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Addressing the Shortage of
Sexual Assault Nurse Examiners

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Embracing and Advocating
for Diversity & Inclusion

LSU Health
NEW ORLEANS
School of Nursing

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On the cover: Graduate students **Gabrielle Weyer** and **Hilary Brown** took a quick break to enjoy the mountains and children of Peru as part of the Healing Peru mission trip last spring. Learn more about how participants provided comfort and care far from home on page 13.

Message from Our Dean



As we celebrate the 85th year of the LSU Health New Orleans School of Nursing, we recognize the outstanding achievements of our faculty, students and alumni, and look forward to continuing our leadership in the state, region and nation.

Our 85th anniversary gala was a tremendous success. We were proud to induct our inaugural class into the School of Nursing Hall of Fame, honor the achievements of some of our most outstanding alumni and unveil our new donor wall.

We recently hosted our Commission on Collegiate Nursing Education on-site accreditation visit, receiving high marks in all four standards, and expect our final accreditation to be approved this summer. We also initiated our strategic planning for the next three years. This includes launching an evidence-based practice and research council with Children's Hospital New Orleans as part of our commitment to fulfill the recommendations of the AACN *Advancing Healthcare Transformation* report, and partnering with the Louisiana Center for Promoting Optimal Health Outcomes: A Joanna Briggs Institute Center of Excellence for a Clinical Fellows training program that will begin this year.

Our faculty continues to lead policy at the state level, through appointments to the Louisiana Human Trafficking Prevention Commission and Louisiana State Board of Nursing, and at the national level, as Stephanie Pierce, PhD, MN, RN, CNE, was just elected secretary of the American Nurses Association.

These are just a few of the reasons *Nursing Schools Almanac* ranks us No. 10 in the country, No. 4 for public nursing schools and No. 3 in the Southeast region, based on peer reviews. Thank you to all the faculty, alumni and supporters who have contributed to our success. Your efforts have great impact. They allow us to stay at the forefront of nursing education, leadership and research as we continue to grow to meet the needs of the communities we serve.

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

Addressing the Shortage

of Sexual Assault Nurse Examiners

For the hundreds of adults who come to emergency departments each year in 12 southeast Louisiana parishes because of alleged, suspected or confirmed sexual abuse, there is only one sexual assault nurse examiner (SANE) certified to care for them. If the victim is a child, there are no certified SANEs available to them. To be treated by a specially trained medical provider, these victims must then travel up to 90 miles away.

Those statistics are about to change for the better.

Pictured (from left) are **Nannette Morales, DNP, FNP-BC**; **Jessica Landry, DNP, FNP-BC**; and **Cynthia Armstrong, MN, RN, NEA-BC**, all members of the grant team dedicated to training and certifying registered nurses as sexual assault nurse examiners at the LSU Health New Orleans School of Nursing.

The LSU Health New Orleans School of Nursing has received a \$1.3 million, three-year grant from the U.S. Health Resources & Services Administration to train and certify registered nurses as SANEs and increase access to these medical specialists for local sexual assault victims.

“It was a very competitive process to get the grant,” says Jessica Landry, DNP, FNP-BC, the grant’s principal investigator, “but we were able to clearly demonstrate the need, as well as the ability to develop an exceptional program.”

So far, the response to the program has been overwhelming. “We were planning to train 25 nurses every four months, but we had 90 nurses sign up right away. Thankfully, we have some flexibility in the grant, so I was able to shuffle a few things around. We are currently training 50 nurses, and will start the other 40 in a couple months.”

Overall, the grant was supposed to train and certify approximately 140 nurses, but Dr. Landry is confident the program will exceed its goals.

A Comprehensive, Immersive Program

The SANE program at the School of Nursing isn’t just designed to prepare nurses for their SANE exam – it covers every aspect of sexual assault, from helping patients feel comfortable and getting them the resources they need to testifying as an expert witness in sexual assault trials.

After completing a 41-hour online course developed by the International Association of Forensic Nurses, program participants receive two days of immersive training at the School of Nursing’s Simulation Center and participate in a mock trial, where assistant district attorneys walk the nurses through questions they may be asked on the stand. Finally, the nurses have to complete 300 hours on call for sexual assault cases before they can sit for the certification exam.

“Currently, more than 50 percent of nurses who sit for SANE certification fail the exam,” says Dr. Landry. “We aim to change that with our program, which also includes exam prep and

continuing education. In fact, we have about 30 nurses in the program right now who have had some training, but aren’t certified, so we’re hoping we can fast-track their certification process.”

The number of required on-call hours can sometimes pose an obstacle too, according to Dr. Landry, who notes that it can take anywhere from about six months to two or three years to accumulate enough hours for certification. “It may take a little while before we start seeing the full impact of our program,” she says, “but we are already seeing communities put systems in place to create better access, so sexual assault victims can get the care they need.”

“No one should have to drive 90 miles for a qualified examiner,” she adds. “Using a community-based model, our goal is to have nurses on call at centralized locations, so they can travel to the patients at their local hospitals.”

Special Training for Pediatric Cases

As part of the grant, the School of Nursing has partnered with Children’s Hospital New Orleans, the only facility in the region with a comprehensive child abuse center that provides state-of-the-art pediatric forensic medicine evaluations.

“It’s difficult enough to get many adults to talk about their sexual assault,” says Dr. Landry. “With children, it’s even harder, and many times they don’t come forward right away, so there is no physical evidence to collect.” The priority, she says, is to make kids feel safe and avoid having them relive their trauma as much as possible. “Those who participate in the pediatric program learn how to get kids to open up and tell their story without leading them, and how to create a forensic video that can be used in court. That way, the child does not have to tell their story over and over.”

The Difference that Certified Nurse Examiners Can Make

According to the New Orleans Sexual Assault Response Team, someone is sexually assaulted in the U.S. every two minutes. But sexual assault and rape are among the most underreported crimes, with less than 40 percent of victims coming forward. “A lot of people aren’t comfortable coming forward, or don’t think anything will happen to their assaulter if they do,” says Dr. Landry. “This is one of the areas where just knowing there are nurses trained to help can make a big difference.”

“I’m also hopeful that this program will help improve reporting and conviction rates, and could even lead to lower rates of sexual assault.”

JESSICA LANDRY, DNP, FNP-BC

“One of the things we stress in our program is not to judge the victims or question their story,” she continues. “We are there to care for them physically and psychologically, explain their rights, make them aware of resources that are available to them and arrange for somebody who is trained to advocate on their behalf if they are interested. Having someone you know you can trust and who will believe you makes it easier for victims to come forward.”

Another thing that helps is knowing their case will be taken seriously, which is why the program also emphasizes the legal aspect. “The last thing we want is for a perpetrator to get off because the evidence wasn’t collected by a certified examiner, or proper procedure wasn’t followed, or the nurse was not adequately prepared as a witness and did not give compelling testimony,” says Dr. Landry.

