

FALL 2018

Nursing

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LSU Health — New Orleans

LEADING THE WAY

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Setting a Precedent for
Pediatric Acute Care in Louisiana

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Developing a Common Assessment
for Nurse Anesthetists

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Exploring Evidence-Based Practice
with the Joanna Briggs Institute

LSU Health
NEW ORLEANS
School of Nursing

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Dean's Message



At the LSU Health New Orleans School of Nursing, we are committed to providing nursing leadership, meeting increasing workforce demands and improving nursing systems in an ever-changing health care environment. As we celebrate our 85th year and finish the reaccreditation process, we have laid out a number of strategic initiatives with the aim of enhancing academic excellence, building research programs and culture, strengthening our affiliations and partnerships, improving visibility and recognition, increasing organizational effectiveness, and enhancing diversity and inclusivity.

Our outstanding faculty leaders are constantly pushing the boundaries to advance health care delivery, and they have an impact on countless lives in our community. We recently celebrated our faculty and staff during National Nurses Week with Daisy Awards and service pins, and recognized faculty members for their involvement in our Mentoring Undergraduate Students for Excellence in Scholarship program and promoting our school's core values through the ROAR program. Some of the events we held to show our appreciation included the Dean's donut breakfast, a luncheon, a yoga class and an ice cream social. We are also excited to be honoring a few of our outstanding alumni later this year at our 85th anniversary gala celebration, where they will be the inaugural inductees into the LSU Health New Orleans School of Nursing Hall of Fame.

We have also been making numerous campus improvements. These include remodeling our restrooms and promoting the availability of all-gender restrooms, expanding our continuing nursing education and audiovisual-supported classroom, increasing office space and expanding our security camera system.

An early admission program for students at the Charity School of Nursing at Delgado Community College has helped create a seamless educational pathway for more nurses looking to go directly from an RN to a BSN, and we have also expanded our global health care and study abroad programs, adding a trip to Peru. On the clinical side, we have been working to expand primary care services to the Algiers community, and developing more evidence-based initiatives with support from the Joanna Briggs Institute.

By building partnerships that link evidence and research to nursing practice, we are creating an environment that provides the best possible education to our students, and the best possible care to our community.

Demetrius J. Porche

Demetrius J. Porche, DNS, PhD, ANEF, FACHE, FAANP, FAAN
Dean and Helen A. & James B. Dunn Professor
Louisiana State University Health – New Orleans School of Nursing

Helping Save Victims of Human Trafficking

When a former student called his professors in the middle of the night about a suspected case of human trafficking, the stakes were high and there was no time to waste. Luckily, Deborah St. Germain, DNP, RN, CNE, and Katherine Carter, DNP, PHCNS-BC, were able to point the student toward the resources that could help his patient. And, as a result, the Emergency Department where the former student works decided to hold a training session so other doctors, nurses and support staff would gain the knowledge they need to identify and help trafficking victims.

According to recent estimates, there are more than 1.5 million victims of human trafficking in the United States, mostly women and children. And when it comes to detecting possible human trafficking victims, health care providers are often on the front line.

Fortunately, efforts have been made in recent years to raise awareness, improve reporting, share information and coordinate resources to stop human trafficking and help survivors. This has led to a 52 percent increase in reports in Louisiana in the last year, thanks in large part to the increase in agencies and service providers that are turning over data to the Department of Children and Family Services.

One of these efforts has been a project spearheaded by Dr. Carter and Dr. St. Germain to raise awareness among nursing students and teach them how to identify possible victims and how to respond.

“People who are being trafficked are often scared to come forward, and in many cases their trafficker is with them when they come in for care,” says Dr. St. Germain. “This can be a tense and potentially dangerous situation for both the victim and the health care provider, so we provide training to help nurses identify potential victims and get the victim away from the trafficker without the trafficker becoming suspicious.”

Kay Bennett, director of the Baptist Friendship House and longtime advocate for human trafficking victims, has also been instrumental in the project, lecturing to students as well as nurses at area health systems. Together with the Greater New Orleans Human Trafficking Task Force, the Polaris Project hotline and the Eden House, she also helps provide resources to get trafficking victims to safety, provide treatment and help them start a new life.

“The task force that we’re part of has helped more than 170 victims of human trafficking since 2015, responded to more than 450 crises and provided nearly 12,000 units of service,” says Dr. Carter. “By teaching nurses and other health care providers to use a universal screening tool that we’ve been developing, we are beginning to see more reporting, which is leading to definite positive outcomes and making a huge difference in people’s lives.” ■

According to recent estimates, there are more than 1.5 million victims of human trafficking in the United States, mostly women and children.

Setting a Precedent for Pediatric Acute Care in Louisiana

An intubated infant struggling for life. A young unconscious girl brought to the ER by her parents. A deaf child being prepped for surgery to relieve a chronic condition. These patients — and their families — need highly specialized care. In light of the national shortage of acute care providers, pediatric nurse practitioners are set to play a vital role in caring for acute and critically ill children.

“In the acute care setting, there is a shortage of pediatric subspecialty providers, and it is anticipated this shortage will become worse in the upcoming years,” says Jamie Wiggins, MS, RN, Senior Vice President and Chief Nursing Officer at Children’s Hospital New Orleans. “Training more pediatric nurse practitioners will enhance our collective ability to provide top-notch care for this patient population.”

This summer, the LSU Health New Orleans School of Nursing is enrolling the first students into its Pediatric Nurse Practitioner Acute Care (PNP-AC) concentration — the first such program in Louisiana and within an academic health center. This concentration is within the Doctor of Nursing Practice (DNP) program and includes a three-year plan of study preparing graduate nursing students to care for children with complex acute, critical and chronic illnesses across the entire pediatric age spectrum.

“Being the first in the state is a testament to our school responding

to the needs of our community at large and to the collaborative effort made with Children’s Hospital New Orleans,” says Leanne Fowler, DNP, AG/ACNP-BC, CCRN, CNE, Director of Nurse Practitioner Programs and Assistant Professor.

This academic-practice partnership will provide both entities opportunities to collaborate on strategic activities aimed to translate research into everyday practice, strengthen interprofessional collaborative practice and continually improve community health care.

Preparing Practitioners Focused on Fulfilling Children’s and Families’ Needs

“Pediatric nurse practitioners are in great demand for their depth of pediatric knowledge,” says Dr. Fowler. “Our entire curriculum concentrates on the needs of the pediatric population.”

Clinical experiences for PNP-AC students will include rotations in specialty clinics and hospital rounds, focused on cardiology, pulmonology, gastroenterology, pediatric hospital medicine, critical care, emergency, trauma surgery and more — as well as in general pediatric medicine clinics.

Because it’s a DNP program, each student will also collaborate one-on-one with DNP faculty and PNP-AC practice mentors on a scholarly DNP project demonstrating nursing practice change. Students will also have access to LSU Health Sciences Center resources available to other health professional

students on campus, including expert science faculty, state-of-the-art simulation labs, and clinical experiences with affiliated academic-practice partners.

“We are sending three nurses from our cardiac ICU, and we’ll fully support them as they go through the program — allowing us to develop our own pediatric nurse practitioners specializing in acute pediatric cardiac care,” says Wiggins. “And we’ll open our entire hospital to clinical rotations and practicums for PNP-AC students. This continues our academic partnership. We already have a strong collaboration with the School of Medicine, and we’re looking to build upon that by helping to develop the next generation of pediatric nurses and mid-level providers.”

The biggest winners from this program, says Wiggins, will be the hospital’s patients and their families, because now they’ll have access to nurse practitioners trained to provide comprehensive care to children and teenagers with a variety of complex conditions while engaging families, easing transitions and offering sensitivity and support along the way.

