate having trouble finding a job after she graduates from the CNL program. With her new training and master’s degree, she’ll look forward to making her mark on our nation’s healthcare system.

As members of the first cohort of students to graduate from the program, both LaPointe and Devita look forward to putting their knowledge, skills and training to work in their new careers as Clinical Nurse Leaders.

Want to learn more about our Clinical Nurse Leaders? Visit nursing.shu.edu to watch a video of them in action!

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“I believe that many people choose nursing as a second career because it is such a rewarding profession.”

– SHANNON DEVITA, CLASS OF 2010

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NURSING: A MALE PROFESSION?

Not only is Seton Hall enrolling an increased number of nursing students who are changing careers, but the University has also seen more men entering the nursing field, according to Phyllis Russo, director of the CNL program. She believes this trend will help change society’s image of the nursing profession. She also feels that, because men are socialized to be more assertive, they may influence female nurses to act similarly. Her Seton Hall colleague Christine Hader, Accelerated B.S.N. Program director, believes that men can serve as positive role models, demonstrating that nursing is truly a career option open to both men and women.
Today’s complex healthcare delivery system is highly responsive and yet, at the same time, fragmented and fractured. The clinical nurse leader (CNL) role has been proposed by the American Association of Colleges of Nursing to transform this system into one that improves the quality of patient care. Through a multifaceted educational endeavor this role better prepares nurses to improve and revamp the system.

Seton Hall University’s College of Nursing is one of more than 75 nursing schools preparing these nurses at the graduate level. Our program, the first of its kind in New Jersey, is a generic, accelerated 22-month program, designed for bachelor degree-prepared students who wish to transition into nursing.

Who are these CNLs? What is their role? The CNL is a leader, as well as a member of, healthcare delivery teams who dispenses treatments and services in an evolving healthcare system. This role is not one of administration or management — the CNL is a generalist who functions within a micro-system and assumes accountability for a specific group of patients across any setting in which health care is delivered. The CNL researches and uses evidence-based practice to improve outcomes.

The CoN admitted its first cohort of students in September 2008. The old adage that many roads lead to Rome also applies to the many different paths our students take when choosing the CNL program. Why, at this later time in one’s career, would one pursue nursing? Responses from our students include: “I want to make a difference,” “I am looking for a deeper meaning to life,” “I want to do something valuable, not just useful.” Another respondent stated, “I was attracted to nursing because my desire to work with people was still present, but I wanted to do it in a more tangible way and in a way that builds on my experiences.”

Our present cohort consists of 18 students. The attrition rate was relatively small and those who have left the program have done so because of financial, medical and academic reasons. Overall, the students who have remained in the program believe they are receiving a quality education. As one student so aptly put it, “This program gives me exposure to excellent faculty members and high quality placements, and accelerates my nursing career.”

To prepare students for this role, the program aims to provide a deliberate and integrative inclusion of leadership education and socialization that begins on the first day of class and continues throughout the program. This socialization and leadership role preparation may be the most difficult dimension of the CNL education and requires extensive socialization, as well as modeling by faculty and staff nurses.

Because this is a generic entry-level master’s program, our graduates will enter the workforce as beginners — novices in the practice of nursing leadership. This dualism of strong leadership skills and relative inexperience as a licensed registered nurse is a source of frustration and disappointment for some. With experience and a deeper understanding of the profession, these students will realize that the transformation from novice to expert requires a synthesis and practice over time. Our CNL students demonstrate each day that they are up to the challenge.
The nursing shortage shows no significant signs of abatement. Economic and nursing experts forecast a severe shortage in the nursing workforce, with estimates reaching nearly one million nurses by the year 2020 (United States Department of Labor, Bureau of Labor Statistics, 2008-2009). The nation’s economic downturn has highlighted the stability, as well as the continued growth, of nursing positions in New Jersey and throughout the country. Healthcare reform, which will call upon nurses more as preventive care becomes the norm, in conjunction with the aging population and the aging nurse workforce, will ensure the need for hundreds of thousands more qualified nurses by the end of the next decade.

