



NursingNotes

SALISBURY UNIVERSITY

SPRING 2025

GREETINGS FROM THE DIRECTOR

**Debra Webster, Ed.D, M.S., RN,
PMH-BC, CNE**

Welcome to the 2025 edition of *Nursing Notes*. As we navigate the ever-evolving landscape of nursing education, I continue to be inspired by the dedication, resilience, and compassion of our faculty, staff and students. The many changes in health care, the Next Generation NCLEX and the new standards for accreditation from the American Association of Colleges of Nursing (AACN) have brought new challenges but have also presented new opportunities for growth. We have continued our commitment to nursing excellence by working together to support one another, enhance our curriculum, and ensure our graduates are prepared to enter the nursing workforce and excel in the profession. As I reflect upon the past year and the many things we've done, I share with you some of the exciting accomplishments of our faculty and students.



Dr. Debra Webster

Preparing Graduates for Entry into the Workforce

We continue to prepare graduates to be "workforce ready." Nurse educators play a vital role in preparing new graduates to transition into the workforce. The faculty and staff at SU work collaboratively to ensure students are not only clinically competent, but they are also able to adapt to today's complex health care environment. A key strategy is an emphasis on interprofessional education (IPE). Through the use of simulation and the development of collaborative clinical and classroom experiences, we are helping students to develop the skills necessary to work effectively with diverse health care teams.

Salisbury University is working to expand its interprofessional education opportunities within the College of Health and Human Services (CHHS). Our goal is to prepare students to meet the demands of current practice through improved interdisciplinary communication and teamwork. By fostering collaboration across disciplines, we aim to equip future professionals with the skills necessary to deliver high-quality, patient-centered care. The annual Buzy IPE conference is just one of the many learning activities we have to prepare our students to engage in this work.

On October 2, 2024, the CHHS Annual Buzy Family Interprofessional Education Conference brought together students and faculty from across SU's CHHS, along with attendees from the University of Maryland School of Pharmacy and Health Professions, to engage in collaborative learning. A total of 261 students participated in the event, which featured keynote speaker Dr. Trudy Hall, senior vice president of medical affairs and chief medical officer of TidalHealth. Students took part in interdisciplinary table discussions exploring different professional roles and responsibilities within health care and human services. Additionally, they observed a patient simulation focused on a traumatic brain injury, followed by in-depth discussions on the interprofessional care needs associated with such cases. The conference provided a valuable opportunity for students to develop a deeper

understanding of teamwork in health care settings.

In another interprofessional activity, students engaged with one another in Innovating for Health: Nursing Students Tackle Health Care Challenges with Entrepreneurship. Offered for the first time in fall of 2024, IHHS 490: Innovating for Health: An Interdisciplinary Approach to Entrepreneurship, was team-taught by Dr. Tina Reid, professor of nursing, and Bryan Bourdeau, assistant Director of SU's Dave and Patsy Rommel Center for Entrepreneurship (RCE). Reid and Bourdeau connected at the RCE in 2023, and their discussions about entrepreneurial mindset development employed to address health care issues spawned the idea for the course offered in the CHHS.

As the CHHS prepares students for productive careers as professionals in the areas of health and human services, nursing is seeking new and creative ways to engage students in the work preparing them to enter today's workforce. One way to better prepare students is engaging them in interdisciplinary courses such as Innovating for Health: An Interdisciplinary Approach to Entrepreneurship. As we are aware, the world is more complex and interconnected; therefore, interdisciplinary education and collaborative practice can play a significant role in mitigating many challenges faced by health systems around the world. To be effective, teamwork is critical. The ultimate goal is working together to improve health outcomes and for a better future!

"In today's rapidly evolving health care landscape, cultivating an entrepreneurial mindset is not just for business leaders – it is essential for health care professionals," said Bourdeau. "Adaptive thinking, innovation and problem-solving are critical skills that empower new graduates to navigate complex challenges, improve patient outcomes and drive systemic change." The 16-week course culminated with 13 nursing students delivering final pitches on the top floor of the ROSS building in Downtown Salisbury to a panel including me; Dr. Kevin J. Valadares, professor and chair of health administration, University of Southern Indiana; Dr. Kathryn Fiddler, vice president, population health, TidalHealth; and SU undergraduate student/entrepreneurial coach for the RCE, Louis Mulliez. Response from the panelists was overwhelmingly positive with the students incorporating technology in solving health care problems with unsafe hospital discharge and emergency department boarding.

