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About the Cover
Pictured on the cover is Tara Hulsey, the new dean of the WVU School of Nursing (see story p. 12). *Photo: Robert E. Beverly*

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West Virginia University is an Equal Opportunity/Affirmative Action Institution. The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs or activities, or with respect to admission or employment.
WELCOME TO THE FALL 2014 EDITION OF WVU NURSING.

I am honored to be serving as the fifth dean of the School of Nursing. It’s been inspiring getting to know our outstanding faculty, students, alumni, and partners.

I firmly believe we are on the path to elevating our school to a higher level of excellence in the areas of education, practice, and scholarship.

When you visit the School in our Morgantown main campus, you may notice that Student Services is now at the front of the dean’s suite, reflecting our commitment to always provide a welcoming environment for current and potential students.

Our West Virginia University Tech campus in Montgomery provides an opportunity for residents of the southern part of West Virginia to complete our Bachelor of Science in Nursing program. The dedicated faculty on this campus recently acquired a state-of-the-art simulation laboratory that will enhance student learning opportunities. Our Charleston campus has a strong cohort of graduate level students and contributes to the advanced practice workload needs of our state.

You will read in this issue examples of the outstanding work of our faculty, our strong alumni, and our students. Together, we have a global footprint.

Your support is crucial to our future success, and the results of alumni donations were evident during our recent student scholarship luncheon. Many of our students would not be able to achieve their professional dreams in nursing without our strong and dedicated donor support.

These are exciting times for the School, and I am proud to be a part of our WVU nursing team.

TARA HULSEY, PhD, RN, CNE, FAAN
Dean and E. Jane Martin Professor
School of Nursing, West Virginia University
RWJ Executive Nurse Fellow Alumnus
Board of Directors, Sigma Theta Tau International (2013-2017)
Retired Professor’s Surgery Reunites Her With Former Students

By PATRICIA S. SIMONI, Associate Professor Emeritus

I HAD SURGERY RECENTLY at Ruby Memorial Hospital, and it was an almost magical experience for this 72-year-old, retired WVU School of Nursing professor.

A backing-out screw in a 2001 surgical repair of my humerus finally reached a point where only its surgical removal could restore my comfortable range of motion.

Prior to surgery I reported to the Department of Orthopaedics in the WVU Healthcare Physician Office Center for the pre-op interview and exam. The nurse practitioner caring for me that day was Monique (Kenney) Bandy (BSN ‘02, MSN ‘13), a former baccalaureate student whom I remembered from my 27 years of teaching in WVU’s School of Nursing.

It was delightful to catch up with her, and it meant so much to hear that her nursing education prepared her well for her NP role.

The next morning I was attired in my hospital gown and awaiting surgery when the nurse anesthetist arrived. She was yet another former nursing student from WVU’s baccalaureate program, Julie (Wallace) Sullivan (BSN ‘93).

She sedated me, intubated me, and maintained my pain-free, unconscious state during the surgery.

And, just for the record, no post-surgery sore throat or raspy voice. Maybe there’s another explanation, but I am attributing it to the gentleness of Julie and her expertise.

I awakened in the recovery room, attended by a third former nursing student, Kayla (Kesner) Koon (BSN ‘07), a more recent graduate of the baccalaureate program. “Do you remember me?” she asked. I did remember her. Simply, amazing! I felt so safe.

Magical -- It truly felt that way.

I feel blessed to have received such fine care from graduates of the WVU School of Nursing.

I am proud of our faculty and oh so proud of our graduates.

“I feel blessed to have received such fine care from graduates of the WVU School of Nursing.”

- PATRICIA S. SIMONI
WHILE SERVING IN THE MILITARY, women often experience mental and physical trauma from the violence of combat, as well as from sexual harassment and assault. When they return home from being deployed they continue to face physical and psychological challenges while reintegrating into civilian life.

Though women make up the fastest growing military and veteran cohort, recent research shows that only 12 percent of this group who served in Iraq and Afghanistan combat support roles use Veterans Administration (VA) services.

School of Nursing Clinical Associate Professor Gina Maiocco, a former Air Force flight nurse, said, “Transitioning from military life to civilian life, which are two different worlds, is fraught with stress and uncertainty. So I knew there are a lot of trials for female veterans coming back from war.” The data also shows that more women veterans use the GI bill and go back to school upon their return home than their male colleagues. Attending college adds yet another set of challenges for these women.