All of these factors have prompted individuals from varied professional backgrounds to consider new career paths in healthcare. Nursing comprises the largest component of healthcare providers with over three million licensed practitioners. Nurses are employed in hospitals and healthcare networks, managed care companies, schools, industry, wellness and prevention programs, administration and academia. The profession provides flexibility and considerable opportunity. Those who choose nursing as a second career often cite their own personal experiences with nurses as the reason for their calling, as well as an inner desire to contribute to others in a meaningful, productive manner.

A popular gateway into the nursing profession is through an accelerated Bachelor of Science in Nursing (B.S.N.) program. Accelerated nursing programs attract people who already have a baccalaureate degree in another field and now want to pursue a B.S.N. The programs are rigorous and developed for goal-driven candidates. Students’ prior academic achievements are considered and the educational process is based on adult learning theory and principles.

The nursing profession, as is true in most disciplines during the current economic climate, is experiencing increased competition in the market place. Dual-baccalaureate candidates are well-positioned for hire; their professional and personal experiences provide an edge over new graduates. Once positioned on the career ladder, a nurse has innumerable options to advance within the profession, including experience and further education. These options also help foster personal fulfillment for most nurses.
Preparing a bowl of chicken soup for a sick child. Praying for the speedy recovery of a loved one in the hospital. Many of us believe such deeds will help heal an ailing patient, yet we rarely ponder where these actions come from. “Many people don’t realize the extent to which their cultural backgrounds have shaped their health practices,” says Mary Fortier, Seton Hall University College of Nursing professor and instructor of the College’s Culture and Health course.

A foundational course for the College’s traditional four-year and second degree B.S.N. candidates, Culture and Health prepares students for practice in an increasingly global society by enhancing cultural awareness, cultural sensitivity and cultural competency. “A few decades ago, no one really thought about how cultural backgrounds factored into health behaviors. Health practitioners just assumed everyone followed the same medical model,” recalls Fortier. “Nowadays, we’re much more body-, mind- and spirit-oriented. For example, we see a patient with diabetes, and we know to consider which cultural foods this patient could be eating that might hinder his/her progress, and we work with the patient to construct a healthy diet that he/she can be comfortable with. We’re learning to be more respectful of patients’ cultures and to recognize the role of these cultures within their treatments.”

This mindset is emphasized through insightful and thought-provoking coursework. Among other assignments, students are asked to perform a cultural assessment on themselves, exploring their own health practices and the factors that may have shaped them. Students also research members of a specific population, focusing on their backgrounds and beliefs, and how each may have influenced the group’s health practices.

Though the curriculum leaves a lasting impression on those who take the course, Fortier believes it is the diversity of the students themselves that truly brings the course to life. “Our students come from a wide variety of cultural and spiritual backgrounds,” says Fortier. “Throughout the semester, they will share stories about themselves and their health practices, and that brings a lot to the table. I find myself learning from them just as much as they are learning from me.”

Fortier also believes that courses like Culture and Health could have a major impact on the nursing industry as a whole. “The world is changing. We’re no longer practicing in the hospital or in our local communities,” she says. “Our graduates will practice in homes and healthcare facilities all over the world; in order for them to do that, they need to be culturally competent. Nurses need to be aware of their own cultural beliefs and practices, as well as their patients’, and their impact on healthcare needs and practices.”

Adds Fortier, “Nursing is becoming more and more of a global profession. This course alone doesn’t get you ready for that. But it does plant the seed for our students to start thinking on a different level.”
The College of Nursing at Seton Hall University is honored to be the recipient of a $3 million grant from the Robert Wood Johnson Foundation (RWJF)’s New Jersey Nursing Initiative Faculty Preparation Program. The grant is part of a $22 million, five-year commitment by the RWJF to address the shortage of nurses around the state by increasing the number of qualified nursing faculty at universities. At Seton Hall, the initiative will motivate scholars to further their degrees at the doctoral level with specific focus on the faculty role. Upon graduation, the scholars will have the capacity to educate the next generation of nursing professionals.

One of the major challenges in nursing education has been the scarcity of qualified faculty to teach the surplus of students interested in nursing as a career. It is estimated that every year, more than 1,000 qualified students are turned away from nursing education programs. With a focus on increasing the number of qualified nursing educators, the Faculty Preparation Program serves as an essential first step in addressing the critical shortage of nursing professionals. The development of an effective pipeline to meet workforce demands is something that ultimately impacts health care, both in New Jersey and nationally.