“We can also now provide a close-to-home educational trajectory for people in Louisiana interested in becoming pediatric acute care nurse practitioners,” he adds. “And, by offering this professional pathway, we’ll ideally draw people from across the country who would like to live and practice in New Orleans.” ■

“Being the first in the state is a testament to our school responding to the needs of our community at large and to the collaborative effort made with Children’s Hospital New Orleans.”

Leanne Fowler, DNP, AG/ACNP-BC, CCRN, CNE
Director of Nurse Practitioner Programs and Assistant Professor



Student Standouts

Andrew Giardina received the 2017 New Orleans District Nurses Association Leadership Award, given each year to a graduate of a greater New Orleans area nursing school. The award includes a one-year membership to the American Nurses Association.

Caroline Landry (DNA '18) had her Doctor of Nursing Practice project featured on the website for the Society for Opioid Free Anesthesia (SOFA). The project aims to educate practicing anesthesia providers on the benefits of a non-opioid anesthetic for hemodynamically challenged left-sided heart failure patients.

Jaymalisa Whatley was awarded the Grand Prize in the NSNA/Nurse.com Essay Contest at the 66th Annual Convention of the National Student Nurses' Association. She received free admission to the convention, as well as a plaque and monetary award.

Nicole Koppi, Jaymalisa Whatley and Victoria McElroy presented a resolution to the NSNA House of Delegates entitled "Increased Awareness, Research, and Education Regarding Black-American Maternal and Infant Mortality." After speaking about the research data and making statements to support their resolution, the resolution was passed unanimously and is being sent to other leading nursing organizations that share the goal of reducing maternal and infant mortality among black Americans.



LSU Health New Orleans School of Nursing was represented at the 2018 NSNA Annual Convention by students Zoe Alexander, Alexis DeSalvo, Anna Goebel, Sarah Hairston, Banaz Hejazi, Nicole Koppi, Daniel Lacy, Brad Marchese, Victoria McElroy, Laurn Richard, Alexandra Walters and Jaymalisa Whatley.

In the Community



Promoting Health in Our State Capitol

Students and faculty attended the Speaker's Annual Health Fair on April 17 to promote nursing and community health needs. This photo of our LSU Health New Orleans School of Nursing representatives with Speaker of the House Taylor F. Barras made it onto the Louisiana State House of Representatives homepage!

The Seeds of Better Health

The School of Nursing's Student Life Committee organized an event for the Student Government Association, the Student Nurse Association and Men in Nursing to give free health assessments to members of Faith Presbyterian Church. Students also helped church members plant a community garden that will be used to feed the homeless.



Delivering Hope NOLA

The Student Nurse Association has partnered with Delivering Hope NOLA for the last two years, collecting items for holiday care packages and delivering them to neonatal intensive care units across the city in December. These gifts help brighten the lives of families with infants in intensive care, and many of the recipients have expressed their immense gratitude for having such a caring community.

Lakeshore High School Career Day

Lakeshore High School students learned about careers in nursing and public health and had their questions answered by LSU Health New Orleans School of Nursing students and faculty at the high school's career day.

LGBTQ+ Advocacy Training at Dillard University

As part of the Advocacy Program to address health inequities in LGBTQ+ populations and create affirming health care environments, Jessica Landry, DNP, FNP-BC, and Todd Tartavouille, DNS, APRN, CNS-BC, provided an advocacy training session to nursing students at Dillard University. The training included having nursing students create safe inclusive spaces for their patients and a question and answer session with an LGBTQ+ individual.

Putting Her Passion on Paper

Championing equal and affordable healthcare, Jaymalisa Whatley, a Junior II in the Traditional Bachelor of Nursing Science program at LSU Health New Orleans School of Nursing, earned national honors this spring as the grand prize winner of the National Student Nurses' Association (NSNA) 2018 essay contest.

Passionate about health policy, women's health, children's health and education, Whatley is focusing her efforts on earning her degree and then working as a labor and delivery nurse. She serves as the Student Nurses Association Break Through to Nursing Coordinator and is an active member of the Interprofessional Student Alliance.

Whatley wrote about how the NSNA's policies on affordable health coverage and quality care are an important step in decreasing health disparities and increasing standard measures of health status in the United States. A portion of her essay is printed here.

It should be deemed unacceptable that almost 10 percent of the population in the United States is without health coverage, despite the expansion of Medicaid. Through the National Student Nurses' Association's (NSNA) resolution, "In Support of Advocacy for Policies Supporting Affordable Health Coverage and Quality Care," we can hope to impact patients and nurses by providing an extra voice for the promotion of a healthier country.

According to the American Nurses Association, "uninsured and underinsured individuals are more likely to postpone or forgo needed health care including medication prescription filling." As future nurses, we must be concerned about the patients who are chronically ill and cannot afford medications. We should never make judgments or assumptions about why the patient is not taking their medication, but instead, talk with them to assess their habits and lifestyle, including social and economic status. Then together, we can help our patient figure out the problem and a solution.

The NSNA resolution and the association's commitment to promoting affordable health coverage can be a reminder to nurses to ask questions about health coverage to ensure their patients can afford their medications. We often see patients with conditions that can easily be managed with medications and lifestyle changes, but upon giving them the prescription, we forget to evaluate their financial situation to assess whether they can afford their medication.

The resolution is also a way to help nurses provide better quality care. The American Nurses Association recognizes that "racial and ethnic minority communities have distinct health beliefs and substantial unmet needs when seeking healthcare." This resolution can be used as a platform to get information to future nurses about the health disparities in the United States and their impact on patient care. As stated in the resolution, "socioeconomic status is linked to a wide range of health problems, and should not be a barrier to access to healthcare or health insurance" (Cupler, Jankowski & Henderson, 2017). Educating nurses and nursing students about health disparities will help us prevent them in our practice.

The banners on the National Student Nurses' Association website can promote affordable health coverage and can also be used to spotlight articles about how to be transculturally aware and about barriers for minorities in nursing, so that we can help eliminate those barriers to become a more diverse profession and have the skills to effectively treat patients from minority groups.

We cannot assume all patients are able to afford medications, just because they have come to the hospital or to their appointment. This resolution will not only help to spread awareness about affordable health coverage and quality care but will also be a reminder about the importance of treating your patient as an individual searching for care, regardless of their race or ethnicity. I believe that this resolution is the first step of many for organizations like the National Student Nurses' Association and American Nurses Association to provide more information about health disparities and join the fight for equal and affordable healthcare.

The NSNA resolution has presented thousands of students with information about the status of America's health. We were given information about health disparities and presented with a plan to decrease disparities and improve the health of Americans. We are being given this information early on in our career to help us later in our field as we join the fight for affordable health coverage and the prevention of health disparities. ■

“Educating nurses and nursing students about health disparities will help us prevent them in our practice.”

Jaymalisa Whatley

Junior II

*Traditional Bachelor of Nursing Science program
at LSU Health New Orleans School of Nursing*

Preparing for Reaccreditation by the CCNE



LSU Health New Orleans School of Nursing is preparing for its reaccreditation once again by the Commission on Collegiate Nursing Education (CCNE). In preparation for the site visit by CCNE, School of Nursing faculty and staff are conducting a detailed review of the school's programs and compiling a comprehensive self-study that will be used to evaluate the school prior to the site visit.

In preparation for the site visit by CCNE, Laura Bonanno, DNP, CRNA, Susan Orlando, DNS, APRN, NNP-BC, CNS, and Antoinette Cascio, MN, RN, are leading a team of School of Nursing faculty to conduct an exhaustive review of the bachelors, masters and doctoral level programs, and to write a comprehensive self-study that will be used to evaluate the School of Nursing prior to and during the on-site review.