“This group of women veterans who attend college once back from war has never been studied,” said Dr. Maiocco. Given their increasing numbers and the fact that they are not connected to the VA as they should be, she said, “I felt it was very important to look at this population.”

After securing funding and receiving approval from the Institutional Review Board (IRB), Maiocco and SoN Professor Mary Jane Smith, who is not a veteran, conducted a qualitative study where they interviewed eight women veterans who had returned from Iraq or Afghanistan wars. The objective was to identify the experiences of women veterans when they return home after being deployed, their issues and needs in the academic environment, and areas necessitating future research studies.

The two experienced researchers used phenomenological inquiry - which differentiates between appearances and actuality, and story theory - where the participants past, present, and future were noted as they talked of their experiences. “We wanted to get a snapshot of how the women see themselves in the whole context of being a war veteran,” said Maiocco. “A second interview was conducted to confirm our findings and obtain additional insight.”

The study found that going back to school can be stressful and produce war-related flashbacks. The women struggled with returning to the classroom and fitting in as students. They revealed that faculty and students don’t understand their unique female
military experiences and stressed the need for advisors who are military knowledgeable. They wanted veterans, and even more specifically, women veterans as their advisors. Just as importantly, the women wanted to connect with other female veterans on and off campus. They identified that they have different priorities and see the world quite differently than their non-veteran classmates.

“This is why we feel it’s important to have areas embedded within the University, including the School of Nursing, where they can go and talk to another woman veteran who they can relate to and who understands,” said Maiocco. Such areas, known as Green Zones, are being developed.

In addition to assistance with academic issues, the research verified that ongoing support services for women veterans, including help with disabilities and healthcare access, are essential. One of the women interviewed shared she was in chronic pain and had still not been assigned a primary care physician through the VA after waiting 18 months. “This corresponded to what’s happening nationally, where people are not being assigned,” said Maiocco. “Too many are lost in the system. That is why it’s very important to have a working relationship between our institution and the local VA to get around the bureaucratic mess.” Maiocco intervened, and the woman is now receiving the appropriate physical therapy.

In addition to help with issues relating to healthcare and the academic environment, the study found the need to take a closer look at families and the importance of their support. “The family wants the same person back who was deployed; and that’s not the case. They ask, ‘When are you going to get back to normal?’ Families don’t understand how service has changed [their loved ones].” Maiocco’s research identified additional ongoing needs of women veterans in the school environment.

She and other SoN faculty plan to examine these areas in future studies, and work collaboratively with other groups at WVU and in the community to support them.

One such group is the WVU Women’s Veterans United (WVU) Initiative, a recently formed support organization that brings women veterans together and also serves as a resource for them to obtain information about relevant campus and community services.

After serving their country, the women veterans want to give back and make a positive contribution to their communities. In return, they deserve the best healthcare and services possible.

“...we feel it’s important to have areas embedded within the University, including the School of Nursing, where [women veterans] can go and talk to another woman veteran who they can relate to and who understands.”

- GINA MAIOCCO
The LISTEN Intervention
Changing the way we treat loneliness
ASSOCIATE PROFESSOR OF NURSING LAURIE THEEKE, PhD, FNP-BC, RN, has studied loneliness and how it relates to chronic conditions for the past 10 years. Her work has been featured in The Washington Post, the American Journal of Nursing, and The Robert Wood Johnson Human Capital Blog. Her practice as a family nurse practitioner and clinical nurse specialist in geriatrics in the WVU Bradford B. Laidley 65Plus Clinic made her keenly aware that older adults were experiencing loneliness.

Results of her initial studies confirmed that loneliness is a prevalent problem in over 17 percent of U.S. adult populations, and that it contributes to multiple chronic conditions such as high blood pressure, stroke, depression, and metabolic problems. In addition, Dr. Theeke’s first studies linked loneliness to poor health behaviors such as smoking and reduction in time spent exercising.

Follow-up studies in the Clark Sleeth Family Medicine Center served as foundational to intervention development. Lonely study participants told Theeke that what they needed was for providers to really listen to what was important to them. Patients described the hurried nature of healthcare and insisted that having the time with providers to talk about their experience of loneliness would be helpful.