The New Jersey Nursing Initiative grant centers on the College of Nursing’s innovative Ph.D. program, which incorporates faculty preparation. In addition to providing funds for course development, the grant provides six RWJF New Jersey Nursing Scholars with a scholarship covering tuition and fees, and a $50,000-per-year stipend enabling the recipients to cover their living expenses while enrolled as full-time doctoral students. In addition, each scholar receives a laptop computer and books. Upon completion of their studies, the RWJF scholars are eligible for incentives if they become nurse faculty in New Jersey.

“One before the [Robert Wood Johnson Foundation] grant, almost all of the students were part-time. It took the doctoral students several years to complete their studies,” notes Dr. Mary Ann McDermott, project director of the Ph.D. Program.

The doctoral program at Seton Hall University is one of only two nursing Ph.D. programs in the state of New Jersey.

The Ph.D. program was developed in response to the 2001 recommendations of the American Association of Colleges in Nursing (AACN), which proposed that Ph.D. programs in nursing diversify and advance the career paths of graduates beyond research and theory development, to include requisite requirements and preparations for the nursing faculty role. A three-year Health Resources and Services Administration (HRSA) Grant made it possible for Seton Hall to implement its Ph.D. program in 2004.
Since its inception, preparing for a faculty role has always been a component of the Ph.D. program. Graduates of the program are uniquely prepared to function in academe both as educators and researchers to advance the profession — impacting evidence-based practice and health outcomes.

 Ranked among the top 100 graduate nursing programs nationally, Seton Hall’s College of Nursing’s decided strength comes from Dean Phyllis Shanley Hansell, Ed.D., R.N., FAAN, a recognized expert in curriculum development and evaluation and a program evaluator for the Ohio Board of Regents.

 A 1981 graduate of the doctoral program in nursing at Columbia University, Dean Hansell notes that the RWJF grant represents much more than scholarship opportunities. “It’s about the advancement of the entire nursing profession. Our students produce research, which enhances the care we as nurses will provide the patients,” she says.

 The curricula developed under this program in nursing will be evaluated and adapted to serve as a model for the country. It is expected that faculty, administrators and students will disseminate the findings of this project through publication in professional journals and presentation of program development processes and outcomes with supporting data at national and international professional conferences. This will provide an opportunity to network with other developing educational programs and share information about the program’s successes and limitations.

 Students in Seton Hall’s nursing Ph.D. program benefit from the strong support of a highly qualified faculty and administration. Among them is Gloria Essoka, Ph.D., R.N., associate professor and department chair, who serves as a program evaluator for the Commission on Collegiate Nursing Education.

 Beyond the classroom, the Robert Wood Johnson Foundation Scholars also receive mentoring. A Model Mentoring Program will be available for other Ph.D. programs to replicate. Also, after completing their studies, the scholars’ careers will be tracked for an additional five years.

 The $3 million grant provides six scholarships covering tuition and fees, a generous stipend for living expenses, and a laptop computer and books.
On July 12, 1989, in the mission of the Franciscan Sisters of Mary in Wama, Kenya, a group of unidentified gunmen opened fire and fatally wounded a priest and an American nun — Sister Agnes Reinkemeyer. She had been with the mission in Kenya since 1983. Her loss was deeply felt throughout the United States, but most heartfelt at the College of Nursing where she touched so many.

Sister Reinkemeyer was the third dean of the College of Nursing at Seton Hall University, serving from 1968 through 1977. She was the first dean to have earned a doctoral degree and the first to be a member of a religious order.

During her leadership of nearly a decade, she presided over the transition from a School of Nursing to the College of Nursing, overseeing the creation of a building to house the College by securing a prestigious grant from the U.S. Department of Health Education and Welfare and persuading the community to fund the rest.

Sister Reinkemeyer is remembered by many as a visionary in the field of nursing. She sought to advance nursing through the inception of graduate programs at the College. The first M.S.N. degree was awarded in 1977. Soon to follow was the addition of a track funded by the United States Public Health Service: the Gerontological Nurse Practitioner program — the second of its kind in the country.

She had a talent for recognizing the leadership qualities of the faculty she hired, and though considered strong and tough, people also thought of her as fair and very kind.