In order to help nurses keep their training up to date, the SANE program will also include a continuing education component that will enable certified nurses to participate in mock trials and simulations. Dr. Landry is also thinking about the longevity of the program, and how to continue after the federal grant expires. “With the response we have gotten so far, I am hopeful we’ll be able to find other funding sources when we reach that point,” she says. “I’m also hopeful that this program will help improve reporting and conviction rates, and could even lead to lower rates of sexual assault.” ■

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EMBRACING AND ADVOCATING FOR

Diversity - & - Inclusion

As a nurse practitioner in a suburban emergency department, Jessica Landry was called in to care for a 12-year-old boy who had tried to take his own life. Looking at his records and speaking with the boy, Landry, DNP, FNP-BC, Program Coordinator, BSN-DNP Primary Care Family Nurse Practitioner and Instructor of Clinical Nursing, couldn't figure out why her young patient would have done such a thing.

"He had no psych history, lived with both parents, got good grades and there were no signs of abuse," says Dr. Landry. "I told him I couldn't figure it out. This child looked me square in the eyes and said, 'Because I'm a girl, and no one understands me.' I was somewhat stunned, and then we had to admit this child to the psych unit. I was so afraid the child would think it was because of their gender identity. I didn't know how to express myself in the right way and felt my communication could've been more therapeutic."

That experience sparked her passion for delivering more culturally sensitive health care to LGBT+ patients.

Advocating for Culturally Competent Care

"Not only did I not know what to say in that moment, but I realized I wasn't teaching my students in this framework of cultural sensitivity," she explains. "I went to the dean and queried faculty, and 30 people immediately said they wanted to participate in LGBT Safe Zone Training."

She developed the LGBT Advocacy Program after being Safe Zone-trained. Todd Tartavouille, DNS, APRN, CNS-BC, Program Director for the Traditional BSN Program and Associate Professor of Clinical Nursing, co-coordinates the program with Dr. Landry.

"We have brought the Advocacy Program to more than 700 health care providers, faculty and hospital staff in sessions across the nation," says Dr. Tartavouille. "We have measured attitudes before the program and after, and there has been a positive increase in attitude toward the LGBT+ community. We are hoping this translates into the workplace and helps improve patient outcomes."

Conquering Cultural Care Inequities

Why is this cultural sensitivity training so important?

"This group has significant health disparities – from cancer diagnoses at later stages to higher incidences of depression and anxiety. Mental health is huge, as approximately 42 percent of transgender people have attempted suicide," says Dr. Landry. In addition, according to the Centers for Disease Control and Prevention, lesbian, gay or bisexual youth are almost five times as likely to attempt suicide compared to heterosexual youth.

"If you're treating a transgender patient in the early stages and you get their pronoun wrong, that patient may not come back for care. The same goes for a person who feels they are being discriminated against because of their sexual preference," she explains.

Embracing Inclusiveness and Leading by Example

Advocacy for the LGBT+ population is just one of many ways the School of Nursing embraces the concepts of diversity and inclusion in the health care and education arenas.

"The LGBT+ Advocacy Program and Diversity & Inclusion Task Force are excellent exemplars of our nursing school leading the way to ensure nurses and community members are educated," says Dean Demetrius Porche, DNS, PhD, ANEF, FACHE, FAANP, FAAN. "Leaders are trailblazers who pioneer and innovate, sometimes in difficult and uncharted areas. That is what we do here, and it is embedded in our core values."

The task force, led by Dr. Landry and Arlisha Mason, PhD, MSN-HCSM, RN, Instructor of Clinical Nursing, is an extension of the School of Nursing's former Multicultural Task Force.

In collaboration with the National League for Nursing and the American Nurses Credentialing Center, the task force looks at how diversity issues impact retention, student success and practice.

The task force is creating a needs assessment based on input from a student committee that meets regularly to discuss diversity issues in an open forum.

"The LGBT+ Advocacy Program and Diversity & Inclusion Task Force are excellent exemplars of our nursing school leading the way to ensure nurses and community members are educated... Leaders are trailblazers who pioneer and innovate, sometimes in difficult and uncharted areas. That is what we do here, and it is embedded in our core values."

DEAN DEMETRIUS PORCHE, DNS, PHD,
ANEF, FACHE, FAANP, FAAN

"Students come from all different cultures and backgrounds. We have African-American, Caucasian and Hispanic students; Muslim students; students from Cuba," says Dr. Mason. "This is a chance for them to express their concerns and ideas in a safe, accepting space. They've brought up important issues like dealing with language barriers and how material could be presented in a more culturally sensitive way."

Based on student feedback, the task force is developing faculty training sessions featuring speakers and authors who specialize in cultural competency approaches, holistic admissions and other key diversity and inclusion initiatives.

Encouraging a Diverse and Inclusive Student Population

The School of Nursing is also working to improve its holistic admissions policy, assessing an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores, says Kendra Barrier, PhD, MSN, RN, Assistant Dean for Student Services and Assistant Professor of Clinical Nursing.

"Our goal is to establish a diverse class of students with the background, qualities and skills needed to serve our diverse patient population," explains Dr. Barrier. "At this point, we're trying to better incorporate the life experiences component into our admissions process – whether that's previous work in a hospital setting, mission trip experiences or even life experiences as a single parent."

Further extending its commitment to a more diverse and inclusive student population, and future workforce, the School of Nursing's Future Nursing Institute welcomes high school students from underrepresented backgrounds to attend nursing classes, meet with current students and enjoy opportunities to visualize a career in the field.

"Diversity is not just about ethnicity," says Dr. Mason. "It's important that all gender identities, cultures, economic backgrounds and life experiences are included, understood and accepted for the benefit of our school and our patient population." ■

Joining Forces to Enhance Nursing Education

Could health care reform hinge on a stronger partnership between academic nursing and academic health centers? That's the recommendation by the American Association of Colleges of Nursing's *Advancing Healthcare Transformation: A New Era for Academic Nursing* report. The report identifies several areas of opportunity, which the LSU Health New Orleans School of Nursing is already tackling in order to amplify its role in improving health care at the local, state and national levels.

Demetrius Porche, DNS, PhD, ANEF, FACHE, FAANP, FAAN, Dean of the LSU Health New Orleans School of Nursing; **Denise Danna, RN, DNS, NEA, BC, CNE, FACHE**, Chief Nursing Officer at University Medical Center New Orleans and Director of Academic-Practice Partnership and Associate Professor-Adjunct at the School of Nursing; and **Jamie Wiggins, RN, MS, CCRN-K, NEA-BC, FACHE**, Instructor of Clinical Nursing-Adjunct and Senior Vice President/Chief Nursing Officer at Children's Hospital New Orleans, offer insights into how the school is positioning itself to advance health care transformation.

Q: As a nursing school within an academic health science center, the School of Nursing already demonstrates the importance of partnership in the transformation of health care, correct?

A: Porche: Yes, all six schools are mission-focused on health. Our nursing students are educated by basic science faculty who teach across disciplines, and we focus on interprofessional education with multiple disciplines. This ensures that the entire health science community is exposed to cutting-edge science and education. It also ensures that graduates from all six schools have a stronger appreciation for the important roles nurses play in health care.

Q: What areas of opportunity with regard to partnership and collaboration outside of the university have been identified?

A: Porche: Our initial assessment identified that our school had hundreds of affiliations, but our relationship with each health care facility was not an integrated partnership between our academic institution and the facility. We are working toward equal partnerships with expected outcomes and responsibilities.