Theeke listened and acted on what she heard. This led to the development of LISTEN (Loneliness Intervention using Story Theory to Enhance Nursing-sensitive outcomes), a new intervention for loneliness based on story theory and the principles of cognitive restructuring.

Theeke has recently completed the first LISTEN trial. Twenty-seven patients who were between the ages of 65 and 89 and were experiencing loneliness enrolled in the study. The patients were divided into two groups for comparison: the LISTEN intervention group and a patient education group. Both groups participated in a two hour session each week for five weeks at the WVU Health Sciences Center.

The LISTEN group participants shared their experiences of personal belonging, relationships, their place in the community, how they cope with loneliness, and the meaning of their experience of loneliness. All study participants were followed for 12 weeks after the last intervention session.

Results of this trial demonstrate that older adults who participated in the LISTEN intervention reported less loneliness and improved blood pressure when compared to the education group.

Study participants evaluated the study and reported that participating in LISTEN helped them to see how loneliness was negatively affecting their quality of life and health. They reported that the LISTEN intervention gave them a broader look at the experience of loneliness and inspired them to engage in positive life changes.

The LISTEN intervention project was funded by the Robert Wood Johnson Nurse Faculty Scholars Program for $350,000.

Theeke recently presented at the 2014 State of The Science Congress on Nursing Research in Washington, D.C., sharing the results of this first trial of LISTEN.

Since beginning the LISTEN trial, Theeke has received an additional $3,500 from the American Nurses Foundation to conduct a qualitative study on the experience of living with loneliness in Appalachia.

Fourteen adults participated in interviews that lasted two to three hours during which they described their experiences. Theeke has identified both positive and negative emotions that occur with the ups and downs of loneliness. When lonely, participants described feelings of disconnection, sadness, anger, fear, and worry. When less lonely, participants described emotions of joy with others and pride in self. In addition, these fourteen participants described how loss of independence contributes to loneliness. They talked about fear of becoming a burden, but at the same time, being grateful for help.

The LISTEN intervention was designed to treat loneliness and it is not age or population specific. This means that it could be used with other populations or age groups to potentially diminish loneliness.

Theeke leads the Psychosocial and Behavioral Determinants of Health Scholarly Interest Group at the School of Nursing, a highly productive group of nursing faculty who are working to improve health in the Appalachian Region.

View Theeke’s rwjf blogpost at www.rwjf.org (search for Theeke) and her tweets on national nursing research at @nursingresearch.
ACCESS TO HEALTHCARE HAS LONG BEEN A CHALLENGE in West Virginia, especially in the state’s rural areas. With the implementation of the Affordable Care Act (ACA) and Medicaid Expansion, many Mountain State residents are now able to have quality, affordable healthcare.

According to WVU Charleston Division School of Nursing faculty members Jarena Kelly (BSN ’99, MSN ’01, DNP ’11) and Teresa Ritchie (BSN ’97, MSN ’01, DNP ’11), since January 2014, nearly 25,000 West Virginians have enrolled in the ACA, and more than 150,000 Mountain State residents have enrolled in Medicaid Expansion. They are all in need of basic healthcare services.

As nursing professionals Drs. Kelly and Ritchie have been strong advocates for expanding the role and scope of practice for advance practice nurses. They have presented before our legislature and at state and national conferences on the topic of barriers to practice for nurse practitioners.

Currently, nurse practitioners in West Virginia are required to have a written collaborative agreement with a West Virginia-licensed physician, a measure that prohibits them from practicing autonomously. Without the collaborative agreement, nurse practitioners are not permitted to write prescriptions or to sign applications and documents – such as death certificates, DNRs, and various handicapped accessible forms – related to the healthcare of primary patients. These barriers are limiting the care that advanced practice RNs could be providing to patients, especially during a time when large numbers of new patients need care.

“Nurse practitioners are trained to treat patients in a primary care setting, especially in rural areas,” Kelly explained.

In some areas of West Virginia, physicians are retiring. When another physician does not replace the retiree, this can leave nurse practitioners without someone willing to sign the necessary collaborative agreement.

“If the collaborative agreement requirement were to be dissolved, more patients would have access to healthcare because nurse practitioners are trained and ready to provide it,” Ritchie noted, adding that giving patients choices is important. “We want the patient to have the opportunity to choose who they have for their healthcare – whether it’s a nurse practitioner or a physician. The choice should be the patient’s. We want to help provide care to the citizens of West Virginia.”