After recruiting many talented faculty to carry out her vision for the College of Nursing, Sister Reinkemeyer left to assume the position of vicar general for her order, the Franciscan Sisters of Mary in St. Louis. In 1983, she traveled to Wema, Kenya, to become a missionary nurse, where she remained until her death.

Today, we remember Sister Reinkemeyer as a true servant leader — someone who selflessly faced the challenge of providing humanitarian assistance to people surrounded by civil unrest and instability.

To honor her leadership, Seton Hall University plans to endow the scholarship that had been set up in her memory at the time of her death.

On the 20th anniversary of her passing, we request that you give generously to the Sister Agnes Reinkemeyer Memorial Scholarship. Every little bit helps — even a small amount will make a world of difference to an exceptional student every year. Our goal is to endow the scholarship so that future generations can be served by the memory of this consummate humanitarian and educator.

For more information on the Sister Agnes Reinkemeyer Memorial Scholarship, please contact Leticia Villalon-Soler at (973) 378-2635 or e-mail leticia.villalonsofer@shu.edu.
CARING HEARTS,  
CREATIVE MINDS

By Gail Iglesias, Ph.D., R.N., Leah Johnston-Rowbotham, M.S., APRN, BC, Marion Lapchak, Ph.D., R.N., Sheila Linz, M.S.N., B.S.N.

Nursing is much more than the sum of its parts. It is a combination of science, art and insight. It is a profession that intimately involves one person in the life of another. The emotional piece is often harder than the physical. Many times, nurses must stop and remind themselves of the impact of this stress, since job stress can have detrimental effects upon nurses, their relationships, their families and, ultimately, their patients. Nurses need to step back, gain perspective and regenerate.

One way to do so, according to Viktor Frankl, a key figure in existential therapy, is through self-transcendence. A way to transcend one’s self is through the creative process. Creativity can give people the opportunity for inward focus and free expression.

At the College of Nursing, a number of us on the faculty and among the staff had been expressing ourselves creatively for years — though independently and unbeknownst to one another. That is, until 2008, when several of us began to realize that we were not alone in pursuing our artistic endeavors. We discovered that we were using many outlets — painting, photography, knitting, weaving and sculpting — with a byproduct of regeneration. As we pursued these art forms, we knew we were becoming better equipped to care for others.

We began to pull together our work, which resulted in our first annual art exhibit in Fall 2008. We were not only able to share our work, but we also found camaraderie on a whole new level. It was a social event, a supportive event and, in many ways, a bonding event.

The art exhibit was such a great success that in Fall 2009, we hosted our second annual art exhibit, during which we showcased new works of art and even sold calendars featuring some of these breathtaking pieces. We continue to impress ourselves and one another with the multidimensional talent we display. It is such a gift to ourselves, our students and our University community. We look forward to being inspired at our next show by our talented colleagues, who seem to draw upon the beauty of the world to refuel and replenish in order to reach out to those in need of care.

These four pieces are just a few of the colorful creations that have been showcased at the College’s annual art exhibit.

MEET RICHARD HILL,  
LEARNING RESOURCE DIRECTOR

By Gloria Essoka, Ph.D., R.N., CPNP

The College of Nursing has many administrators who are essential to its efficient functioning. Among them is Richard Hill, M.P.H., Director of Learning Resources.

Richard is not new to the Seton Hall community. Before becoming a member of the college’s staff, he was manager of employee and labor relations in the Department of Human Resources for nine years and brought a wealth of knowledge about the University, its function and its philosophy to his present position. These assets have made him an invaluable resource to the many people and units that help the College maximize its outcomes. His work in the healthcare delivery system prior to joining the Seton Hall family is an added asset that has been beneficial to faculty, staff and students who communicate with him about the complexities integral to a large school of nursing offering a variety of programs.

Under his direction, the Learning Resource Center assists faculty in planning by surveying students and obtaining information about the courses they plan to take in future semesters that involve clinical practice, clinical placements and maintaining agency contracts. Comprehensive predictor examinations such as CLEP, ATI and HESI, as well as individualized testing, are proctored and administered in the center. Students who require re-testing are counseled and encouraged to remediate to assure a successful test outcome.

Anyone who requires help with the technical aspects of projects, developing or performing surveys, collecting data or developing recordkeeping systems can depend on Richard’s knowledge and willingness to help. He maintains our extensive video library and keeps faculty aware of what is new and helpful.

