SCHOOL OF NURSING

Update

2020

CELEBRATING THE YEAR OF THE NURSE & MIDWIFE

The growing impact of Institute students and alumni locally and globally
In December, Interim Dean of the School of Nursing Dr. Elaine Tagliareni became the school’s permanent dean. Dr. Tagliareni has been working part-time at the Institute for the past year, serving in a liaison role between the School of Nursing and the Institute’s emerging Continuing Professional Development program while also serving as a professor in the SON.

Dean Tagliareni has a remarkable and sustained leadership experience over the length of her career. She was previously Independence Foundation Chair in Community Nursing at the Community College of Philadelphia. During her tenure as a faculty member, she was named U.S. Professor of the Year (Pennsylvania) and was a recipient of the William Meardy National Faculty Award by the Association of Community College Trustees.

She has served as principal investigator or co-principal investigator on foundation and federal grants with awards in excess of $4 million in total.

From 2007 to 2009, Dean Tagliareni served as president of the National League for Nursing (NLN), and from 2010 to 2017 she served as chief program officer for the NLN. She is a Fellow of the American Academy of Nursing.
The School of Nursing has embraced a visionary new strategic plan that is aligned with the priorities of the Institute. The plan builds on the depth and strength of our academic programs, expands our research and scholarship capacity and our emphasis on evidence-based practice, and enhances our footprint as partners in our local and global communities. It is built on the fact that nursing is recognized as the No. 1 trusted profession and that nurses are integral members of the health care team.

With the SON’s strong legacy as the degree-granting nursing program that evolved from the renowned MGH School of Nursing, our faculty are committed to nursing education that has as its primary aim to graduate nurses who excel in providing safe, quality patient care. Additionally, SON faculty are committed to elevating the status of the school as a national leader in interprofessional education and exemplary partnerships to transform the health and lives of people locally and globally.

In creating the new strategic plan, including the revised vision and mission statement for the SON, the faculty and staff of the SON are most grateful to Dr. Inez Tuck, the SON’s previous Dean (2016-2019) who led the faculty in this work.

**Vision**
To sustain society’s profound trust in nursing by optimizing health equity and well-being in a rapidly changing world.

**Mission**
Through excellence in education, research, scholarship, clinical practice and service, the SON empowers nurses to lead in holistic patient care and advocacy in diverse interprofessional health care environments.

**SON Core Values**
(IHP Core Values accepted as SON Core Values)
- The highest standards of professional, academic, and scientific excellence, ethical conduct, integrity, and personal responsibility;
- An inclusive and welcoming environment where every person is treated with dignity and respect;
- Mutual trust and collegiality in our relationships with each other and those we serve in health care and the community;
- Productive partnerships among faculty, staff, and students that support learning and work, and foster interprofessional and global collaboration;
- A connected, engaged, and diverse learning community where students develop a passion for lifelong learning and become graduates of choice for employers;
- An environment that embraces and rewards inquiry, ingenuity, innovation, resourcefulness, and continuous learning;
- A rewarding work environment where talented people thrive;
- Accountability for our work and for prudent, efficient stewardship of our resources.

The strategic priorities of the school are closely aligned with the priorities of MGH Institute of Health Professions. Our ongoing goal is to continue to have a preeminent school of nursing with strong academic programs, excellent students, engaged alumni, and committed faculty and staff working collaboratively in an inclusive environment to build on our strengths and seek opportunities for growth.

Faculty are committed to engage in four strategic focus areas:

**Education**
From preparing mission-driven career changers through accelerated programs, to developing nurse leaders with advanced degrees, to continuing education for new skills and competencies, the MGH IHP SON prepares graduates as nurse leaders to transform health care for the future.

**Research as Scholarship**
Through its research, the IHP School of Nursing generates new knowledge and applies evidence to practice that will define health care needs of the coming decades including aging, long-term and community-based health and wellness, diversity, and the effects of climate change.

**Clinical Practice**
As clinical experts, MGH IHP SON faculty guide students in practice settings where they make a direct impact in addressing health disparities and helping individuals and communities achieve better health.

**Local and Global Community Engagement**
The MGH IHP SON is committed to extending our teaching, service, and scholarship to the worldwide community and engaging in mutual understanding and appreciation of our global impact on health and well-being.
Nursing students at MGH Institute of Health Professions don’t just learn about providing health care. Through their clinical placements and scholarly projects, they also learn about how providing health care can change the world.