Wiggins: A good example of this is the Children's Hospital and the School of Nursing's collaboration in the Pediatric Acute Care and Pediatric Primary Care Nurse Practitioner programs. These partnerships were established to improve community care and meet local workforce needs.

Q: Explain how the School of Nursing's academic practice partnership has helped faculty more closely connect clinical practice and academic nursing.

A: Danna: It is important for the faculty to be part of the clinical practice of the health system. One way we are accomplishing this is by supporting several nurses in a faculty practice role at University Medical Center New Orleans. Faculty have assisted UMC in policy and procedure development and served on several of UMC's nursing councils and task forces. One faculty member will also be working with UMC's operating room to strengthen the nurses' orientation and overall education program.

Q: Why is research an important part of academic nursing?

A: Porche: We elevate the practice of nursing through academic research, and it is through research that we will be able to transform care. We are working to jointly chair research councils; partnering with UMC New Orleans and the LSU Health Sciences Center New Orleans Epsilon Nu Honor Society to host an annual nursing research day; and developing a targeted nursing research continuing education opportunity for clinical nurses.

Danna: In addition, UMC has partnered with the School of Nursing to develop a Nursing Research/Evidence-Based Council, with both nursing faculty and UMC nurses. The council reviews all DNP projects conducted at the hospital. UMC also partnered with the school to offer the first annual Research Conference at the hospital.

Wiggins: The School of Nursing is also partnering with Children's Hospital to establish a research and evidence-based platform that will use the pediatric nursing environment and the expertise in the school to support work environment, health care delivery and pediatric health care outcomes research.

Q: In what ways is the School of Nursing strengthening leadership development?

A: Porche: Providing adjunct faculty positions to nurses in health care institutions increases the number of practicing nurses considered faculty and increases the number of preceptors available for School of Nursing students.

Wiggins: We are providing full financial support to students in the Post-Master's Doctor of Nursing Practice, Pediatric Nurse Practitioner and Neonatal Nurse Practitioner programs. Children's Hospital also has four Doctor of Nursing Science students at LSU who receive support from School of Nursing grants.

Q: How is the School of Nursing partnering to advance new clinical models and promote accountable care?

A: Porche: I would refer to the work being done by Dr. Jessica Landry on the model of care for sexual assault nurse examiner (SANE) nurses. [See the article highlighting Dr. Landry's work on Page 3.] We also developed a Doctor of Nursing Practice match program with our clinical partners. Our partners identify quality improvement projects and we match them to DNP students' interests for their scholarly projects. We are also clinical partners for a nurse residency program. ■

Improving Health Outcomes Through Evidence-Based Care

On average, it takes 17 years for research-backed evidence to reach clinical practice. That’s a troubling statistic, says Marsha Bennett, DNS, APRN, CNE, Professor and Director of the Louisiana Center for Promoting Optimal Health Outcomes: A Joanna Briggs Institute Center of Excellence, located at the LSU Health New Orleans School of Nursing.

“We need to train both our researchers and our clinicians to know what constitutes high-level evidence, to be able to look at it and say, ‘Is this sound? Is this worthy? Can I apply it to practice?’ Then, they need to understand how to translate the knowledge into implementation,” explains Dr. Bennett.

Enter Clinical Fellow Training, which will soon be offered at the School of Nursing in collaboration with the Joanna Briggs Institute (JBI) at the University of Adelaide in South Australia, a health care organization founded in 1996 to incorporate evidence-based practice at the bedside and health system level. As a highly regarded collaborator with JBI, the Louisiana 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).

In October, the School of Nursing hosted an Evidence-Based Clinical Fellows Program Train-the-Trainer event. Attendees included three people from the School of Nursing, three from its clinical partners and seven others from Rutgers University, Purdue University Northwest, the University of California, San Francisco, and the University of Mississippi Medical Center. The participants will soon work to train Clinical Fellows 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.

Beginning this year, the six new local clinical trainers will offer Clinical Fellow Training right at the School of Nursing.

“We may piggyback on the Systematic Review Training we already offer here in June and December,” says Dr. Bennett. “Short-term, we want to see nurses more engaged and training in evidence-based practice. Long-term, we want to see facilities making systematic change because of this evidence-based practice and constantly undergoing improvements.”

Streamlining a Strategy and Reflecting on Results

What does Clinical Fellow Training look like? Trainees’ first week will feature didactic and workshop activities that teach them how to find the right evidence, identify and describe a clinical problem and “drill down into sources to uncover the evidence that supports the best way to address that problem,” says Dr. Bennett. Clinical Fellows examine all available data regarding the specific problem over a specified time period, such as medical records and data from other electronic information systems.

“JBI provides the software, Practical Application of Clinical Evidence System (PACES), which features a number of existing clinical audits,” she adds. “This is helpful if, for instance, you’re trying to solve a clinical problem like an increased incidence of aggressive behavior and violence in a psychiatric unit. These audits can help a Clinical Fellow assess what steps they must take to bring about change – like making sure all staff are trained for de-escalation and therapeutic communication and assessing environmental factors like how rooms are arranged – and measure the change in patient-related outcomes, grounded in evidence-based criteria.”

The first week of training also focuses on clinical leadership, like how to be an effective team leader, communicate with key stakeholders, and tailor evidence to a particular context (unit, clinical problem, or health care system). Clinical Fellows learn how to use the PACES software and search JBI’s database of evidence summaries.

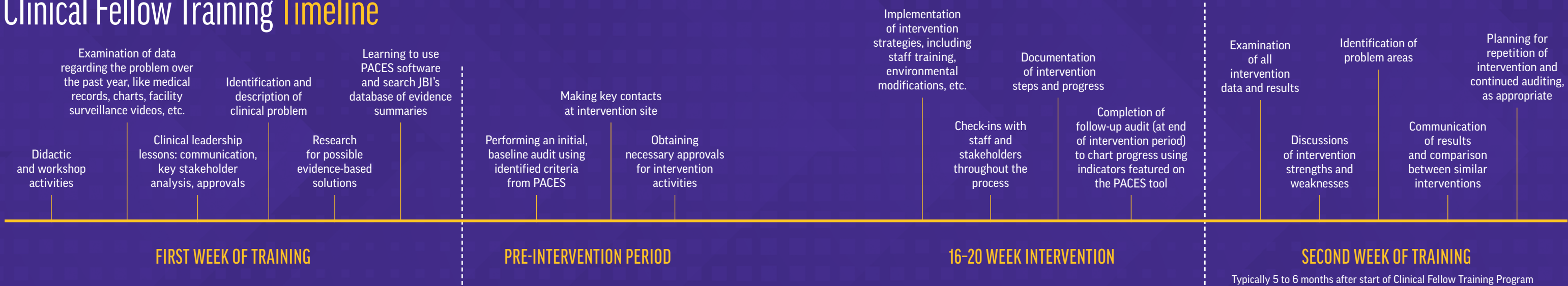
Once each trainee has clearly defined the clinical problem, and established the relevant and appropriate evidence-based intervention, they use the identified criteria from PACES to perform an initial, baseline audit. The next step is to implement the intervention for 16–20 weeks. Fellows will conduct a follow-up audit to see if progress has been made, using indicators featured on the PACES tool. At this time, evaluation of the baseline and follow-up audits may indicate further changes and other steps to increase the sustainability of the intervention.