"We're really looking at this as an opportunity to highlight our strengths, but also see where we can improve," says Dr. Bonanno. "Because we're part of the larger Health Sciences Center, we have a very diverse faculty and unique opportunities for students to take advantage of the expanded resources and state-of-the-art facilities. It's just one of the many reasons we're confident that our on-site review will be successful."

The visit is scheduled for October 22–24, when a group of evaluators will come for three days to validate the self-study and make a recommendation for the final accreditation decision. During that time, the site visitors will meet with students, faculty and administration. In addition, the visitors will visit clinical sites and meet with alumni of the various programs.

"The main goal is to make sure we're meeting the needs of our students and preparing them with the skills and knowledge they need to excel in their field," says Dr. Orlando. "That's something we stress here every day, and which led us to be named a Center of Excellence in 2015 by the National League for Nursing." ■

"Because we're part of the larger Health Sciences Center, we have a very diverse faculty and unique opportunities for students to take advantage of the expanded resources and state-of-the-art facilities. It's just one of the many reasons we're confident that our on-site review will be successful."

Laura Bonanno, DNP, CRNA
Program Director of the
Nurse Anesthesia Program

Assist LSU Health School of Nursing in the Reaccreditation Process

As part of the reaccreditation process, program constituents and interested third parties are invited to submit comments concerning our programs' qualifications for accreditation. Comments must relate to the CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs and be submitted by October 1, 2018.

Please email comments to:
thirdpartycomments@ccneaccreditation.org

Or mail to:
Commission on Collegiate Nursing Education
Attn: Third-Party Comments
655 K Street NW, Suite 750, Washington, DC 20001



The White Coat Ceremony Pledge

During the ceremony, nurses are cloaked in a white coat, and receive a specially designed pin that serves as a reminder of their pledge and their commitment to providing high-quality care. Here is their pledge:

As a nurse dedicated to providing the highest quality care and services, I solemnly pledge that I will:

- ✓ Consider the welfare of humanity and relief of suffering my primary concerns;
- ✓ Act in a compassionate and trustworthy manner in all aspects of my care;
- ✓ Apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients;
- ✓ Exercise sound professional judgment while abiding by legal and ethical requirements;
- ✓ Accept the lifelong obligation to improve my professional knowledge and competence;
- ✓ Promote, advocate for, and strive to protect the health, safety, and rights of the patient.

With this pledge, I accept the duties and responsibilities that embody the nursing profession.

I take this oath voluntarily with the full realization of the responsibility with which I am entrusted by the public.

The White Coat Ceremony:

Instilling a Commitment in Nursing Students

In 2014, LSU Health New Orleans School of Nursing was selected by the Arnold P. Gold Foundation and the American Association of Critical Care Nurses to be the first nursing school in Louisiana and one of the first 100 schools nationally to hold a White Coat Ceremony. The ceremony is held for nursing students who are beginning their second semester of nursing school, and stepping out of the classroom for the first time into the world of clinical care.

"It's a huge deal for our nursing students," says Kendra Barrier, PhD, MSN, RN, Assistant Dean for Student Services. "Next to graduation, it's the biggest milestone in their journey to become a nurse. It really helps drive home the importance of the work they'll be doing, and instill a commitment in them to humanistic, patient-centered care."

The White Coat Ceremony has long been an important rite of passage for medical students, and the recent push to include nursing schools is part of a larger effort to create stronger bonds between nurses and physicians. "Creating this link between nurses and physicians supports optimal health care in the 21st century," says Richard Levin, MD, President and CEO of the Arnold P. Gold Foundation. ■



A CURRICULUM FOR *Change Makers*

With her sights set on a school of nursing leadership position and a research-rich career, Jennifer Barrow, MSN, RN, CNE, Assistant Professor of Nursing at McNeese State University in Lake Charles, is one step closer as she completes her first year of the LSU Health New Orleans School of Nursing’s Doctor of Nursing Science program.

“It’s a dream I have wished to pursue for quite some time,” she says. “My research is focused on organizational and individual influences on new graduate role transition outcomes.”

Like Barrow, most students who pursue the Doctor of Nursing Science (DNS) degree are already in nursing faculty positions or plan to be. This professional degree program’s curriculum emphasizes nursing research with select patient and client groups within and across nursing specialties.

“Students evaluate forces influencing health, synthesizing knowledge of health needs and problems of select patient and client groups, testing knowledge and applying findings to

nursing practice, education and policy,” explains Rick Zimmerman, PhD, DNS Program Director and Associate Dean for Nursing Research, Scholarship and Science. Marie Adorno, PhD, APRN, CNS, RNC, Instructor of Clinical Nursing, serves as Assistant Director of the DNS Program.

To earn the DNS degree, graduates must demonstrate the ability to make an original scholarly contribution to the field of nursing.

“The curriculum is designed to prepare professional nurses to make dynamic contributions, throughout their careers, to the discipline through research and other scholarly activities,” says Dr. Zimmerman.

What stands out about the School of Nursing’s DNS program?

“My favorite element of the doctoral program is the mentorship I have received through scholarly luncheons with faculty and fellow students, along with the cohort-based system that helps us develop collegial relationships,” says Barrow. ■

A Look at Our Degree Candidates

These 15 nurses are pursuing the Doctor of Nursing Science degree at the School of Nursing, each with a unique research focus and a desire to enhance nursing practice, education and policy.

NAME	PLACE OF WORK	RESEARCH FOCUS
Jennifer Barrow	McNeese State University	Nursing transition to practice
Monchienne Matrice Bolds	LSU Health Sciences Center	Educating nurses about opioid abuse
Alaina Daigle	Nicholls State University	Professionalism in nursing students
Shelly D. Dolan	LSU Health Sciences Center	School-based health clinics
Paula Ann Kensler	LSU Health Sciences Center	Emergenetics
Harlee Sue Kutzen	LSU Health Sciences Center	Process of self-discovery of a limited lifespan by cognitively aware patients who have advanced life-threatening conditions
Eurydice Marshall Lang	LSU Health Sciences Center	Breastfeeding among African-American women
Connie A. McKnight	LSU Health Sciences Center	Lymphedema in breast cancer survivors
Helen P. Neil	LSU Health Sciences Center	Stroke
Steven Joseph Pouey	LSU Health Sciences Center	Empathy development in nursing students
Sherrie Anna Roberson	Louisiana Tech University	Rural women's cardiac health
Randy Lynn Rosamond	LSU Health Sciences Center	Alternative and complementary medicine
Carla Ann Vidrine	University of Louisiana at Lafayette	Client/patient-initiated violence against nursing staff
Amelia Waldrup	Tulane Medical Center	Health care system executive leadership
Jamie L. Wiggins	Children's Hospital (New Orleans)	Association of nurse practice environment with acute care outcomes

Tiger Trax

Faculty Mentorship Program

When a person studies math, English or history, they often do so to prepare for a career as a teacher. With nursing, it's a little different. Nursing professors are nurses first — dedicating themselves to providing quality, compassionate care to those in need long before deciding to become a teacher for the next generation of nurses.

"When I first joined the faculty at LSU Health New Orleans School of Nursing, I didn't really know how to be a faculty member," says Jennifer B. Martin, DNP, CRNA. "Like most nursing professors, I started off as a clinician, and it was a little bit of a tough transition."

Dr. Martin quickly found her place, and joined the Faculty Life Committee, where she saw the impact she could have supporting the nursing faculty, both in their careers and on an emotional level by fostering appreciation for one another and a sense of community. It was through this committee that she got to know longtime faculty member Dianna Douglas, DNS, APRN-CNS, and the idea for Tiger Trax was born.

Originally called C-PRIDE, the faculty mentorship program was created in response to suggestions from faculty members as part of their annual

evaluations. Designed to guide junior faculty members in their professional goals, the volunteer program has quickly become popular among the nursing faculty. Now going into its fourth year, there are 34 faculty members in the program and many of the mentor-mentee pairs have elected to continue their relationship over the course of several years.