For Grace Riley, MSN ’20, this lesson started with her father. He always told Riley and her brother about Native American communities.

“Your history books don’t teach you what actually happened,” Riley remembers her father saying.

As an IHP nurse practitioner student, Riley was wary of programs that might be “medical tourism.” What drew her to IHP’s clinical rotation on the Rosebud Reservation in South Dakota was that she learned that the tribe was welcoming of students and interested in a long-term, sustained relationship.

Federal reports point to the historical trauma and the social and economic challenges that exist on the Rosebud Reservation, where more than 10,000 people live in 20 communities spread across 1,970 square miles. But what Riley felt most strongly when she got there was energy. Tribal members welcomed her input and taught her about their culture, land, and lives. She visited a child care center and provided health care and health education in the tribal jail, where the men shared their own stories.

“It was easy to feel that I didn’t know enough medicine,” says Riley. “But I learned about the benefits of being who you are. If you bring yourself with you, you can break down barriers and establish trust.”

So when she suspected that a young woman didn’t understand what a doctor meant by behavioral health, Riley interrupted and asked the patient, who in fact, did not understand. “That’s also part of the training: learn to read your patient,” she says.

These lessons led to a career for two students. One is Anne Cowles, MSN ’19, a New Hampshire native and alumna of IHP’s Nurse Practitioner program, who found her rotation on Rosebud to be so powerful that after graduation she moved to South Dakota and took a full-time job on the reservation.

“This is one of our proudest accomplishments,” IHP Nursing department professor Jason Lucey says of paving a path that led Cowles and another IHP student, Kara Sprangers, MSN ’19, to go to Rosebud to work. “We want to improve the lives of the people our students serve. Having students return full-time is exactly what we were hoping for.”

Returning was particularly powerful for Cowles.

“When I left here as a student, I knew I was coming back. I could feel it deep down,” Cowles says. She wanted the challenge of working in a health system that was different than the one she had trained in. And she wanted to provide patients with stability.

“One of my favorite things to say to patients is, ‘Hi, my name is Anne. I’m a new nurse practitioner on Rosebud, and I’m permanent and full-time.’ It’s really powerful to say, I am here, and if you want to follow up with me, let’s do that.”

Cowles also works closely with fellow IHP alumna and Rosebud colleague Kara Sprangers.

“We compare notes and work through cases together,” Cowles says. “It’s nice to have someone who understands what I’m going through. We’re both away from our families. Our friends don’t really understand the challenges like we do, so it’s really special to have that kind of professional relationship with someone.”

For Dr. Matthew Tobey, a supervising physician on the Rosebud Reservation who is based at Massachusetts General Hospital, having Cowles and Sprangers is an important first step in becoming a model of how to welcome a new health professions graduate and have a positive impact in a rural community.

“Part of the education we provide is showing that there are a lot of opportunities for health care providers to make a difference for patients.”

Above: Photo from the inaugural 2017 cohort of students. From left: Elizabeth Wimmer (MSN ’18), Julia Scott (MSN ‘18), Daniel McGuire (PAS ’18), Dr. Omar Amir (MGH Rural Health Fellow), and Sylvia Brandenberg (PAS ’18).
For some nursing students, learning lessons about real-life health care means taking a short walk down the street.

“We’re neighbors. We walk through the Navy Yard every day,” Kathy Sabo says of the historic Charlestown Navy Yard, the home of the U.S.S. Constitution, the oldest commissioned ship in the United States Navy and a modern-day museum.

But when Sabo, an IHP professor of nursing, mentions neighbors, she’s not just talking about the historic battleship, which is, indeed, a few blocks away from the IHP. She’s also talking about the people who manage the Navy Yard, the National Park Service workers.

And it’s that neighborly proximity that led IHP faculty members to launch a clinical rotation at the Navy Yard for nursing students. This is one example of IHP’s unique clinical rotations in locations across the country that help students deepen their education by leaping from classroom lessons into patients’ lives.

For Katie Shelby, a nurse practitioner student from California, doing a clinical rotation in the Navy Yard was a medical and occupational lesson.