WVU School of Nursing Dean Tara Hulsey, PhD, RN, noted that providing excellent care begins with offering state-of-the-art education.

“The needs of our students and our state are constantly evolving, and the School of Nursing must always move forward to maintain its leading place in nursing education,” Dr. Hulsey said. “Not only are we practicing as an inter-professional team, but we are using inter-professional education through simulation and through other learning activities to train future nurse practitioners and nurses to operate from a team approach. Nursing students and medical students are being educated together, so that they’re hitting the ground out into the profession with the model of team healthcare providers versus the silo approach.”

Kelly and Ritchie said they enjoy working as a team with physicians and other nurses. “We want to provide holistic care the way advanced practice nurses are trained,” Kelly added. “We want to work as a team with physicians. We want to compliment and support each other.”
Nurse practitioners are trained to treat patients in a primary care setting, especially in rural areas.

- JARENA KELLY

“We want the patient to have the opportunity to choose who they have for their healthcare – whether it’s a nurse practitioner or a physician.”

- TERESA RITCHIE
REPLACING MYSELF IN RWANDA was the subject of an email I received from a list serve. It included information about an opening for a simulation advisor for HRH (Human Resources for Health) - Rwanda. I contacted the person who held the position at the time. After long Skype conversations that included the lack of simulation equipment, low numbers of faculty, life in Rwanda, and ongoing projects, I decided to apply. I got the job!

The opportunity meant one year in Rwanda, Africa working with other experts in different fields of healthcare to improve healthcare education in the country. The seven-year HRH program involved a huge amount of time and investment to allow sustainable change over time. My work was during year two of the program.

On Aug. 2, 2013, I arrived in the capital city, Kigali. After two days of hand-off from the first year simulation advisor there was a demonstration on how simulation is used to teach neonatal resuscitation for Rwandan President Paul Kagame and former U.S. President Bill Clinton. It was exciting to see them both, and what an orientation to my new position!

The following days were filled with getting settled, finding a house, meeting my four roommates, hiring a guard and cook, meetings with the procurement committee about the equipment to order, and meeting faculty from the United States that were also part of the HRH program. There were about 100 of us there, and we immediately bonded in our new roles.

My job was working with faculty in nursing, medicine, dentistry, and other healthcare professions at the University of Rwanda (UR) to improve simulation use. The university is transitioning to one university with many campuses; much like WVU. The six UR campuses located outside Kigali were anywhere from one to three hours from where I lived. The drives to get there were always beautiful. I learned a lot from my driver who pointed out the sites and explained the local customs. He also tried to teach me Kinyarwanda, the native language. I mastered about 20 words!

Fortunately, English was also spoken throughout the country. The model for the HRH-Rwanda program was twinning, which meant we were paired with specific Rwandans. Building relationships with my twins took time, but allowed me to learn their work and then help them use simulation in teaching healthcare skills. With faculty development as my focus, I traveled the country with my twins and held faculty development sessions about using...
simulated patients and manikins to teach communication, safety, and clinical skills. Testing, interprofessional experiences, and remediation were other covered topics.

All the schools had some task training equipment. Only one of the six UR campuses had a full-size patient simulator. It was low-tech, but able to give birth, monitor CPR compressions, and allow students to perform basic clinical skills. The faculty who staffed the labs were eager to obtain additional equipment and to make the labs more accessible to the students for practice. Individuals and non-governmental organizations have donated equipment and helped to get it into the country. The HRH program is also purchasing simulation equipment for all schools to help make the educational opportunities similar on all campuses.

By the end of the HRH-Rwanda program, all schools will have at least one mid-level manikin that will monitor CPR compressions, allow for tube insertions, and birth babies to practice emergency and normal deliveries.

In the meantime, the Rwandan and HRH faculty work on curriculum and raising the bar on the degrees available for healthcare. At UR, as it is at WVU SoN, curriculum revisions, clinical grading rubrics, and course development were ongoing.

The first bachelors program at UR for nurse midwives was started in September 2013 with almost 40 students. These students are practicing midwives who were given the opportunity to go back to school to obtain their BSN-MW. They use very simple birthing manikins to learn how to handle complicated deliveries. For these midwifery students, an interprofessional simulation scenario with OB residents was initiated to help improve response times to emergent deliveries, build relationships, and support teamwork.