"Having a formal mentorship program has really helped newer faculty members identify areas they want to work on and develop their career goals," says Dr. Martin, who not only helped create the program, but has been a mentee under Dr. Douglas for the past several years. "We've even had one faculty member who started out as a mentee make the transition to mentor."

"Having a formal mentorship program has really helped newer faculty members identify areas they want to work on and develop their career goals."

Jennifer B. Martin, DNP, CRNA

Having experienced one side of the mentor-mentee relationship, Dr. Martin is considering becoming a mentor as well, but decided to take a year off and focus on her own professional growth. This includes continuing to build Tiger Trax and Mentoring Undergraduate Students for Excellence in Scholarship (MUSES), the student program she and Dr. Douglas created together, as well as publishing an article about Tiger Trax in an upcoming issue of the National League for Nursing's *Nursing Education Perspectives*.

MUSES: Inspiring the Next Generation of Nursing Leadership

Once Tiger Trax was up and running, Dr. Martin turned her attention back toward the students, and MUSES — an idea for a program that had been a dream of the faculty for a long time —

came to life. The MUSES program is a mentorship program of sorts for honors nursing students interested in research. It admits three to six undergraduate nursing students per year who have at least a 3.5 GPA and are driven in their studies to go above and beyond.

As part of the program, the students identify a topic they would like to research and are matched with a faculty member from the School of Nursing or another Health Sciences Center department. In addition to their normal course load, the students are required to participate in two seminar courses for a total of four credit hours, where they learn research techniques, prepare academic papers and practice their presentation skills.

"We really hope to light a fire of passion for research in our students," says Dr. Martin. "Our goal is to set them up for success, but also to really propel the nursing profession forward and give us more of a seat at the table in the health care community. We want our students to know the opportunities that are out there, and to know they can make a difference not just one patient at a time, but also on a larger scale."

Some of the topics that MUSES students have chosen to focus on so far have included the link between genetics and obesity, nursing perceptions on breastfeeding and substance abuse, and a study on childhood cancer treatment and its long-term effect on vaccine efficacy. Students have presented at regional and international conferences and been accepted for publication, and many are using the topics they choose as a springboard for continued research in graduate programs.

"The MUSES program provides a unique opportunity for our nursing students that few other nursing schools offer," says Dr. Martin. "Whether they go on to apply for graduate programs or for some of the more coveted positions in top-tier health systems, being part of the MUSES program sets them apart." ■

Influencing Policy that Impacts Practice

A nurse's place is at the bedside, in the community and on Capitol Hill. That's the firsthand lesson three LSU Health New Orleans School of Nursing students learned this spring when they attended the American Association of Colleges of Nursing (AACN) Student Policy Summit in Washington, D.C.

"I loved learning about how nurses can impact policy on a huge scale, such as lobbying to Congress," says Nicole Koppi, a School of Nursing senior. "The highlight of my experience was being able to interact personally with congressional staffers and speak to my own experience as a student nurse."

Every day, nurses advocate for their patients to keep them safe, help prevent medical errors and promote a patient-centered, collaborative care culture. Nurses are also impacted daily by political and legislative decisions that affect their practice, education and research capabilities. Their involvement in policymaking is critical to advancing their profession and delivering the best possible patient care.

The AACN Student Policy Summit is a three-day conference open to baccalaureate and graduate nursing students enrolled at AACN member institutions. Attendees are immersed in didactic program sessions focused on the federal policy process and nursing's role in professional advocacy.

Students from the School of Nursing have attended every year since the summit began, says Demetrius J. Porche, DNS, PhD, FACHE, FAANP, FAAN, Professor and Dean of the School of Nursing.

"It's an opportunity to learn advocacy and lobbying skills," says Dean Porche. "In the past, we've sent two students, but this year we were able to send three — Koppi, Brandy Barbarin and Natalie Harvey. Our nursing school funds this trip and experience for our nursing students."

A View From the Top for Aspiring Advocates

In addition to attending lectures, students visit Capitol Hill.

"They participate in discussions on current legislative issues impacting nursing and higher education, and they are encouraged to engage with legislators and staff," says Dean Porche.

As the students' role model and mentor during the summit, Dean Porche accompanies and debriefs them on each of the visits. He says student attendees learn important skills like how to secure meetings and how to best conduct themselves and present information to influence policy.

Harvey, a School of Nursing senior, says attending the summit opened her eyes to opportunities for nurses to engage with political leaders about important issues.

"I consider it a duty to be an advocate for patients and for the nursing profession," she explains. "The summit taught me how to utilize my expertise to influence public opinion. I hope to one day use this knowledge to help effect change in health care policy on both the state and federal levels." ■

"The highlight of my experience was being able to interact personally with congressional staffers and speak to my own experience as a student nurse."

Nicole Koppi
School of Nursing senior



Developing a Common Assessment for Nurse Anesthetists

A nurse anesthetist is a vital member of the health care team in a variety of practice and procedural areas – including surgery, obstetrics, podiatry, dentistry, ophthalmology and pain management. Independently – or with surgeons, anesthesiologists and other care providers – they administer and maintain anesthetics during many types of procedures, continuously assess patients and oversee their recovery.

To be adequately prepared for such an important role, nursing students must exhibit certain core competencies to be accepted into and graduate from an accredited nurse anesthesia program (see sidebar). Successful students will graduate with at least a master's degree, but some nurse anesthesia programs – like the one at the LSU Health New

Orleans School of Nursing – lead to a Doctor of Nursing Practice degree with a specialization in nurse anesthesia.

While demand has increased for all health care professions — to be accountable for assessing clinical performance and competence of graduates, it is no small task. For example, there are 120 nurse anesthesia programs throughout the United States, and each program has its own tool for evaluating competencies.

To bridge this gap, the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) has called for development of a common clinical assessment tool that could be used by all nurse anesthesia programs – ensuring all students in these programs are evaluated by the same standards.

At the School of Nursing, Demetrius J. Porche, DNS, PhD, FACHE, FAANP, FAAN, Professor and Dean, and Laura Bonanno, DNP, CRNA, Program Director of the Nurse Anesthesia Program and Associate Professor of Clinical Nursing, have been working for two years on a COA-funded study to develop this tool. Faculty from other institutions are also involved in this project.

“The tools currently in use by nurse anesthesia programs are not validated,” says Dr. Bonanno. “The purpose of this new tool is for clinical preceptors and nurse anesthesia faculty and administration to evaluate students based on a set of common core competencies.”

Delving into the Delphi Method

As part of a Special Interest Group appointed by the COA, Dean Porche and Dr. Bonanno have developed a tool that implements the Delphi technique, a systematic method that uses a structured and iterative process to solicit opinions and guidance from a panel of experts in the given topical area.

“Common core competencies were developed from existing standards, evidence and literature,” explains Dean Porche. “These competencies are then subjected to review and feedback from a panel of experts. In this study, we obtained feedback from nurse anesthesia program directors, students

and clinical preceptors during three rounds of data collection. After each round, the instrument/tool is revised based on statistical quantitative data and qualitative feedback to ensure that each common core competency is a valid measure.”

Both researchers believe this method can transform nurse anesthesia clinical evaluation into a systematic, standardized format.

Dean Porche and Dr. Bonanno's study received Institutional Review Board approval, and the third round of the Delphi study is complete with analysis underway. ■

“The tools currently in use by nurse anesthesia programs are not validated. The purpose of this new tool is for clinical preceptors and nurse anesthesia faculty and administration to evaluate students based on a set of common core competencies.”

Laura Bonanno, DNP, CRNA

The Nurse Anesthetist Journey

Certified Registered Nurse Anesthetists (CRNAs) have been providing high quality anesthesia care in the United States for more than 150 years, according to the American Association of Nurse Anesthetists.