At present, Richard is an Ed.D. student in the College of Education’s Leadership, Management and Policy Program, specializing in policy trends in higher education. His goal is to assist the College of Nursing in navigating the rapidly changing global higher education landscape. Richard has enriched the College with his presence, ability to work with faculty and staff, and commitment to continuously strive for excellence. He epitomizes the University’s ideal servant leader.
MARYANNE BARRA, D.N.P., R.N., joined the College of Nursing in the Department of Adult Health. She received a Doctorate of Nursing Practice from the inaugural graduating class at Fairleigh Dickinson University. Her evidenced-based capstone project was based on medical mathematics and retention strategies in decreasing attrition rate among nursing students. With a broad interest in medicine and nursing education, Barra continues to combine her Family Nurse Practitioner and faculty positions.

MAUREEN BYRNES, R.N., CNM, M.S.N., earned an A.A.S. in nursing from Essex County College with honors, a B.S.N. (Magna Cum Laude) from Long Island University, an M.S.N. from Columbia University and is nationally credentialed as a certified nurse midwife. She has received Advanced Practice Nursing awards for clinical excellence and has special interest in natural childbirth, the delivery of women’s health care to underserved populations and behavioral based women’s health issues. Her publications focus on various historical aspects of nurse midwifery.

DOROTHY SMITH CAROLINA, M.S., R.N., earned a B.S.N. from Seton Hall University, a M.S. in adult primary care from Columbia University School of Nursing and a Ph.D. in nursing at Rutgers, The State University of New Jersey. Her dissertation, “Correlates of Job-Related Burnout in Nurse Managers Working in Hospitals,” was funded by the Institute for Nursing — an honor reserved for nurses “who have demonstrated excellence in a research project.” In addition, Carolina was recently awarded a substantial financial scholarship from the F.M. Kirby Foundation for academic excellence. Carolina’s research interests involve identifying factors that contribute to healthy work environments for front-line nurse managers.

COLLEEN CARRINGTON, R.N., M.S.N., CPNP, earned an associate degree from Felician College, and both a bachelor’s degree and master’s degree in nursing from Seton Hall University, and is a certified pediatric nurse practitioner. She has also been certified as an International Board Certified Lactation Consultant for the past 13 years. She was awarded the Excellence in Nursing Award while working at St. Barnabas Medical Center. She intends to pursue the D.N.P. at Seton Hall while serving as a faculty member and clinical instructor at the College.
Over the past few months, members of the College of Nursing faculty have continued to share their expertise in a variety of healthcare topics. The following are just a few examples of their notable achievements.

**PEER-REVIEWED JOURNAL ARTICLES**


**ALL OTHER PUBLICATIONS**

- **Petersen, B.** “How to Plan a Successful Research Conference,” *New Jersey Institute for Nursing Newsletter* (Trenton, NJ): Foundation of the New Jersey State Nurses Association, Vol.5(2)
A past associate dean/associate professor of the College of Nursing, Barbara Wright, R.N., Ph.D., FAAN, was honored at the 23rd annual Many Are One Alumni Awards Gala on May 29, 2009.

Honorees are chosen by each school and college for their time and dedication to Seton Hall. Presenting the service award to Wright were former University President Monsignor Robert Sheeran, and Phyllis Hansell, dean of the College of Nursing.

A fellow of the American Academy of Nursing, Wright was appointed associate dean/associate professor of the College of Nursing in January 2000, serving two and a half years, and continued as an adjunct professor, teaching online classes until 2007. Wright says, “Over the past four decades, I have been dedicated to maximizing people’s health potential using science and art of nursing for the betterment of mankind.”

Wright has had a dual career as a professional nurse and elected official. For eight years, she was a New Jersey Assemblywoman and was only the second nurse to serve in the New Jersey Legislature. Wright sponsored laws on a variety of health-policy issues, including a mandate that public school health services be provided by certified baccalaureate school nurses and the use of safe needles in healthcare practice settings.

She also held the position of chief executive officer for the New Jersey State Nurses Association, where she guided and created statutes such as having nurses pronounce patient time of death.

Receiving numerous awards throughout her career, she was also inducted into the American Academy of Nursing in 2000 and named to the New Jersey State Nurses Association Roll of Honor. She is currently a senior consultant at the Center for State Health Policy at Rutgers University and sits on the board of trustees for the Christie Todd Whitman Excellence in Public Service Series.