“Ideally, Fellows will then repeat the intervention and keep auditing for a year or more,” says Dr. Bennett. “Using the software and a concise, systematic approach, Clinical Fellows will be able to anticipate potential obstacles and come up with ways to work around them and ensure they’re following the proper steps for getting access to data and necessary approvals, as well as making sure they have everyone on the unit on board with their intervention.”

The second week of training, typically five or six months after the first, allows Clinical Fellows to look at their results, examine all data, make sense of what they’ve done, identify problem areas for follow-up, and communicate their results so others can try their interventions or compare other interventions for similar clinical challenges.

“Clinical Fellows work with health care personnel to identify and define clinical problems that impact patient-related outcomes. Clinical Fellows inform staff of new evidence, support practice change, and teach them best practices for implementing practice change. Clinical Fellows then use PACES and remain engaged with the health care personnel during the implementation and evaluation phases. Using the JBI method of implementation science is the best way to ensure health care personnel will see positive change in patient-related outcomes, in the most ethical and evidence-based way,” says Dr. Bennett. ■

Clinical Fellow Training Timeline



MAKING AN IMPACT

Healing PERU

LSU Nursing Students
Bring Care and Comfort
Far from Home

“Part of our mission was, at least as it seemed to me, to not only heal our patients and members of this community, but also to empower them,” wrote Bradley Clay Marchese, an LSU Health New Orleans School of Nursing student who attended the Healing Peru mission trip, in his personal communication. “Understanding how each one of our decisions impacts our body and health is a profound realization and can have the power to change the way we live. As providers of care continue to empower members of a community, eventually members of that community may also feel empowered to play the role of providers themselves.”

The Healing Peru trip is offered to School of Nursing students twice a year, in February and May. In May 2018, a 23-member medical team headed to clinics in Andahuaylillas, Peru. The team included two nursing faculty, three nurse practitioner students and three undergraduate nursing students, as well as physicians, dentists, medical students, a nurse, an ER nurse practitioner, a paramedic and an interpreter.

“Everyone is working as a cohesive team. At the end of the trip, students write about what the experience meant to them and how it helped them grow professionally.”

JESSICA LANDRY, DNP, FNP-BC

Arlisha Mason, PhD, MSN-HCSM, RN, Instructor of Clinical Nursing, was faculty leader for the undergraduate nursing students, and Jessica Landry, DNP, FNP-BC, Program Coordinator, BSN-DNP Primary Care Family Nurse Practitioner and Instructor of Clinical Nursing, led the nurse practitioner students.



School of Nursing students went to Peru in May 2018 to provide needed health care to poverty-stricken villagers.

“We would work from 8 a.m. until the last patient had been seen for the day, sometimes not until 6 p.m. Then the teams would clean up, restock the main clinic’s pharmacy, and prepare medical and pharmacy bags for the next day’s off-site clinics,” explains Dr. Mason. “After showers and dinner, everyone headed to post-conference, where students presented on a topic assigned to them the day before and discussed each team’s clinic experience.”

Dr. Landry says Healing Peru is a unique, eye-opening experience for nurse practitioner students.

“When our nurse practitioner and nursing students do clinical rotations, they typically have access to any lab or radiology test they need, and a variety of technologies and medications at their fingertips,” says Dr. Landry. “When we pluck them out of their comfort zone and put them in the Andes Mountains with a translator and a stethoscope, we really get to see their assessment and decision-making skills at work.”

Barriers Bring About Personal and Professional Growth

On the Healing Peru mission, student providers care for a population facing health issues that are unfamiliar to the students, such as acute mountain sickness, intestinal parasites and a higher incidence of gastric cancer. Facilities do not have the sanitation of American hospitals and clinics and have limited medication supplies and technology. The native language in Andahuaylillas is Quechua, so even Spanish speakers require at least one translator when communicating with patients.

“Everyone is working as a cohesive team,” says Dr. Landry. “At the end of the trip, students write about what the experience meant to them and how it helped them grow professionally. Many express that they wish they could’ve made more of a difference.”

(Continued on pg. 15)

(Continued from pg. 14)

Global Experiences Open Eyes and Hearts

For 11 years, Laura Bonanno, DNP, CRNA, Program Director, Nurse Anesthesia Program and Associate Professor of Clinical Nursing, has taken nurse anesthetist students to the Obras Sociales del Santo Hermano Pedro Hospital in Antigua, Guatemala. Other nurse anesthesia faculty have accompanied Dr. Bonanno on some of the mission trips, including Jennifer Badeaux, DNP, CRNA and Andrew Pitt, DNP, CRNA. She says mission teams display remarkable teamwork, adaptability and compassion in the face of major care challenges.

“They’re using equipment that’s not up to date and medications that are different from the ones they’re used to, and they must still treat patients safely and effectively,” says Dr. Bonanno. “And whether checking patients in, treating them or cleaning up at night, everyone works together to get the job done.”

Her students have noted the tremendous amount of gratitude patients express for their care – often after they’ve waited six months to a year for a surgery that patients in the United States may wait just a few weeks for.

“They become more resourceful and compassionate and gain a deeper appreciation of the work of others,” says Dr. Bonanno. “They’re humbled by what these patients are going through. This hospital is also affiliated with a Catholic orphanage, home to patients of various ages with developmental and physical disabilities. There, students get to see a different way of taking care of people in society.”

The stories they bring back from their trip inspire others.

“A lot of their classmates want to go on a trip after hearing our students present,” she says. “These are life-changing experiences.” ■



A MEMORABLE MOMENT IN PERU

Madelyn Harris, a nursing student who attended Healing Peru, describes in her personal communication a meaningful house call:

“We arrived and introduced ourselves to the patient’s wife. She went inside and came back struggling to push her husband in a wheelchair over the rugged dirt entrance of their home. Talking with the patient, we learned he injured his spinal cord about a year ago, walking through town with his then 1-year old daughter, when he fell in a sinkhole. It was overwhelming to think of the struggles someone in the United States deals with physically and mentally after an accident that leaves them wheelchair-bound and compare it to what this family faces in a rural town with incredibly fewer resources. We offered education about his catheter, preventing pressure ulcers and other ways to manage his handicap, but what seemed to be the most therapeutic was simply showing him we cared by listening.” ■



Despite long hours, language barriers and less-than-optimum conditions, students who participated in the most recent Healing Peru trip came home with enhanced skills and the satisfaction of knowing they made a difference to people in desperate need.



A COMMITMENT TO CONTINUING EDUCATION

CNE Program Receives Four-Year Reaccreditation

The American Nurses Credentialing Center's Commission on Accreditation recently reaccredited the LSU Health New Orleans School of Nursing's Continuing Nursing Education (CNE) program, acknowledging the program's commitment to lifelong learning and dedication to excellence.

Since first being accredited in 2011, the CNE program has offered more than 600 courses, helping more than 12,000 registered nurses and advanced practice registered nurses stay current with the latest developments, research, skills, best practices and new technologies, which fosters their professional development.

"Given the focus on quality outcomes and the need for safe patient care in the contemporary healthcare environment, registered nurses need opportunities for professional development that enhance their ability to provide safe, high-quality care. Accreditation provides evidence of the quality of education that supports nursing professional development," says Clair Millet, DNP, APRN, PHCNS-BC, Director, Faculty Development, CNE & Entrepreneurial Enterprise, who oversaw the reaccreditation process.