Nurse anesthesia is an advanced practice nursing specialty that requires graduate level educational (masters or doctoral) preparation. Graduate nurse anesthesia program curriculum builds on prior nursing knowledge and skills, especially those skills gained in the care of critically ill patients. Therefore, to be eligible for those graduate nurse anesthesia programs, applicants must:

- ✓ Have earned a Bachelor of Science degree in nursing with a minimum grade point average of 3.0
- ✓ Possess an unencumbered license as a registered nurse
- ✓ Have a minimum of one year of experience as a critical care nurse

Graduates of nurse anesthesia programs must meet eligibility requirements for licensure as an advanced practice registered nurse (APRN) and certification as a CRNA. Graduates of the program must meet all academic and clinical educational requirements prescribed by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA) and be competent to provide anesthesia.

Honors & Awards

Ellen Beyer, DNP, MBA, MN, RN, PHCNS-BC, APRN, had her capstone project published in *International Archives of Nursing and Health Care*. Her study is entitled “Improving Practitioners’ Knowledge and Confidence to Identify High Risk Medications with Older Adults: A Quality Improvement Intervention.”

Ellen Beyer, DNP, MBA, MN, RN, PHCNS-BC, APRN, and **Katherine Carter, DNP, MSN, PHCNS-BC**, co-authored a study with Alicia R. Dean, MSN, CNS, APRN, CEN, FAEN, Director of Trauma Services at Tulane Health System. The study, “Connecting a School of Nursing and a Professional Nurse Organization to Promote Concussion Awareness,” was published in *Journal of Emergency Nursing*.

Laura Bonanno, DNP, CRNA, spoke at a meeting of the Association of periOperative Registered Nurses (AORN), and was interviewed for an article entitled “3 Healthy Habits to Lead Interdisciplinary Communication” for AORN’s *Periop Today* newsletter.

Katherine Carter, DNP, MSN, PHCNS-BC, was named ATI Nursing Education’s Nurse’s Touch Award recipient for advancing professionalism, leadership and communication skills in nursing education programs.

Benita N. Chatmon, PhD, MSN, RN, and **Latanja Divens, DNP, APRN, FNP-BC**, were featured in the Winter 2018 *Newsletter for the Association of Black Nursing Faculty, Inc.* Their manuscript served as a call for experienced minority faculty to mentor, with a focus on recruiting and retaining minority faculty, and the benefits of mentoring.

Deborah Garbee, PhD, APRN, ACNS-BC, had her article “Predictors of Success in BSN Students” published in the *International Journal of Nursing Education Scholarship*.

Judith A. Gentry, RN, MSN, OCN, CNE, was selected as a 2018 Oncology Nursing Society Publishing Awards reviewer.

Jennifer Manning, DNS, APRN, CNS, CNE, was appointed by Governor John Bel Edwards as an education member of the Louisiana State Board of Nursing and was also chosen by the American Nurses Association to participate on the advisory committee of the telehealth professional issues panel. She recently applied for a grant to fund a research project entitled “Leading Change: Recruiting and Training Undergraduate Nursing Students and RNs to Practice in Community Based Primary Care (CBPC) Settings.”

Stephanie Pierce, PhD, MN, RN, CNE, was invited to serve on the American Association of Critical-Care Nurses Faculty Development Conference Subcommittee. She was also chosen to participate on the American Nurses Association’s Advisory Committee of the #EndNurseAbuse Professional Issues Panel to help identify the barriers to effective reporting of violent and abusive incidents and provide advice and feedback for policy development.

Sherry Rivera, DNP, APRN, ANP-C, won the 2017 Nephrology Nursing Journal Education Writing Award for her article “Identifying and Eliminating the Barriers to Patient Education for Patients in the Early Stages of Chronic Kidney Disease.”

Rose Schaubhut, DNP, MN, MPH, NEA-BC, was the keynote speaker for the 4th World Congress on Nursing in Valencia, Spain, on April 16, 2018. Her keynote address was entitled “Preceptor Education: Enhancing Knowledge and Attitudes in One Louisiana Hospital.” She also gave a presentation at the Congress entitled “Impact of Cornerstone of Cultural Competence in a Disaster Cycle Education Program for Nurses: Program Results.”

Peter Weed, PhD, MPH, has been accepted for publication in the *European Journal of Pharmacology* as lead author on a study entitled “Ventilatory-depressant effects of opioids alone and in combination with cannabinoids in rhesus monkeys.”

Alumni Updates

Julie Sanford (DNS ’02) recently testified before the U.S. Senate Committee on Health, Education, Labor and Pensions to support the case for Title VIII programs for nursing workforce development.

Alexandrea Weis (MN ’94, BNS ’88) received the Feathered Quill Book Awards 2017 Mystery Book of the Year for her latest novel, *Blackwell: The Prequel, The Magnus Blackwell Series*. When she isn’t writing award-winning fiction, she spends her time rescuing orphaned and injured wildlife with the Louisiana Department of Wildlife and Fisheries.

If you’ve got news you’d like to share in our next **LSU Health New Orleans School of Nursing** publication, email us at sspera@lsuhsc.edu.

Stay Connected

Stay in touch with your classmates. Learn all about upcoming events and activities. Uphold our school’s traditions like the White Coat Ceremony, pinning ceremony and graduation, and support nursing excellence.

Activate your Alumni Association membership today. And if you have already activated your membership, go online to learn about upcoming events and other news.

Activate your membership now: give.lsuhealthfoundation.org/sonalumni

Welcome to our New Faculty!

Congratulations to **Molada Brand, MSN, RN**, on becoming one of the newest members of the School of Nursing faculty. With a master’s degree in nursing in healthcare systems management, extensive experience in maternal newborn care, and certifications in advanced cardiac life support, basic life support and neonatal resuscitation, she brings a broad breadth and depth of knowledge to the School of Nursing.

Join us in welcoming **Kristen Ramsay, MSN, NP**, to the School of Nursing family. As a board-certified pediatric nurse practitioner with experience in neonatal intensive care and pediatric endocrinology, she will be teaching Child Health Nursing Theory and Practicum, giving her students the foundation they need to provide exceptional care to pediatric patients and their families.

Nursing School of the Year

Recognizing excellence in nursing, the Louisiana State Nurses Association and the Louisiana Nurses Foundation hosted the 17th annual Nightingale Awards gala in March, where LSU Health New Orleans School of Nursing took home one of the night’s top honors and saw many on our faculty individually recognized as well.

Nightingale Awards 2017 Nursing School of the Year

LSU Health New Orleans School of Nursing
Bachelor of Science in Nursing Program

2017 Registered Nurse Mentor of the Year

Dianna Douglas, DNS, APRN-CNS

Other nominees in various categories included Alison Davis, PhD, RN, CHSE; Maria Haslauer, RN, MSN; Jennifer Manning, DNS, APRN, CNS, CNE; and Julia Tipton, RN, DNS, CPN, CNE.

Exploring Evidence-Based Practice with

THE JOANNA BRIGGS INSTITUTE



Evidence-based practice helps nurses provide high-quality, safe, patient-centered care and eliminate ineffective – and sometimes costly – recommendations or procedures.

When aggressive and violent behavior began increasing in four inpatient psychiatric units at a large hospital, two LSU Health New Orleans School of Nursing researchers were determined not only to understand why the behavior was happening, but also to put effective practices into place to reduce the frequency of these events.

In June 2017, Jennifer Badeaux, CRNA, DNP, Assistant Professor of Nursing, and Tyrus Triche, a psychiatric and mental health nurse, traveled to the University of California, San Francisco (UCSF) for training in the Joanna Briggs Institute Evidence-based Clinical Fellowship Program. The program is designed to prepare health professionals to lead change initiatives to facilitate the implementation of evidence-based approaches to health care.