As we worked toward better healthcare education, HRH also looked at the healthcare for the people of Rwanda. Hospitals were working to get accredited. New equipment and staff development were becoming everyday occurrences in the referral hospitals. Basic CPR classes were being taught. Programs like “Helping Babies Breathe” and “Helping Mothers Survive: Bleeding after Birth” helped to improve outcomes for mothers and babies.

People ask what I liked the most about my year in Rwanda. My answer is always the San Diego-like weather and the people. I feel humbled by their history of genocide and their ability to move forward with incredible forgiveness. They have infectious smiles and a warm way of greeting you with three cheek kisses and a hand shake. After they know you, some will even share their family stories which, in so many cases, are very sad ones. I miss those amazing people.

I think that my work in Rwanda has made some impact, and I am happy to know that because the program is ongoing, the improvements will continue.
FOLLOWING A NATIONAL SEARCH, Tara F. Hulsey, PhD, RN, CNE, FAAN, was selected by WVU Chancellor Christopher Colenda and named dean of the West Virginia University School of Nursing. She began her new role at the WVU Health Sciences Center this summer.

“The members of the search committee and the faculty, staff, and students who had the opportunity to meet her during the course of the nationwide search for a dean for the School were impressed with her work, her energy, and her successes,” Dr. Colenda said. “I truly believe that she will build upon the great achievements that the School of Nursing has accomplished in the past 50 years and expand opportunities for our students, our faculty, and our staff.”

Prior to joining WVU, Dr. Hulsey served as the dean and professor at Charleston (S.C.) Southern University College of Nursing and Allied Health. She continues her role as an adjunct faculty member in the College of Medicine at the Medical University of South Carolina in Charleston.

Under Hulsey’s leadership, the nursing program at Charleston Southern saw its enrollment triple. With 15 years of experience in a top academic health science center, Hulsey has assisted in building a strong research focus, developing and implementing doctoral and master’s programs, and leading faculty development initiatives.

In her seven years as dean at Charleston Southern, new undergraduate and graduate programs have been developed and implemented, accompanied by a $4 million building expansion and transition from a school of nursing to a college of nursing and allied health, including programs in health promotion, kinesiology, athletic training, and physical education. She was recently elected to the international board of directors of Sigma Theta Tau International Honor Society for Nursing.

With a practice and research specialty in perinatal nursing, Hulsey has served as a curriculum consultant in the United States and China. She has held numerous leadership roles at the local, state, national, and international levels, including as the chair of Sigma Theta Tau International’s United Nations and Global Health Advisory Council and as a governor-appointed member of the South Carolina Board of Nursing.
“I truly believe that [Dr. Hulsey] will build upon the great achievements that the School of Nursing has accomplished in the past 50 years and expand opportunities for our students, our faculty, and our staff.”

- CHRISTOPHER COLENSA
NURSING SCHOOL IS HARD - most readers of this magazine know that all too well. Unfortunately, few of us are warned beforehand of its rigors, including the long nights pre-planning, NCLEX-style exams, and countless hours scouring through textbooks in the library. Nursing requires more than just knowing the facts. The critical thinking our instructors instill in us during the first semester of school is real and difficult. It takes skill to balance classes, work, clinical, and community service while still maintaining a social life.

I realized quickly that being successful in the WVU nursing program required a strong social network of peer support in addition to guidance from instructors and professors. Friends often asked me for studying advice, to go to the cadaver lab together, and to practice the newly-learned head-to-toe assessment. I became extremely close with the members of my clinical group. Two years later, we still form study groups that meet at Panera Bread.

My medical-surgical year was far more challenging than I expected, but the main factor that always helped me get through the tougher days was that social support I discovered earlier in the program. I kept this in mind when I travelled to an international leadership association conference with the Mylan Puskar Leadership Scholar Program as part of my leadership studies minor. At the conference, I attended workshops dedicated to peer mentoring and its positive effects on both mentors and mentees.

The following spring 2014 semester, I was assigned with a group in my leadership studies capstone course to address a need on campus by applying leadership principles. I saw this as an excellent

"I realized quickly that being successful in the WVU nursing program required a strong social network of peer support."

- VICKY REISER

By VICKY REISER, WVU SNA President
Follow the SNA Peer Mentor Program on Social Media.