Interactive APRN Procedures Workshops focusing on areas such as resuscitation, cardiovascular and pulmonary skills, and orthopedics are a cornerstone of the program. "There are a limited number of local opportunities for practicing APRNs to acquire skills that are part of advanced clinical nursing practice," says Millet. "These workshops are vital to nurses who may be seeking education and certification in advanced skills in order to provide a higher level of care to the community." ■



Upcoming APRN Courses

Dermatologic procedures

Point-of-care ultrasound

Chest X-rays and CT scan interpretation

ECG interpretation

Basic and advanced suturing

Continuing the Tradition of Nursing Leadership

One of LSU's Own Has Been Elected Secretary of the American Nurses Association

Graduates of the LSU Health New Orleans School of Nursing have a long history of service and leadership at the local, state and national levels. They lend their skill and insight to governing bodies like the Louisiana State Board of Nursing (LSBN) and professional societies like the National Association of Hispanic Nurses. Now, one more alumna has distinguished herself as a leader. Stephanie Pierce, PhD, MN, RN, CNE, was recently elected secretary of the American Nurses Association.

"Leadership is part of what the School of Nursing is all about," says Dr. Pierce. "There's an expectation to go beyond learning the clinical aspects of nursing and get involved, whether it's leading a community health initiative, working through a professional organization or helping shape health policy. Leadership is nurtured at every level, starting with our undergrads."

Dr. Pierce's involvement with professional nursing organizations started at the local level, as president of the Student Nurses Association, and then as a member of the organization's New Orleans District Board. She also served on the Louisiana State Nurses Association, which she says really helped her understand the lobbying process and how to affect policy changes. "Serving as secretary of the American Nurses

Association will give me the opportunity to make an impact on a national level," she says. "Nurses are on the front lines of care, and have a unique perspective when it comes to issues like patient safety, nurse-to-patient ratios and access to care for underserved populations."

Dr. Pierce credits much of what she has learned about service and leadership to her mentor, Denise Danna, DNS, RN, NEA-BC, CNE, FACHE, former Associate

Dean of the School of Nursing, inaugural School of Nursing Hall of Fame inductee, and Chief Nursing Officer at University Medical Center New Orleans. "Denise exemplified giving back, and made it look so effortless," Dr. Pierce says. "I worked with her on the Cornerstone of Cultural Competency During the Disaster Cycle Program, where she showed me and others how to find and apply for grants, and gave us the opportunity to present our work nationally and internationally."

As a mentor for other faculty through the Tiger Trax program, Dr. Pierce is passing these skills along. "Everyone at the School

of Nursing is willing to share their knowledge and mentor others, from Dean Porche on down," she says. "It's just the mindset we have here, and it is helping us produce new generations of nursing leaders." ■



Hall of Fame Inductees and Outstanding Alumni Honored

For 85 years, the LSU Health New Orleans School of Nursing has educated and trained thousands of outstanding nurses who have made incredible contributions to the nursing profession, as well as to the health and well-being of their communities. Now, for the first time, the School of Nursing is honoring alumni who have had distinguished nursing careers in the inaugural class of the LSU Health New Orleans School of Nursing Hall of Fame.



The seven inductees were chosen based on their leadership, achievements and the enduring nature of their impact in teaching, research and nursing practice. Additionally, 60 alumni were selected to receive the Outstanding Alumni Award. The Hall of Fame inductees and award winners were celebrated at the recent 85th Anniversary Gala, where a wall featuring the Hall of Fame was unveiled.

While their achievements are too numerous and their impact too great to do justice here, we are pleased to introduce the inaugural Hall of Fame class:

★ Marsha Jane Bennett, DNS, APRN, CNE

Dr. Bennett (MN '87, DNS '97) has been a faculty member at the School of Nursing since 2005 and is Director of the Louisiana Center for Promotion of Optimal Health Outcomes: A Joanna Briggs Institute Center of Excellence. In 2016, she received the prestigious Copping Excellence in Teaching Award.

★ Sandra Chaisson Brown, DNS, APRN, FNP-BC, CNE, ANEF, FAAN

Dr. Brown (MN '85, DNS '94) has been teaching at the Southern University and A&M College School of Nursing since 1995, and is currently its DNP Program Director. She is also an Ambassador for the U.S. Department of Health and Human Services' Bureau of Health Professionals National Health Service Corps, where she works tirelessly to strengthen the health workforce, improve diversity, and connect skilled professionals to communities in need.

★ Denise M. Danna, DNS, RN, NEA-BC, CNE, FACHE

Dr. Danna (BSN '75, MN '85, DNS '99) is a former Associate Professor and Associate Dean at the School of Nursing and led the development of the School of Nursing's DNP program. She also served in leadership positions at Memorial Medical Center and its precursors for more than 30 years, and currently serves as the Chief Nursing Officer for the University Medical Center New Orleans.

★ Barbara Morvant, MN, RN

Morvant (BSN '73, MN '76) served as executive director for the Louisiana State Board of Nursing for 25 years. She is also a former president of the Louisiana Nurses Foundation, and served two terms as treasurer on the National Council of State Boards of Nursing board of directors.

★ Melinda Oberleitner, DNS, RN

Dr. Oberleitner (DNS '96) is the Dean of the College of Nursing and Allied Health Professions at the University of Louisiana at Lafayette. She is also an Early Childhood Policy Leadership Institute Fellow at the Tulane University School of Medicine.

★ Barbara St. Pierre Schneider, PhD, RN, FAAN

Dr. Schneider (BSN '82) received an MN from the University of Washington, a PhD from UCLA, and completed two post-doctoral fellowships before taking faculty positions at the University of Wisconsin-Madison and later UNLV, where she is now director of the Applied Biomedical Research Laboratory, and researches muscular healing processes.

★ Demetrius J. Porche, DNS, PhD, ANEF, FACHE, FAANP, FAAN

Dr. Porche (MN '89, DNS '95) is the current Dean of the School of Nursing. As Dean, he has helped us achieve the National League for Nursing Center of Excellence designation and he was awarded Nursing School Administrator of the Year by the Louisiana State Nurses Association in 2016. He has also served on numerous boards on the state and national levels, including as president of the Louisiana State Board of Nursing, and is the American Assembly for Men in Nursing, and is currently is president of the Southern Nursing Research Society. ■

Faculty Making an Impact



Through its “Coffee for a Cause” event, **LSU Health New Orleans School of Nursing’s Faculty and Staff Life Committee** raised \$406 for alumna and KIPP Believe Primary school nurse Madeline Dubas to start a Scholars Engaging in Environmental Development club at her school.

Laura Bonanno, DNP, CRNA, Nurse Anesthesia Program Director, just finished serving a term as president of the Louisiana State Board of Nursing. During her term, she helped restructure the board, adding two health care consumer members, and oversaw the transition to a biennial nursing licensing system instead of annual renewals. In a huge win for nurses across the state, the board also helped get interstate compact legislation passed. Once implemented, nurses who renew their license will have that license honored by 30 other states.