Always searching for new opportunities to expand globally, the College of Nursing planted the seeds for yet another partnership abroad in May 2009. For one week, Dean Phyllis Shanley Hansell, Ed.D., R.N., FAAN, joined a delegation including Gabriel Esteban, Ph.D., University Provost, and Karen Boroff, Ph.D., Dean of the Stillman School of Business, on a visit to Shanghai, Beijing and Wuhan.

The latter is home to Wuhan University’s Hope School of Nursing. In collaboration with Jason Yin, Ph.D., Chair of Seton Hall’s Department of Management, Hansell articulated visions of establishing a partnership with the Hope School of Nursing. “Their school is the leading collegiate nursing program in China and is based upon the United States’ curricular standards,” said Hansell. “It’s on a health science campus, it’s university-based, it has a solid B.S.N. curriculum, and new programs are emerging there that are consistent with our standards. A partnership with them would mutually benefit both Wuhan University and Seton Hall University.”

The new relationship has already begun. In mid-September, the College welcomed a delegation of Wuhan University’s Hope School of Nursing faculty for a brief visit, during which they attended classes, observed students in clinical practices and learned about the College’s technologies. Moving forward, the College will continue to build and advance its partnership with Wuhan University, as it forges ahead in search of new opportunities.

In addition to Wuhan, the College has partnered with China’s Macau University of Science and Technology and has also established relationships with universities in Ireland, Germany and the Philippines.
In September 2008, the College of Nursing bid farewell to one of its dear friends, Patrick Hutchison. An avid supporter of the nursing profession, Pat was the principal donor to the College’s Ruth Hutchison Scholarship, named after Pat’s wife, professor emeritus at the College and Seton Hall University’s 2006 Woman of the Year. A devoted husband, Pat would drive Ruth to work whenever she needed, enjoying the opportunity to talk with Dean Hansell, students and faculty as Ruth taught her classes. Together, Pat and Ruth became beloved members of the College of Nursing family, and Pat’s passing brought great sadness to those who had been fortunate enough to know him.

The following is an excerpt from Pat’s eulogy, delivered by Muriel Shore, a friend of the Hutchisons:

I know Pat is very pleased that all of us have gathered here with his family to bid him farewell. Each of you has touched Pat’s life in some special way ….

… Ruth and Pat were avid college basketball fans. Together, we have been Seton Hall season ticket holders for more than 15 years. We drove to the games together. I always looked forward to our conversations during that ride. Pat was never lost for words and could easily make you laugh. … He talked about strategy, plays and refs like a pro. On the ride home, we always listed to the SHU post game radio talk show, and Pat would give us the analysis on why they lost and what the coach should have done. …

… Nursing became a big part of his life. Pat was so proud of his wife Ruth and was such a big part of her national achievements. He was her biggest cheerleader…. Everyone loved Pat – he had a way of making you feel as though you had worth as an individual. And he brought lots of opinion into every conversation.

Ruth was a frequent delegate to the American Nurses Association convention that was held in various states throughout the country. … Pat made many friends at these conventions. I think most people thought he was a nurse. Pat always had ideas about what organized nursing should do and had little patience for the long drawn out discussions. He always thought the nursing profession should be more advanced than it was. He was quick to give us his solutions, and he had many.

Most of all, what I will remember most is Pat’s love for his family, his wife Ruth and son Rick. He was so proud of Rick and that he graduated from Seton Hall. He felt the communications major that Rick had taken was a good fit for his son and knew it would open up many opportunities for him. In recent years, as Ruth spent more time in a wheelchair, Pat was always there for her. Whatever she needed, he was there. …

… Pat will be greatly missed by all of us but one thing I know for certain. When Pat entered the eternal kingdom, he was greeted warmly by God who, in placing His arms around Pat, whispered into his ear and said, “Pat, my son, welcome — job well done!” …

… Patrick, thank you for the memories — we will miss you, dear friend.
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“Seton Hall nurtured my passion for care of the elderly. I was blessed to have developed an extensive professional network there, which I rely upon for mentorship and collaboration.”

Mary Ann Christopher, M.S.N., R.N., FAAN
President and CEO
Visiting Nurse Association of Central Jersey