@wvusnaMENTOR

WVU Student Nurses Association

“Though it is still in development, the peer mentor program has shown great success and has proven to be helpful to many nursing students…”

- VICKY REISER

opportunity to implement a peer mentor program within the School of Nursing by using the Student Nurses Association as a platform. The leadership group held an inaugural meeting in April 2014 for advice sharing and discussion among all nursing classes, along with a presentation about mentoring and leadership principles.

Since the spring, the SNA has fully taken over the peer mentor program. The program group currently meets once a month. With the support of sophomore Jessica Willard, I coordinate and lead the themed discussions and activities. In September, the program meeting theme was a discussion about nursing school in general, with strategies on how to study, manage time between life commitments and school, and relieve stress. The next meeting will take place in the nursing skills lab for students to practice skills from assessment to IV insertion. Future meeting themes include clinical advice, pre-planning, and preparing for the ATI tests.

Jessica and I created four informational YouTube videos which complement the monthly themes. We also work with the other SNA board members to gain perspectives from the program participants.

Though it is still in development, the peer mentor program has shown great success and has proven to be helpful to many nursing students as upperclassmen share advice and their phone numbers with underclassmen.

To further improve the program, we are considering holding additional meetings in the evening or on weekends to meet the needs of students who aren’t able to attend during the weekday. Also, it has been a challenge to provide senior students with mentors. One option to address this need is to invite nurses from WVU Healthcare to meetings; many recent grads expressed interest in participating. There is also a promising avenue through the WVU School of Nursing Alumni Association, which is currently forming a mentoring program planning committee on which I will serve as an SNA representative and liaison between the two mentorship programs.

The SNA plans to grow its peer mentor program by including training in leadership and mentoring skills for upperclassmen, creating an online connection platform between students, and coordinating with professional nurses and WVU SoN instructors.
The weekend of September 6, 2014 marked a pivotal moment in the history of West Virginia University. University and foundation officials announced that A State of Minds: The Campaign for West Virginia’s University exceeded the $750 million goal more than a year earlier than anticipated, and that the effort will continue through 2017 with a new goal of $1 billion.

The annual School of Nursing scholarship luncheon, held this spring at the WVU Erickson Alumni Center, allows an opportunity for our scholars to meet the donors who provide tuition support to them.

Many of our undergraduates are first-generation college students who come to campus with high financial need. With nurses in demand, cuts in government scholarship funds, and our challenging economic environment, increased funding is crucial to opening doors to the future for deserving students. Graduate scholarships and fellowships for research and practice are needed to create compelling program offerings to attract talented practicing nurses to pursue advanced degrees and provide support for their research.

Photos: Aira Burkhart
Neal Scholar

Barbara “Bobbi” Neal is the corporate nurse at Mylan Pharmaceuticals in Morgantown. Her work colleagues created the Barbara A. Neal Scholarship in her honor to benefit RN students returning to school to earn their BSN or MSN degree.

(L-R) Bobbi Neal, Neal Scholar Amy Guidi and Associate Dean of Academics Betty Shelton

Hartman Scholar

The Amy Pratt Hartman Scholarship was created this year in memory of Richard’s wife Amy, who was a 1990 BSN graduate of WVU SoN. Support from this fund benefits the School’s undergraduate nursing students.

(L-R) Richard Hartman and Hartman family friend Rosalie Perry

Cotton Scholar

The Charles L. Cotton Memorial Scholarship provides support to WVU SoN graduate students in the DNP program. This scholarship was created by Chuck’s wife, Barbara Slaven. His sister Sandra “Sam” Cotton and her wife Karen MacKay continue to fund the scholarship.

(L-R) Karen MacKay, Sam Cotton (BSN ’84, DNP ’12), and Cotton Scholar Terri Marcischak (BSN ’00, MSN ’04)

Johnson Scholar

The Hazel A. Johnson Nursing Scholarship benefits WVU SoN undergraduate nursing students who are West Virginia residents. This is one of the first scholarships established in the WVU SoN; there is also a planned gift that will augment this fund.

(L-R) Johnson Scholar Rachel Kirk and Hazel Johnson (BSN ’67)

Planned Giving

Leave a legacy so that others who follow you in your chosen profession have the opportunity for an excellent education in nursing at WVU. It takes a lifetime to build your assets and establish ideals. When you make a planned gift to benefit the School of Nursing through a bequest in your will, an income producing gift, retirement assets, life insurance, or real estate, you let others know how much you value your education and life’s work helping others.