POSTERS & PUBLICATIONS

A poster created by faculty members **Paula A. Kensler, DNP, MBA, RN**; **Todd Tartavouille, DNS, APRN, CNS-BC**; and **Jennifer B. Martin, DNP, CRNA**, titled “Insights the Emergenetics Profile Provides to Leadership Development in a Hospital Setting: A Pilot Study,” was selected as a Rising Star of Research and Scholarship Invited Student Poster for the Creating Healthy Work Environments February 2019 event.

Calling for evidence-based nursing interventions and increased national discussions, Dean **Demetrius Porche, DNS, PhD, ANEF, FACHE, FAANP, FAAN**, recently published “The Opioid Crisis and Epidemic: A Southern Call to Action,” in the Southern Nursing Research Society’s *Southern Connections* newsletter. Dean Porche is president of the SNRS.

The study “Multidimensional fatigue in pulmonary hypertension: prevalence, severity and predictors,” authored by **Todd Tartavouille, DNS, APRN, CNS-BC**, Program Director for the Traditional BSN Program and Associate Professor of Clinical Nursing, was featured in a June 2018 article in *Pulmonary Hypertension News*.

NOTABLE APPOINTMENTS

The Louisiana Human Trafficking Prevention Commission has appointed **Katherine Carter, DNP, PHCNS-BC**, Coordinator BSN-DNP Public/Community Health Nursing and Instructor of Clinical Nursing, and **Deborah St. Germain, DNP, RN, CEN, CNE**, Assistant Professor of Clinical Nursing, to the Sex and Labor Trafficking of Minors – Primary/Secondary Levels of Prevention health care subgroup.

The American Nurses Association Membership Assembly elected **Stephanie Pierce, PhD, MN, RN, CNE**, Program Director for Baccalaureate Articulation, CARE and Nurse Educator MSN Programs, as its new secretary.

Jennifer Manning, DNS, APRN, CNS, CNE, Associate Dean for Undergraduate Nursing Program, Assistant Professor of Clinical Nursing was appointed by Governor Edwards to serve on the Louisiana State Board of Nursing.

HONORS & AWARDS

Nursing Schools Almanac has ranked **LSU Health New Orleans School of Nursing** among its top 100 nursing schools in the nation for 2018 out of 3,000 institutions reviewed. The School of Nursing ranked as the No. 10 nursing school in the United States, No. 4 among public nursing schools and No. 3 in the Southeast region.

In October 2018, **Alison Davis, PhD, RN, CHSE** – Director, Nursing Skills and Technology Center; holder of the Sister Henrietta Guyot Professorship in Nursing and Associate Professor of Clinical Nursing – was inducted into the Hall of Honor for Excellence in Nursing Education at Georgia Baptist College of Nursing of Mercer University.

Deborah Garbee, PhD, APRN, ACNS-BC – Associate Dean for Professional Practice, Community Service and Advanced Nursing Practice; Program Director, Adult Gerontology Clinical Nurse Specialist Concentration and Professor of Clinical Nursing – was selected as a Clinical Nurse Specialist Institute Fellow.

Jessica Landry, DNP, FNP-BC – Program Coordinator, BSN-DNP Primary Care Family Nurse Practitioner and Instructor of Clinical Nursing – has received the 2019 American Association of Nurse Practitioners Advocate State Award for Excellence for Louisiana.

Nanette LeBlanc-Morales, DNP, FNP-BC, Instructor of Clinical Nursing, will embark on a medical mission trip to Guatemala in March, fully funded by one of only two \$1,000 scholarships bestowed by the Louisiana Nurse Practitioner Foundation in partnership with the Catholic Foundation of South Louisiana and Embrace Medical Missions International.

ALUMNI UPDATES

Norma Cuellar (MN ’88) was recently elected president of the National Association of Hispanic Nurses. Her experience practicing in many clinical fields, teaching at several different nursing schools, publishing research on topics such as sleep and aging, and serving as editor in chief of the *Journal of Transcultural Nursing* made her an excellent choice for president of NAHN.

Teresita E. McNabb (BSN ’85) just finished serving as vice president of the Louisiana State Board of Nursing for the 2017-2018 term and is currently serving as president of the Louisiana State Board of Nursing. She also serves as vice president of Nursing Services at Terrebonne General Medical Center, where she is involved in a hospital-wide initiative to consistently improve patient health outcomes and ensure quality patient care in a financially constrained environment.

STAY CONNECTED

Stay in touch with your classmates. Learn all about upcoming events and activities, and help us support continued nursing excellence.

Activate your Alumni Association membership today, or go online to learn about upcoming events and other news.

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



Researching the Role of Mindfulness

IN HEALTH CARE MANAGEMENT

Nursing is a stressful job. Long hours, physically demanding work and ill patients who are not always in the best mood are only a few of the day-to-day stressors most nurses encounter. Having leadership that is understanding, supportive and mindful of these stressors can positively affect how nurses feel and cope on the job. At least, that's the hypothesis that BSN student John Di Leo is testing in the project on mindfulness he is conducting as part of the Mentoring Undergraduate Students for Excellence in Scholarship (MUSES) program.

"I knew I wanted to look at mindfulness in health care, but I wasn't sure exactly what I wanted to study initially," says Di Leo. "I was paired with Dean Porche through the MUSES program, and he suggested looking at the role mindfulness plays in hospital leadership and administration."

Measuring the Effects of Mindfulness

This idea appealed to Di Leo, who says there has been a lot of research on the effects of physician and nurse mindfulness on their patients, but relatively little on how the mindfulness of administrators can affect their teams. He also noted that studies have been done in a variety of corporate settings, so he wanted to see how those findings translated into a health care setting.

For his study, Di Leo is using several surveys that measure things like trait mindfulness, job satisfaction and burnout, and sending them to nurses and nurse administrators at a number of local hospitals. "So far, I've received more than 50 responses, which is

more than I originally anticipated," says Di Leo. "I've learned a lot working with Dean Porche. We talk about the project at least once a week over email. He gave me input on designing the study, and connected me with resources at hospitals that were willing to participate, as well as a statistician who is going to help me analyze the data."

Improving the Work Environment

Di Leo hasn't seen any of the responses yet, but he is already planning to present his findings to the School of Nursing Sigma Theta Tau chapter. "With all the data that shows trait mindfulness in supervisors correlated with well-being metrics like employee satisfaction, employee retention and organizational performance, I don't think it is going to be a big stretch to suggest that mindfulness training of hospital and nurse administrators would benefit nurses, and probably patients as well," says Di Leo.

After completing his BSN, Di Leo wants to work in an emergency department, though he's also been thinking about pursuing an advanced degree in psychiatric mental health nursing practice. The MUSES program has given him a new appreciation for the importance of research, and mindful leadership. "Working with Dean Porche has been a great experience, and I'm really excited to see the outcomes of the study," he says. "I think it will open up a lot of different research possibilities, and could even lead to recommendations for policies and programs that improve nurses' work environments, job performance, and ultimately, patient outcomes." ■

STUDENT NEWS

LSU STANDOUTS

SGA Holds Annual Nightingale Ball

On October 19, 2018, students celebrated at the Nightingale Ball – the Student Government Association's largest fundraiser. The formal event marks the end of Spirit Week, and this year's was one of the SGA's largest events.