The Joanna Briggs Institute (JBI) at the University of Adelaide in South Australia is a health care organization founded in 1996 to incorporate evidence-based practice at the bedside, consumer and health system level. Collaborating with more than 70 entities throughout the world, representing more than 30 countries, JBI promotes a global perspective in health care.

As a highly regarded collaborator with JBI, the School of Nursing is known as the Louisiana Center for Promotion of Optimal Health Outcomes: A Joanna Briggs Institute Center of Excellence. The Center offers School of Nursing students and faculty access to fellowships and training programs, as well as the JBI Database of Systematic Reviews and Implementation Reports (JDSRIR), explains Marsha Bennett, DNS, APRN, CNE, Director of the Louisiana Center for Promotion of Optimal Health Outcomes: A Joanna Briggs Institute Center of Excellence and St. Charles General Hospital Auxiliary Professor in Nursing.

Upon their return from the Clinical Fellowship Program, Dr. Badeaux and Triche implemented an intervention that included enhanced training in early recognition and early intervention for when patients begin exhibiting aggressive behaviors. Staff also underwent training on nonviolent physical interventions to safely constrain aggressive patients when early de-escalation strategies do not work.

Triche and his team conducted 13 enhanced training sessions in all four units, for all shifts. Sessions were video-recorded and assessed for satisfactory completion of strategies, teamwork and debriefing.

“This project is ongoing, and interim data analysis has shown a 9.3 percent decrease in aggressive and violent events in the first three months since implementation,” says Dr. Bennett. “We are now compiling data from December 2017 to April 2018 to assess the incidences and we are repeating the intervention.”

Offering On-Campus Training Opportunities

Evidence-based practice helps nurses provide high-quality, safe, patient-centered care and eliminate ineffective – and sometimes costly – recommendations or procedures.

The JBI approach to evidence-based health care is unique. It includes synthesis science, through systematic reviews; translational or transfer science, which uses different venues and formats to disseminate knowledge and information relevant to inform health systems, providers and consumers; and implementation of evidence and evaluation of its influence on health care practice.

The School of Nursing’s Center also offers on-campus comprehensive systematic review training twice per year. In October 2018, the Louisiana Center will host an Evidence-Based Clinical Fellows Program Train-the-Trainer event. Participants in the program will ultimately work with Clinical Fellows like Dr. Badeaux and Triche, who spend five or six months in a clinical immersion experience to identify a clinical problem; find the evidence to support a change; formulate strategies to address, implement and evaluate the change; and present their findings.

Supporting the School of Nursing’s Strategic Goals

Collaboration with JBI addresses several important areas of the School of Nursing’s Strategic Map for 2017 through 2019. Maintaining JBI recognition requires annual scholarship in the JBI domains of synthesis and/or implementation, which helps build the research program and culture.

As a JBI Center of Excellence, the School of Nursing is also able to expand its clinical practice partnership with University Medical Center New Orleans (UMCNO). The School of Nursing offers UMCNO professional staff free access to JBI evidence-based practice tools and databases. The partners work together on many research and evidence-based practice projects using the JBI model, approach and tools; collaboratively foster a research and evidence-based practice culture within UMCNO; and have formed a Research and Evidence-Based Council for education, staff development, and approval and oversight of projects. ■

WHEN DISASTER STRIKES:

Preparing Nurses to Be Their Best in the Worst Situations

In the aftermath of Hurricane Katrina, nurses played a vital role in providing health care to multitudes of victims, often in unsanitary conditions and with limited access to medical supplies and technology. Scientists say it is a case of when, not if, another superstorm will cause similar disaster. That's why preparing nurses to provide effective, culturally appropriate care in these conditions is imperative.

Thanks to a unique LSU Health New Orleans School of Nursing program, more than 1,000 undergraduate and 200 graduate nursing students from 24 colleges and universities in the United States and Puerto Rico are now better prepared for when disaster strikes. The School of Nursing's C3DC Program offers comprehensive education on culturally competent disaster preparation and response for nursing students and registered nurses.

The importance of training providers to prepare for and respond to disasters, and the need for cultural sensitivity in the face of these disasters, has been well-documented in medical literature, according to Stephanie Pierce, PhD, MN, RN, CNE, Program Director for Baccalaureate Articulation, CARE and Nurse Educator MSN Programs. However, results of a disaster preparedness survey in Louisiana nursing schools revealed

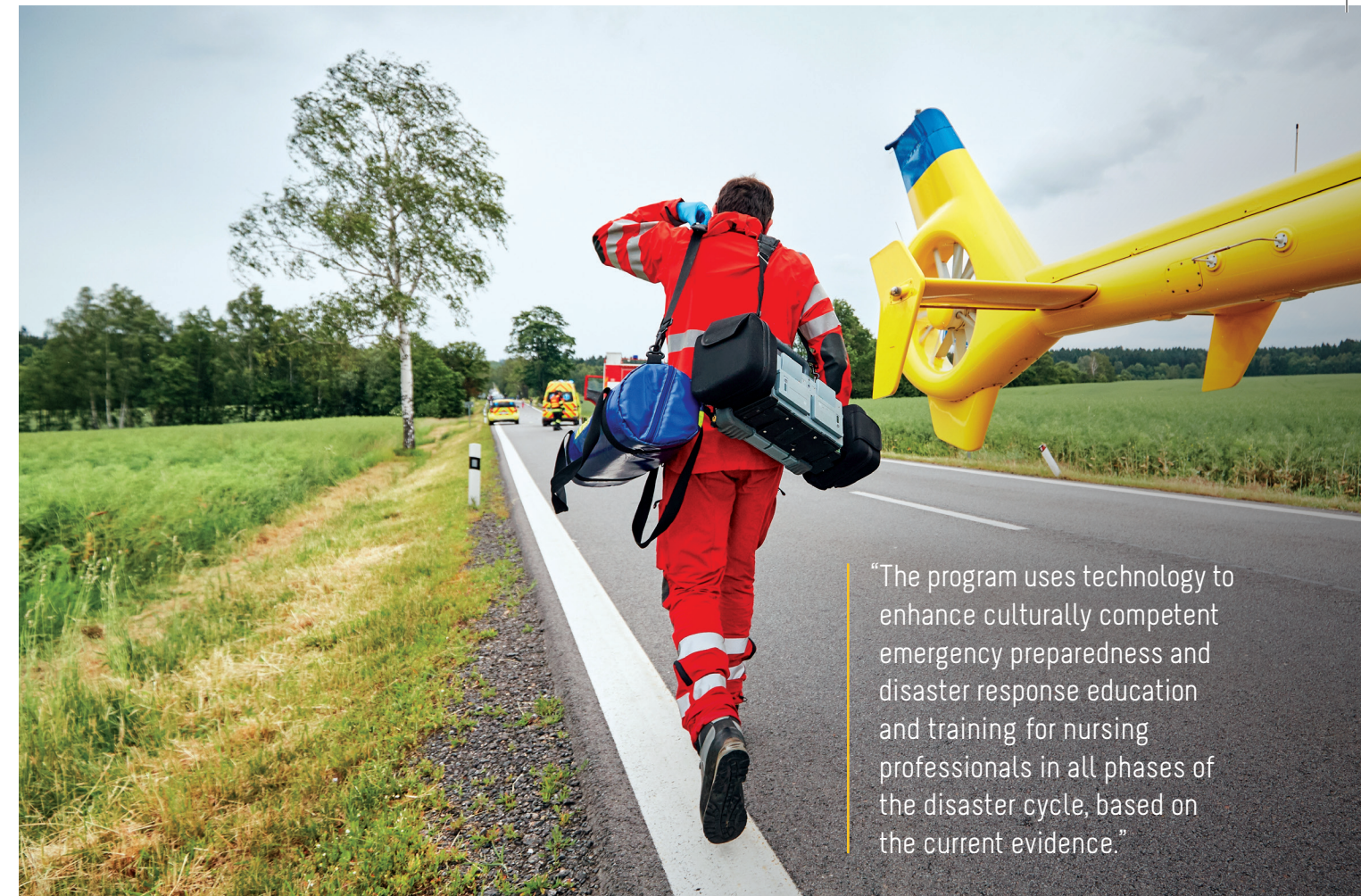
that 75 percent of respondents were not aware of International Nursing Coalition for Mass Casualty Education competencies and 95 percent reported that their disaster education lacked cultural competency standards.