The future for the School of Nursing is bright because of the generosity of our alumni and friends.

For more information on planned giving, or if you have already completed a planned gift that you have not told us about, please contact Christine Meredith, Director of Development, at 304-293-3980 or cmeredith@hsc.wvu.edu.
Alumni Help Graduate Land Dream Job

WVU SoN alum Kaitlin Mancuso (on right) with her Children’s Hospital of Philadelphia colleagues, (L-R) clinical nurses Kristi McKenna and Kati Ryan.
I FEEL INCREDIBLY FORTUNATE to have landed my dream position as a clinical nurse at one of the top children’s hospitals in the country, Children’s Hospital of Philadelphia (CHOP), shortly after graduating. My professors and fellow West Virginia University School of Nursing alumni were invaluable to me throughout the entire job search process and continually provided support, answers, and guidance.

During my senior year, after expressing interest in CHOP to WVU SoN Senior Lecturer Joy Maramba (BSN ’95; MSN ’98; DNP ’09), she graciously offered to connect me with a recent WVU SoN alumni, Kati Ryan (BSN ’12) who was a current CHOP employee. I took full advantage of the opportunity to get insight into the CHOP hiring process from a fellow Mountaineer who had recently been in my shoes.

Kati became my sounding board and a constant source of information as I navigated my boards, job applications, and interviews. I feel particularly lucky that Joy introduced Kati and me while I was still a student so that I could hit the ground running in my job search upon graduation, armed with the knowledge of what to expect.

After finally landing my dream job in the Pediatric Intensive Care Unit, I couldn’t have been more thrilled or thankful for the connections I had that made the difficult process of getting to this point easier. Working at CHOP has also made me appreciate the education and foundation I received from WVU SoN. The extensive clinical experience and leadership greatly prepared me for the fast-paced and demanding atmosphere of the PICU.

My support from WVU SoN alumni continued in my new workplace. In addition to Kati, there are several other WVU SoN graduates filling the PICU at CHOP.

Shortly after starting, I learned that my orientation coordinator, Kristi McKenna (BSN ’07) was also a WVU SoN graduate. WVU SoN is a large school with an enormous impact that extends far beyond the hills of West Virginia. I felt a kinship with my fellow alumni and coworkers as we bonded over our shared experiences of long days on the Health Sciences campus, early mornings at Ruby for clinical, and ending many nights with “Country Roads.”

I continue to be amazed at the reach of the WVU SoN Alumni Association, both in Morgantown and beyond. From the moment I entered the nursing program, it has been instrumental in guiding my career path. The education and experiences I gained during my time as a WVU SoN student created a strong foundation upon which to build my career and helped me to flourish in my new position. In addition, the School’s alumni association remains an ongoing source of both professional and personal support through my transition into a clinical nurse.

Now more than ever, I have learned that you truly are “Once a Mountaineer, always a Mountaineer.”

“I continue to be amazed at the reach of the WVU SoN Alumni Association, both in Morgantown and beyond. From the moment I entered the nursing program, it has been instrumental in guiding my career path.”

- KAITLIN MANCUSO
Class Notes

Christina Kochenderfer Minard (BSN ’64) is a mental health and allied health consultant for North Carolina Department of Public Instruction, Safe and Healthy Schools Support Division.

Marti-Lou Workman Glover (BSN ’64, MSN ’87) passed away July 29, 2014 after a short battle with cancer. This June she attended the 50-year reunion of the first WVU SoN BSN class with her husband Ralph, and was inducted into the WVU Alumni Emeritus Club. Her family established the Marti-Lou Glover Nursing Scholarship in her memory.

Diana Kerns Stepanik (BSN ’68) retired March 2013 after working as a consultant for the Department of Defense for 17 years. This retirement was preceded by her retirement from the Army Nurse Corps (about 20 years). She is now enjoying more time with her five grandchildren, as well as golfing, gardening, volunteering at Walter Reed and church. Diana and her husband Jerry celebrated their 43rd wedding anniversary this July.

Carol Benninger (BSN ’69) retired in Aug. 2013 after working 23 years in the PACU at United Hospital Center in Clarksburg, WV. She recently moved to another home in the city after 43 years. Carol enjoys golfing, travel, and spending time with her children and four grandchildren.