“I had no idea how much park service workers do,” Shelby says. She and her fellow students met with U.S. Park Ranger Vince Cutright, who introduced them to the Navy Yard and the workers. The students met tour guides, administrators, and park rangers. And they learned that park rangers sometimes take domestic violence calls and transport prisoners.

“We learned what it’s like to assess a community rather than just one patient,” Shelby says. “Each workplace is its own community, and this one comes with health risks and challenges.”

To meet this community’s needs, the students run wellness seminars and participate in a safety fair, sharing health information. Instead of generic information, students use what they’ve learned about this workplace to provide customized content. That has included how to make the healthiest food choices at the nearby donut shop and convenience store, and teaching chair yoga to Park Service workers who sit for long periods of time at desks or in vehicles.

“A big concern was stress management,” Marisa Kwock says. An IHP nursing student from Hawaii, Kwock says one of the most important things she learned to do was listen.

“I found myself going in with an agenda,” she says. “But I saw how important it was to get community input. So whether we were talking about diet or mental health, because we had listened, we were able to develop and share health information that was relevant and actionable as well as interactive and fun. The most important thing was establishing a dialogue.”

“The placement gives students the chance to learn about occupational health in a real environment,” Professor Sabo says. “This isn’t just an assignment. The students are having a real impact.”

And from Boston to South Dakota, the impact of nursing students is making the world a healthier place for patients.
One of Sheila Davis’ initial goals as the new president and CEO of Partners in Health (PIH) is to begin a strategic plan process to strengthen the nonprofit’s connection with its 18,000 employees across the 10 countries where it runs health care facilities.

“We’re going to change our leadership structure so that we have the experts from our 10 country sites help run the organization as a whole,” says Dr. Davis, a 2008 Doctor of Nursing Practice graduate, who previously served as PIH’s chief nursing officer for seven years. “We can do a better job responding to the needs of people living in poverty with poor health care access by having those voices at the table.”

The nonprofit’s biggest program is in Haiti, where it partners with the government to care for more than 4 million people at 11 facilities. The country is still reeling from the devastating 2010 earthquake, a subsequent cholera outbreak, and a fractured political situation that has interrupted many public services.

Davis points to PIH’s University of Global Health Equity in Rwanda as an example of improving how health care is delivered to patients. The university, founded in 2015, operates a master’s degree program in global health delivery, launched a medical school in June, and is expected to add programs in nursing, gender studies, and One Health within the next 18 months.

As the first nurse to lead Partners in Health, Davis understands many eyes will be on her. “Would I feel comfortable running an organization that has been largely identified with physicians and has had few nurses in leadership positions? It was something I had to think a lot about,” she explains. “I’m ready and hoping to start a trend.”
May Chin talks about her inspiration

The following piece is an excerpt of a 2019 presentation May Chin, MGH School of Nursing alumna, made to graduating MGH Institute nursing students.

To better understand the innovation that’s happened at MGH, let’s travel back about 60 years, when I started nursing school, to understand the state of education then. From 1950 through the 1970s, there was a major shift in nursing education from hospital-based apprenticeships into a profession that required academic education together with practical experience. Ruth Sleeper was a leader in innovative health care and oversaw this transformation while she was the director of both the MGH School of Nursing and the hospital’s Nursing Services.

Ms. Sleeper conducted a study that paved the way to reorganize the MGH School of Nursing and its curriculum. She highlighted the fact that students provided approximately 85% of the nursing care at MGH and 100% of nursing care in the outpatient department. Ms. Sleeper’s report led to the hospital hiring 90 new graduates to care for patients, thus enabling students to have more class time.

Ruth Sleeper was an inspirational role model, always taking time to teach and talk with students. She urged us to focus on providing patient-centered care based on scientific principles. And she instilled in us the need to keep studying and learning after graduation, to remain current in nursing and clinical practice.

To quote Ms. Sleeper, “Always, always more to see, more to learn, more to do . . . to improve both care and cure.”

She was a national leader in moving nursing education to a broader academic-based curriculum and worked diligently for MGH to become a degree-granting institution. Her efforts, along with those of Dr. John Knowles and Dr. Charles Sanders, led to the establishment of the MGH Institute of Health Professions in 1977. Moreover, she was respected for her leadership and management abilities. She was the first woman and the first nurse at MGH to be “invited” to be a member of the hospital’s executive team.

To demonstrate how far we (nurses) have come over the last 60 years, I’d like to share with you some personal and professional experiences.