Dr. Pierce – in collaboration with Marsha Bennett, DNS, APRN, CNE, Director of the Louisiana Center for Promotion of Optimal Health Outcomes; A Joanna Briggs Institute Center of Excellence and St. Charles General Hospital Auxiliary Professor in Nursing; Denise Danna, RN, DNS, NEA, BC, CNE, FACHE, Adjunct Faculty, Director of Academic-Practice Partnership; and Rose M. Schaubhut, DNP, MN, MPH, NEA-BC, Assistant Dean for Clinical Nursing Education – developed the one-of-a-kind nursing education model that serves as the framework for the C3DC Program.

The C3DC educational model is based on the Domains of Nursing Cultural Competence Education/Formation set forth by the World Health Organization (WHO), integrating Patricia Benner's three specific areas of nursing professional development: Theory/Scientific Methods, Skillful Practice, and Professional Identity and Agency. These domains are developed for culturally competent nursing practice during times of disaster using the International Council of Nursing

(ICN) Framework of Disaster Nursing Competencies, which include the four phases of disaster response: prevention/mitigation, preparedness, response and recovery. The ICN Framework of Disaster Nursing Competencies is designed to address the generalist nurse; therefore, it serves as the underpinning for developing advanced and specialty competencies. Cultural competency is addressed using the Office of Minority Health's National Standards on Culturally and Linguistically Appropriate Services (CLAS). Educating registered nurses (RNs), advanced practice registered nurses (APRNs) and nursing students promotes development of a culturally competent nursing workforce to deliver safe, quality-driven care to vulnerable groups and communities throughout the disaster preparedness and response cycle.

"The program uses technology to enhance culturally competent emergency preparedness and disaster response education and training for nursing professionals in all phases of the disaster cycle, based on the current evidence," says Dr. Pierce. "This enables nurses to work effectively as members of a multidisciplinary team to manage both the physical and psychological impacts of disasters on vulnerable populations."



"The program uses technology to enhance culturally competent emergency preparedness and disaster response education and training for nursing professionals in all phases of the disaster cycle, based on the current evidence."

A Model of Culturally Competent Nursing Care

Using the C3DC model, nurse educators cover content addressing the phases of emergency management, health care disparities, cultural competency and the needs of vulnerable populations. Program participants learn to care for and promote health and well-being in culturally diverse populations; apply evidence-based practice models in disasters; build communication, collaboration, delegation, coordination and evaluation skills; and assist people in navigating the health care system.

Through each course, nurses gain an understanding of the relationship between ethnicity and health care disparity in disasters; explore links among culture, health beliefs and health practice; and discuss cultural diversity and its significance for vulnerable populations.

This is important in a diverse city like New Orleans, with a population that is 60.2 percent African-American, 5.2 percent Hispanic and 2.9 percent Asian – and a poverty rate of 27 percent – served by a nursing workforce that is predominantly non-Hispanic white. This discrepancy in ethnicity validates the imperative for registered nurses to develop knowledge and skills in cultural competence to better serve a diverse and underserved population.

"The training program uses online and distance-learning modalities as well as face-to-face educational programs for undergraduate and graduate student nurses and practicing registered nurses," says Dr. Pierce. "Three core courses and 10 specialty courses focus on increasing knowledge, understanding and judgment to minimize health hazards and life-threatening damage to vulnerable populations during disasters."

Courses offered online use materials to disseminate best practices on emergency preparedness and disaster management to develop leaders who are educated on culturally competent interventions and trained to respond to all hazards."

Participation in C3DC prepares nurses to lead and transform the health care delivery system through training, research and utilization of resources and technology. This program directly falls in line with the Preparedness objective outlined in Healthy People 2020 – a 10-year nationwide initiative to achieve science-based objectives for improving the health of all Americans. ■

Stomping Out Pulmonary Hypertension

The Mudbug March to Stomp Out Pulmonary Hypertension is no ordinary event. And that's the way Chelsea Umbach Yates would have wanted it.

Organized by the LSU Health New Orleans School of Nursing Alumni Association in honor of Yates, who passed away from the disease in 2011, the fundraiser is a celebration of her life, capturing her energy, free spirit and desire to make a difference. Diagnosed at the age of 15, Chelsea lived another 11 years with pulmonary hypertension, living her life to the fullest despite her condition.

"More than 200,000 people are diagnosed with pulmonary hypertension every year," says Todd Tartavouille, DNS, APRN, CNS-BC, Program Director for the Traditional BSN Program, who has helped organize the event since the beginning. "It's important to raise awareness because pulmonary hypertension can be caused by things like sleep apnea, and once it develops, there is no cure. The increased pressure to the blood vessels in your lungs causes shortness of breath and forces your heart to work harder, leading to heart failure."

Held in March at the Peristyle at City Park, the fourth annual Mudbug March featured a performance by the Disco Amigos to get everyone warmed up for the one-mile walk. More than 200 participants came out to make it the largest Mudbug March yet, with many donning colorful costumes and dancing

to show their support. The event also included food, beer and a silent auction, encouraged people to sign up to be organ donors and raised more than \$14,000 to support pulmonary hypertension awareness and services, also setting an event record. A portion of the proceeds support the Pulmonary Hypertension Association's efforts to provide improved patient care, expand medical research and disseminate the latest information to the pulmonary hypertension community. Some of the proceeds will also be used to develop presentations about pulmonary hypertension at the School of Nursing, and educate nurses to recognize signs of the disease and better care for patients

"It's great to see our nurses, students and the community as a whole rally around this cause," says Dr. Tartavouille. "Every year, the event gets bigger and better, and we see even more community involvement. We even had a number of pulmonary hypertension patients on oxygen come out in their wheelchairs." ■



Students and alumni were among more than 200 participants who helped raise more than \$14,000 to support pulmonary hypertension awareness and services during the fourth annual Mudbug March.

YOU'RE INVITED

to the LSU School of Nursing
85th Anniversary Celebration Weekend

Friday, November 16
Wine and Cheese Tour

Saturday, November 17
Gala Celebration

Sunday, November 18
Brunch

The LSU Health New Orleans School of Nursing is celebrating its 85th anniversary gala in style, starting with a wine and cheese tour of the school on Friday, November 16. See our state-of-the-art facilities, reconnect with old classmates and professors, and learn how the School of Nursing is advancing the field of nursing and patient-centered care.

Our beloved LSU Tigers football team have a home game on the 17th, so you'll have the opportunity to catch a game. Then, the celebration continues Saturday evening at Harrah's Hotel & Casino Resort, where we'll reflect on 85 years of excellence and look toward the future while enjoying a fabulous meal and music by the Nola Dukes. Stay overnight, and then join us in Harrah's Vieux Carre Ballroom again for Sunday brunch.

Sponsored by the Nursing Alumni Association, your contributions will help the School of Nursing expand its programs and continue the invaluable educational experiences for future nurses of Louisiana.

Our 80th Anniversary Gala in 2013 was a huge success, and we're looking forward to making this year's celebration even bigger.