Kenyann Downs Lucas (BSN ’71) is retired. She taught for 26 years in the RN program at Texarkana College. She has three children and four grandchildren.

Tina Marasco Loughran (BSN ’81) is employed by UPMC St. Margaret in Pittsburgh where she works with patients with chronic pain, and coordinates the intrathecal pump program. She’s a “very proud ‘Eer in the Burgh.”

Cheri Lippert Suckow (BSN ’81) is a nurse researcher at the Gerald P. Murphy Cancer Foundation. Her research emphasis is cancer and aging. Article titled “Exceptional longevity in female Rottweiler dogs is not encumbered by investment in reproduction,” was published in AGE (2013) journal.

Twyla Swiger Vincent (BSN ’83) self-published a poetry book, “My Own Person, with Many Hats.” It is divided into sections, the first being about nursing, the next is “The Woman” and the third is “The Daughter.”

Debra M. Hurlbut (BSN ’93, MSN ’97) passed away on March 2, 2014. Debbie was a board certified neonatal intensive care nurse, a family nurse practitioner and a neonatal nurse practitioner who worked for more than 30 years for CAMC Women and Children’s Hospital in Charleston, WV and with Pediatrix Medical Group for 12 years prior to her death. The former WVU Charleston Division SoN faculty member contributed to the health and wellness of others as an organ donor through the Center for Organ Recovery & Education (CORE).

Kristine Barrett (BSN ’95) earned a Master’s of Science in Nursing Education from Western Governors University in October 2013.

Irene Artee Roberts (BSN ’01) works for Bayhealth Kent General Hospital in Dover, DE as clinical coordinator of med-surg unit 1A.

Deborah Jean Maust Martin (MSN ’93) graduated from Arizona State University this May with a DNP in Innovation Leadership.

Follow SoN on Facebook.
Mark F. Simpson (BSN ’05) graduated December 2013 from King University earning an MBA with a specialization in Healthcare Management. He currently works as the chief nursing officer at Welch Community Hospital in Welch, WV.

Allison Losh Flynn (BSN ’06) is a nursing instructor at Blue Ridge Community & Technical College in Martinsburg, WV. She earned her MSN from Walden University in 2013.

Cindianne McManigal (BSN ’06) accepted a promotion at the Visiting Nurse Association Health Group as the IV infusion department manager. She and her husband Jay welcomed a new daughter, Kinley, who arrived into their lives on July 13, 2014. “It has been a very exciting and busy year.”

John Taylor (BSN ’07) recently earned his DNP from Chatham University and accepted a position as assistant professor of nursing at West Chester University in Philadelphia effective August 2014.

Tiffanie Robinson (BSN ’08) is working full-time from home as a certified legal nurse consultant. She and her husband also run a nonprofit organization for those affected by paralysis. They celebrated their one-year anniversary on Aug. 17, 2014.

T. Robinson

Victoria A. Pyles (MSN ’14) is one of our newest alums. She is currently working for WVU Healthcare in the NICU.

We would love to hear from you!
Tell us about where you work, what you do, recent awards you received, activities, promotions, residence changes, births, marriage, and any other significant events in your life.

We’ll include your news in the Class Notes section of a future issue of WVU Nursing. Send Class Notes information - and a photo if you have one to share - to Michele Wengryn at mmwengryn@hsc.wvu.edu.

Pictured at left is a 2014 commissioned WVU School of Nursing print by artist Jeff Moores.

To purchase, make a $20 check payable to West Virginia University and mail to:
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WVU SCHOOL OF NURSING

ALUMNI CELEBRATION
celebrating all SoN alumni & reunion classes!

June 5-6, 2015
Times and Location(s) TBA

If we have your email and postal address, look for event information to be sent to you soon. Information will also be posted on nursing.hsc.wvu.edu.

If you would like to help get the word out to your former classmates, contact Michele at mmmwengryn@hsc.wvu.edu.

1965 | 50 Year Reunion
1970 | 45 Year Reunion
1975 | 40 Year Reunion
1980 | 35 Year Reunion
1985 | 30 Year Reunion
1990 | 25 Year Reunion
1995 | 20 Year Reunion
2000 | 15 Year Reunion
2005 | 10 Year Reunion
2010 | 5 Year Reunion