I was the youngest child and only daughter of immigrant parents from China. The Chinese Exclusion Act precluded my parents from owning property, so we lived in the back of a laundry store until I was 12. My father told me that I could be a secretary or a hairdresser, not a nurse. His rationale was that girls marry, have babies, stay home, and will never have a chance to make it on our own. My mother, a feminist long before her time, told me to be quiet, that we would find a way. I persisted, and I’m forever grateful for the opportunity MGH gave me to become a professional nurse.

As students we were beneficiaries of Ms. Sleeper’s commitment to broader preparation in the liberal arts and humanities. During our senior year, she brought in the pioneers of group dynamics and team work, led by Bennis, Benne, & Chin from Boston University.

Over the semester, we learned to critique roles we played in groups and understand the difference between leaders and managers.

Ms. Sleeper believed that “learning was a lifelong process.” Under her leadership in 1958, MGH was one of the first hospitals to offer tuition reimbursement for nurses to continue baccalaureate and graduate education.

In spite of working full-time on White 7 as a new grad and rotating all three shifts in a given week, I didn’t hesitate to take advantage of this new employee benefit.

Twenty years after graduating from the SON, I went on to earn a Master’s in Nursing Administration, and then at 50 years of age, I earned an MBA – all thanks to Ms. Sleeper’s mantra for the need for continued learning.

Fresh out of receiving my MBA in 1987, I had the good fortune to be the administrative director of ambulatory services, responsible for operations including nursing, at a well-known cancer center. It was clear when I started my position that an integrated patient-centered scheduling system was a priority. To justify an upgrade to our systems, I led a study working with finance, information technology, nurses, and physician leaders to gather data manually. The findings resulted in expansion of infusion and exam space, along with lab and pharmacy systems that were integrated into an individual patient’s schedule, enabling appropriate sequencing of tests prior to treatment.

At my 50th reunion I was intrigued to hear IHP nursing students describe how the Institute was helping them reach their goal of becoming a professional nurse. I arranged for a tour to learn about the Institute’s programs. It became clear to me that the vision and values we learned back in the ’50s from Ruth Sleeper were alive and well at the Institute.
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Nursing grad named alumna of the year

Stephanie Wilkie Ahmed, DNP ’08

Stephanie Wilkie Ahmed, DNP ’08, FNP-BC, DPNIAP, received the Bette Ann Harris ’83 Distinguished Alumni Award at Commencement 2019. Dr. Ahmed was recognized for her role as president and legislative co-chair of the Massachusetts Coalition of Nurse Practitioners, during which time she championed the removal of physician oversight with the hope of granting full practice authority to nurse practitioners and greater access to health care for the most vulnerable. She also has been recognized for her work by the Organization of Nurse Leaders of Massachusetts, Rhode Island, New Hampshire, Connecticut, and Vermont, and by the American Nurses Association of Massachusetts.

LIST OF SON GRANTS—FEBRUARY 2020

2017-2019—Principal Investigator: Patricia Reidy. HRSA (17-067) funded, Interprofessional healthcare partnership with Crimson Care Collaborative: Increasing healthcare access through primary care ($1,399,799).

2018-2021—Principal Investigator and Project Director: Susan Stevens. SAMSHA (H79TI081555) funded: Partnering in recovery ($407,351).

2018-2023—Principal Investigator for the IHP: Nancy Terres. National Institutes of Health Clinical and Translational Science Awards 5-Year Grant Collaboration among Tufts University, Massachusetts Institute of Technology and the MGH Institute of Health Professions, School of Nursing ($5,000).


2019-2020—Principal Investigator: Raquel Reynolds. MGH Institute of Health Professions, School of Nursing, SEED Grant: The relationship between shift type, work environment and proximal risk for cardiometabolic disease in nurses ($3,600).

2019-2020—Principal Investigator: Katherine Simmonds. MGH Institute of Health Professions, School of Nursing, SEED Grant: Nurse practitioners’ and nurse midwives’ experiences providing comprehensive early abortion care in “limited access” states ($5,000).

2019-2021—Principal Investigator: Andrew Phillips; Co-Investigator: Margaret Sipe. National League for Nursing Education Award funded, Targeting and prioritizing gaps in nursing informatics education: An evaluation of student and faculty competence and employer expectations ($15,000).