School of Nursing Students Join Night Out Against Crime

A dozen student nurses, led by Instructors of Clinical Nursing **Quinn Lacey, RN, MN**, and **Colette Baudoin, MSN, RN, OCN**, participated in the 35th Annual Kelly Marrione Night Out Against Crime at A.L. Davis Park in October, conducting health screenings and education for New Orleans residents. The event is hosted by the New Orleans Police Department.

Louisiana Association of Student Nurses (LASN) State Convention Honors Students

At the LASN 2018 Student Nurse Convention in October, **Jaymalisa Whatley** won the "Louisiana Student Nurse of the Year" award and scholarship and had her resolution passed regarding diversity in nursing. **Katie O'Brien** received the LASN academic scholarship. And the **LSU Student Nurses Association** received the Image of Nursing Award for its work in the community promoting nursing among underprivileged and diverse populations. Three students were elected to the LASN State Board: **Sarah Smith** as the Breakthrough to Nursing Chairperson, **Katie O'Brien** as the Horizons Newsletter Editor and **Emily Wynn** as Region IV Director.

2018 GRADUATION LIST

Doctor of Nursing Practice (Post-Masters)

Brandy Michelle Barbarin
Joseph James Eppling
Summer Andrews Marshall
Kirk Allan Martinson
Keithen Dewayne Potts
Rebecca Acosta Trainor

Master of Science in Nursing

Janice Williams Hall*

Bachelor of Science in Nursing

Stefany Elizabeth Achee
Maria Juliana Amaya
Morgan Elizabeth Aucoin
Rebecca Elizabeth Austin
Karla Renee Banks
Stephen Daniel Bardot
Jane Marjorie Bordelon
Brielle Kayla Bordes
Sarah Lynn Bourgeois
Meghan Elizabeth Brandt, RN*
Corinne Elizabeth Brewer
Audrey Joan Britsch
Kimberlin Mary Brown
Marissa Golemi Burgin
Morgan Alexandra Bush
Bianka José Caldera-Jirón
Bridget Nicole Candilora
Alicia Maria Carwell-Willis, RN*
Amber Nicole Clement
Maria Guadalupe Colina
Ashleigh Johnetta Conerly
Jekeitha Chavonne Cook, RN
Moriah Rebekah Copeland
Claire Louise Cunningham
Beth Misiak Demoruelle
Giavanna Marie Deville
Carson Nicole Dore
Brittany Alexandra Dorsey
Ronald Joseph Drez III
Cassi Rae Ernst
Zelene Ja'Mere Ester
Ashley Marie Fisette
Taylor Ann Fisette
Jordan Mae Fitzsimmons
Lauren Alexis Flettrich
Katie Marie Fleuriet-Smith

Elizabeth Marie Flowers
Rene Alexa Francis, RN
Briana Camille Garcia
Flavia Azevedo Garcia*
Margaret Alice Gardner
Rachel Maree Giammolva*
Braidon Elizabeth Grzych
Taylor Martin Guillory
Patrick Edward Haggerty Jr.
Kori Alden Hammond
Madelyn Page Harris
Leah Katherine Hendrick, RN*
Laura Victoria Hernandez
Karly Diana Hodapp
Danielle Knight Holiday*
Toi Rayion Holmes, RN
Emily Nicole Ilgenfritz
Emily Jean Ingrassia
Gabriella Carolyn Irwin
Casey Mikel Jackson
Charona Ann Jacobs, RN
Elizabeth Ann Jacobsen
Jordan Noel Jarreau
Shelbie Lee Jones
Kenya Cornelia Ardean
Denise Jorden, RN
Jenny Hae Kang
Mary Katherine Karam
Amanda Grace Keller
Nicole Rene Koppi
Jennifer Leigh Kropog
Genevieve Irene Labowicz
Sarah Elizabeth Laiche
Abby Elizabeth Landreneau, RN
John Derrick Landreneau, RN
Jenna Lee Lascala*
Bailey Jene' Leblanc
Veronica Mary Lebourgeois
Kimberly Ann Lobell
Jessica Amelia Macaluso
Kassidy Marie Marchand
Katie Marie Martinez, RN*
Megan Elizabeth Martinez
Karina Julissa Matute
Warren Alden Mautz, RN
Kailee Elizabeth Meier
Sarah Elise Moreau
Lauren Elizabeth Murray
Robert Anthony Nagin Jr.
Olivia Ann Napolitano
Lena Dung Nguyen

Tessa Elizabeth Norris
Taylor Adrienne Odum
Yeon Gee Oh
Kacie Elaine Orso
Jamie Lynn Owens
Kayla Jane Pelman
Jenna Breann Pertuit
Richard Peter Ponthier III
Vanessa Ramirez
Gabrielle Christine Ricca, RN
Renee Antoinette Richard
Brianna Nicole Riley
Randa Lee Ritter
Caitlin Michele Robert
Amanda Claire Robertson
Erin Alexandra Rose
Courtney Dale Rossi
Ryan Joseph Rumney
Brittany Shene' Russell
Kimberly Marie Scanlon
Amanda Jean Schiro
Megan Nichole Simon
Parker Thomas Smith
Michelle Marie Symms
Madison Noel Thompson
Elizabeth Huu Tran
Morgan Rose Truitt
Abby Elizabeth Truxillo
Margaret Natalie Tully, RN
Danielle Marie Waltz
Rachel Elizabeth Wells
Alanna Williams*
Rebecca Elizabeth Williams
Delia Margurite Young, RN