For more details or to register online,
visit nursing.lsuhschool.edu/Anniversary.

SPRING 2018
Dean's List



Stefany Achee
Brittany Albers
Maria Amaya
Kyle Arocha
Morgan Aucoin
Rebecca Austin
Brian Baase
Kimberly Babin
Nathaniel Backes
Cayla Baker
Stephanie Baker
Stephen Bardot
Julia Becnel
Madeline Bertrand
Hayley Blaise
Jane Bordelon
Brielle Bordes
Mary Bouchon
Ashley Bourgeois
Lindsey Bourgeois
Sarah Bourgeois
Dyanna Boyd
Hannah Bramson
Marjorie Breda
Maeve Brennan
Corinne Brewer
Lauren Bridevaux
Audrey Britsch
Taylar Brown
Lauren Brumfield
Morgan Bush
Bianka Caldera
Sydney Carlton
Elizabeth Carter
Mia Casanova
Lisa Casper
Mary Cazayoux
Carly Chafizadeh
Kelly Chaplain
Lilia Chester
Amber Clement
Noah Cohen
Jordan Coleman

Maria Colina
Ashleigh Conerly
Ashley Cooper
Jessica Costanza
Lauren Crain
Megan Crowder
Brenna Cuevas
Claire Cunningham
Morgan Daigle
Claire Daigneault
Kristen Danna
Lindsey Danner
Claire Davis
Sydney Denoux
Kelly Derise
Lauren Dickson
Julie Dimond
Courtney Duhe
Natalie Edwards
Kathryn Ehle
Alexandra Elliott
Lisa Engibous
Kaylan Fairburn
Kelsey Federspill
Ashley Fiset
Elizabeth Flowers
Savannah Fos
Blake Freeman
Halley Frey
Amy Fromm
Robert Fusilier
Victoria Gabriel
Ariel Giroir Ortiz
Megan Gitz
Maura Goldfeder
Taylor Gorman
Taylor Guillory
Shelbie Gwinn
Sarah Hairston
Kori Hammond
Natalie Harvey
Blake Hassinger
Megan Hebert

Cate Hodges
Laura Holland
Lauren Howley
Emily Ilgenfritz
Ashley Johnson
Kirsten Johnson
Kayla Jones
Shelbie Jones
Jessie Jordan
Sanyl Kabre
Anja Kacmarcik
Nicole Kaebisch
Carley Katzenstein
Amanda Keller
Meghan Kelly
Eric Khodavandi
Alyssa Kimball
Moriah Kissinger
Nicole Koppi
Victoria Krig
Cherish Krohn
Katherine Labonte
Sabrina Lacassagne
Daniel Lacy
Jamie Lagrange
Sarah Laiche
Paige Lambert
Alexandra Landry
Morgan Landry
Brianna Lasserre
Alexis Lavenia
Haley LeBlanc
Bailey LeBlanc
Isabella Leblanc
Veronica Lebourgeois
Allison Ledet
Catherine Lee
Christina Leggio
Aillean Livaudais
Olivia Lorio
Ainsleigh Lowry
Jessica Macalus
Ellen Malagarie

Madison Mallory
Bradley Marchese
Georgina Martin
Megan Martinez
Malayne Mascaro
Karina Matute
Angele Maumus
Emily Maxwell
Sydney Mays
Ryan McAdam
Katelyn McDonald
Colleen McDuff
Kailee Meier
Chelsea Melerine
Hayley Messonnier
Tyler Michel
Nicole Mick
Emily Miller
Layne Miller
Jeston Mitchell
Kelsey Molina
Chanie Mollere
Emily Morris
Elisabeth Murray
Robert Nagin Jr.
Olivia Napolitano
Tien My-Thi Nguyen
Sera Niehaus
Katie O'Brien
Tori Olson
Kacie Orso
Jamie Owens
Lauren Owens
Judith Peltier
Lauren Perret
Sarah Pick
Sarah Player
Hannah Pohorelsky
Hunter Porter
Ashley Power
Alexandra Rasco
Ian Readeau
Madeleine Richard

Renee Richard
Randa Ritter
Caitlin Robert
Shelby Robinson
Hannah Roddenberry
Caroline Rodrigue
Jessica Rodrigue
Yvonne Ronney
Ryan Rumney
Kathryn Ryan
Bailey Schehr
Heidi Schexnayder
Kathryn Schoennagel
Bailey Schwab
Kayla Seals
Madison Seay
Rikki Shall
Salama Sheyin
Megan Simon
Azaria Smith
Tance Sonnier
Joshua Sticker
Courtney Stoufflet
Callan Stricker
Taylor Talley
Alexandra Timphony
Abby Truxillo
Oghenemaro Ugbeme
Kristine Vicknair
Madison Waller
Joshua Watkins
Crystal Westmoreland
Jaymalisa Whatley
Emily Wild
Rebecca Williams
Courtney Williamson
Rachel Willougby
Margaret Wilmes
Amber Wong
Michelle Wydra
Melanie Young

Congratulations!

Chancellor's Award
• Michelle Wydra

The Theresa Bittenbring Marque and John Henry Marque Award – Traditional BSN Graduates
• Shelbie Gwinn
• Carrie Milner (Fall 2017)
• Alyssa Rose (Fall 2017)
• Courtney Stoufflet
• Caitlin Zuffato (Fall 2017)

The Theresa Bittenbring Marque and John Henry Marque Award – CARE BSN Graduates
• Stephanie Baker
• Natalie Harvey
• Jessica Rodrigue
• Tance Sonnier
• Michelle Wydra

Valedictorian
• Courtney Stoufflet

Salutatorian
• Shelbie Gwinn

Highest Academic Honors CARE Program
• Michelle Wydra

Academic Recognition CARE Program
• Stephanie Baker

Alumni Association Recognition of Class Spirit Award – Undergraduate
• Benaz Hejazi

Alumni Association Recognition of Class Spirit Award – Graduate
• Lauren Cage

Faculty Recognition Award, Undergraduate, sponsored by Elsevier
• Kelsey Molina

Sigma Theta Tau Honor Society Award – Undergraduate Student
• Michelle Wydra

Sigma Theta Tau Honor Society Award – Graduate Student
• Margo Sanders

Dolores Scheerle Entrepreneurial Award – Undergraduate
• Natalie Harvey

Dolores Scheerle Entrepreneurial Award – Graduate
• Miranda Simmons

Jo Ellen Smith Memorial Award
• Sarah Hairston

Patricia Losee Memorial Award
• Taylar Brown

Writing Excellence, sponsored by F.A. Davis, Publisher
• Ashlee Ritter

Outstanding Nursing Caring Award – Undergraduate
• Kelsey Ritter

Outstanding Nursing Caring Award – Graduate
• Jessica Bodenhamer

Student Nurses Association Graduate Award
• Sarah Hairston
• Courtney Stoufflet

Student Government Association Award
• Courtney Stoufflet

NODNA Leadership Award
• Daniel Lacy

Reverend Dr. James A. Ertl Clinical Excellence Award
• Hieu Tran

Outstanding Doctor of Nursing Practice Award
• Caroline Landry

Outstanding Family Nurse Practitioner Award Clinical Expertise
• Kaitlyn Free

Louisiana Association of Nurse Anesthetist Outstanding Graduate Award
• Elizabeth Yellot

Nurse Anesthesia Program Director's Award
• Rebecca Leblanc
• Tracey Wilson

Nurse Anesthesia Program Clinical Excellence Award
• Cody Aucoin
• Sara Nicoles
• Elijah Vincent

Nurse Anesthesia Outstanding Graduate Award
• Miguel Garcia

Alice M. Hicks CRNA, Memorial Award
• Renato Phua

Stanley Hall MD, PhD Award Academic Excellence and Clinical Excellence
• Njodzeka Ngong



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