AWARD WINNERS

Valedictorian: Amanda Keller

Salutatorian: Sarah Laiche

Sigma Theta Tau International – Undergraduate:
Megan Martinez

Sigma Theta Tau International – Graduate:
Janice Hall

Student Nurses Association:
Nicole Koppi

Student Government Association:
Briana Garcia

LSU School of Nursing Alumni – Undergraduate: Sarah Laiche

LSU School of Nursing Alumni – Graduate: Keithen Potts

Elsevier Faculty Recognition Award – Undergraduate:
Karla Banks

Writing Excellence/Faculty Recognition Award, Graduate Student: Joseph Eppling

Dolores Scheerle Award – Undergraduate: Nicole Koppi

Dolores Scheerle Award – Graduate: Rebecca Trainor

JoEllen Smith Memorial Award: Elizabeth Tran

NODNA Leadership Award:
Nicole Koppi

Outstanding Nursing Caring Award – BSN Student:
Randa Ritter

Outstanding Nursing Caring Award – Graduate Student:
Joseph Eppling

Outstanding Nursing Caring Award – Faculty: Helen Neil

Dean's Award: Nicole Koppi

Magna Cum Laude
Amanda Keller

Cum Laude
Maria Amaya
Rebecca Austin
Morgan Bush
Moriah Copeland
Sarah Laiche

FALL 2018

DEAN'S LIST

Miranda Marie Aasen
Stefany Elizabeth Achee
Adriane Allridge
Maria Juliana Amaya
Haleigh Elizabeth Armstrong
Alyssa Noelle Ashby
Morgan Elizabeth Aucoin
Kamya Auriti
Rebecca Elizabeth Austin
Karla Renee Banks
Rachel Elizabeth Barbaro
Stephen Daniel Bardot
Jeanne Fielding Bass
Timothy Allen Bateson Jr.
Chelsy Renee Bennett
Madeline Clare Bertrand
Hayley Marie Blaise
Jane Marjorie Bordelon
Caroline Elizabeth Boudreaux
Ashley Elizabeth Bourgeois
Sarah Lynn Bourgeois
Marjorie Elizabeth Breda
Janae' Monique Brent
Corinne Elizabeth Brewer
Audrey Joan Britsch
Shelby Marie Broussard
Paige Ella Buisson
Lauren Elizabeth Bujard
Marissa Golemi Burgin
Morgan Alexandra Bush
Bianka José Caldera Jirón
Linda Beth Cantrell
Elizabeth Carter
Kelly Christine Chaplain
Lilia Noelle Chester
Grace Kathryn Ciaston
Amber Nicole Clement
Remi Leigh Coco
Maria Guadalupe Colina
Ashleigh Johnetta Conerly
Moriah Rebekah Copeland
Lauren Casey Crain
Megan Alexis Crowder
Brenna Andre Cuevas
Claire Louise Cunningham
Thomas Paul Cunningham
Morgan Ann Daigle
Nicole Marie Daspit
Claire Elizabeth Davis
Kelly Marie Derise
Kayla Leigh Devellis

Giavanna Marie Deville
Morgan Grace Doll
Carson Nicole Dore
Kelsey Nicole Doucet
Ronald Joseph Drez III
Jennifer Rebecca Drivon
Sarah Ford Dugal
Holly Marie Dugas
Courtney Renee Duhe
Nicole Lee Dupre
Cassi Rae Ernst
Claire Caron Marie Escher
Zelene Ja'Mere Ester
Sarah Beth Finken
Ashley Marie Fisette
Taylor Ann Fisette
Jordan Mae Fitzsimmons
Lauren Alexis Flettrich
Katie Marie Fleuriet-Smith
Elizabeth Marie Flowers
Anna Marie Foltz
Savannah Caroline Fos
Elise Michelle Fourchy
Halley Alexandra Frey
Robert John Fusilier
Victoria India Gabriel
Briana Camille Garcia
Margaret Alice Gardner
Gregory David Gaumond
Megan Michelle Gitz
Jada Olivia Gonzalez
Braidon Elizabeth Grzych
Taylor Martin Guillory
Ashley Nicole Gurba
Hannah Ashley Hakenjos
Kori Alden Hammond
Megan Harmon
Madelyn Page Harris
Brianna Rae Hebert
Sara Kenney Heidingsfelder
Laura Victoria Hernandez
Karly Diana Hodapp
John Christopher Huffman
Kaitlyn Olivia Hughes
Emily Nicole Ilgenfritz
Emily Jean Ingrassia
Casey Jackson
Elizabeth Ann Jacobsen
Jordan Noel Jarreau
Debria Sallie Lee Joe
Amanda Elizabeth Johnston
Kayla Marie Jones
Shelbie Lee Jones
Brooke Elizabeth Juneau
Nicole Anna Kaebisch
Jenny Hae Kang
Amanda Grace Keller
Erin Elizabeth Kelley
Chanel Ashley Ker
Bailey Anne King
Gabrielle Marlena Koester
Nicole Rene Colbert Koppi

Victoria Marianna Krig
Jennifer Leigh Kropog
Julia Marie Kuntz
Mary Elizabeth Lahaye
Sarah Elizabeth Laiche
Paige Gonzales Lambert
Alexandra Taylor Landry
Lynleigh Angelle Landry
Alexis Nicole Lavenia
Bailey Jene' LeBlanc
Haley Elizabeth LeBlanc
Isabella Seraphine Leblanc
Savannah Marie Leboeuf
Veronica Mary Lebourgeois
Allison Ann Ledet
Christina Michelle Leggio
Ailleen Cassegrain Livaudais
Olivia Ann LoCascio
Ana Leigh Lopez
Olivia Claire Lorio
Jessica Amelia Macaluso
Ellen Michael Malagarie
Sara Elizabeth Marsilia
Laura Turner Martinez
Megan Elizabeth Martinez
Malayne Elizabeth Mascaro
Marie Angelle Matirne
Karina Julissa Matute
Madelyn Kate Matute
Sydney Allison Mayfield
Adriana Arrigunaga McClure
Victoria Kristyn McElroy
Kailee Elizabeth Meier
Chelsea Lynn Melerine
Brooke Ashley Menzato
Tyler Elizabeth Michel
Shalini Vinod Mohanani
Chanie Lynn Mollere
Fernanda Nicole Morales
Sarah Elise Moreau
Taylor Jordan Morvant
Lauren Elizabeth Murray
Mia Nichole Mutz
Robert Anthony Nagin Jr.
Tayla Janee' Napoleon
Olivia Ann Napolitano
My Dieu Ngo
Lena Dung Nguyen
Sera Kristen Niehaus
Victoria Maria Nielsen
Emily Ann Noggerath
Tessa Elizabeth Norris
Taylor Adrienne Odum
Yeon Gee Oh
Kacie Elaine Orso
Jamie Lynn Owens
Lauren Ashley Owens
Abigail Frances Perrault
Blake Andrew Pitre
Kylee Rae Pitre
Hannah Pascal Pohorelsky
Rachael Marie Poissenot

Richard Peter Ponthier III
Ashley Elizabeth Power
Christina Marie Prados
Christopher Michael Prieur Jr.
Alison Kate Rausch
Ian John Readeau
Madeleine Savoie Richard
Renee Antoinette Richard
Elizabeth Richards
Brianna Nicole Riley
Randa Lee Ritter
Caitlin Michele Robert
Caroline Hannah Rodrigue
Brett Taylor Rooks
Courtney Dale Rossi
Brittany Lanell Russell
Brittany Shene' Russell
Ne'Ja Dior Sanders
Kimberly Marie Scanlon
Bailey Elizabeth Schehr
Heidi Frances Schexnayder
Amanda Jean Schiro
Bailey Re'nee Schwab
Kayla Kari Seals
Madison Allie Seay
Megan Nichole Simon
Reese Anthony Simoneaux
Azaria Smith
Caitlin Kennedy Smith
Parker Thomas Smith
Daniel Harper Spring
Hayley Elizabeth Stant
Patrick Stockamp
Savannah N Stonebreaker
Jennifer Lea Stringer
Parker Alexander Sulik
Michelle Marie Symms
Kara Ann Terrio
Madison Noel Thompson
Elizabeth Huu Tran
Morgan Rose Truitt
Abby Elizabeth Truxillo
Oghenemaro Cecilia Ugbeme
Jessica Lorena Veytes Vera
Catherine Elise Voisin
Billy Micheal Wallace
Madison Agnes Waller
Danielle Marie Waltz
Rachel Elizabeth Weber
Sara Jane Weber
Matthew Scott Webster
Rachel Elizabeth Wells
Jaymalisa Anquel Whatley
Emily Elizabeth Wild
Rebecca Elizabeth Williams
Rachel Shay Willoughby
Margaret Anne Wilmes
Trace David Wilson
Katherine Stafford Winsberg
Nicholas Wolff
Nanci Nanyi Zhang

*Indicates May 2018 graduates. All others are December 2018 graduates.

CLASS OF 2021



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School of Nursing

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