Another part of our work to prepare students is the continued review and revision of our curriculum in both the undergraduate and graduate programs. Faculty continue the important work of aligning new course activities to ensure our graduates have met competencies within each domain of the AACN Essentials and that all graduates will enter practice with the expected knowledge and skill sets of stakeholders. Aligning the nursing curriculum with the new standards of practice requires a strategic approach that integrates competency-based education with real-world application. We are using unfolding case studies, simulation-based training and clinical decision-making exercises that mirror real health care scenarios in the spheres of care and across the lifespan. The employment of strategies utilizing formative and summative assessments is helping to prepare our students for the licensure exam and entry into practice.

GREETINGS FROM THE DIRECTOR CONTINUED

With the continued expectation to provide students with a global perspective in health care, we have continued with our travel abroad experience in January and welcomed a group from Scotland to our campus for the first time. Students spent time in Kenya in January 2024 and in Ghana in January 2025. Read more about their global learning experience in the article shared by Dr. Tina Reid.

From April 28-May 4, 2024, we welcomed a group of nursing and paramedics students for a week-long residency learning about health care in the U.S. from SU's long-time university partner in Scotland, the University of Stirling. The academic program was centered at the Henson Medical Simulation Center and involved the collaboration of multiple faculty from the School of Nursing (SON) and the Simulation Center. The University of Stirling students engaged in simulation training alongside SU SON nursing students, and they visited clinical providers around the City of Salisbury. In addition to the medical simulations, I led the students from the University of Stirling on a tour of TidalHealth. They also visited Salisbury Fire Company No. 1, meeting with first responders and seeing the U.S. versions of the ambulances that the Scottish paramedics are training on in Scotland. Staff at TidalHealth and the Salisbury Fire Department engaged actively with the visiting students and the exchange taught both the students and their hosts about differences and similarities in how medicine is practiced in Scotland and in the U.S.

The SON is dedicated to creating and supporting educational experiences that benefit our students. We are continuing to grow all of our programs. The continued expansion of our traditional and accelerated second-degree programs for undergraduates will allow us to prepare more B.S.N. students for entry into the workforce. We also remind our alumni that our graduate programs are excellent and all online. This includes the M.S.N. Health Care Leader, the M.S.N. Nurse Educator and the new M.S.N. FNP programs. We also offer the B.S.N. to D.N.P. FNP and Post-M.S.N. D.N.P. Programs. If you are thinking about furthering your nursing education, be sure to speak with our Graduate Program director, Dr. Annette Barnes, ahbarnes@salisbury.edu.

Faculty Update

Just as there are changes in health care, there are changes in our nursing faculty. This past year, we bid a fond farewell to Professor Jacqueline Messner, Professor Alison Toepfer and Dr. Stacy McGrath who have returned to practice in nursing. We are expecting to bid farewell to

Dr. Lisa Seldomridge and Dr. Kimberly Allen this year. As the continuing nurse educator shortage worsens, we are always looking for new faculty to join us in educating the next generation of nurses. Reach out to us if you are interested in an adjunct clinical teaching position and be sure to check out the Human Resources Careers section of the SU website if ever interested in full-time employment with us. We have a wonderful team and would be excited to have other nursing alumni join us!

I also take this time to provide an update on changes to our team. With the anticipated retirement of Dr. Kimberly Allen in June 2025, we have appointed Dr. Amanda Willey as the new Undergraduate Program director. Dr. Tina Reid has been appointed to the RN to B.S.N. and Second-Degree programs coordinator role and Dr. Nicole Hall will be our new RN to M.S.N. coordinator.

Maryland Higher Education Commission (MHEC) Awards

Drs. Teena Milligan and Rachel Weber were recognized for their contributions to nursing education and impact on students respectively. They each received the Peg E. Daw Nursing Faculty Annual Recognition award this year.

Other Faculty Recognition

Our very own Dr. Tina Reid was recognized with the SU Alumni Association Faculty Appreciation Award. To be eligible for this award, nominees must have served on the faculty full time for at least 10 years, made a lasting impression on students, provided dynamic classroom instruction, exhibited attributes graduates can take into their careers and made a difference in the lives of their students. A faculty member from each of the four endowed schools and the College of Health and Human Services is recognized for this prestigious award. Comments from a former student included:

Dr. Reid was one of my biggest supporters while at Salisbury University. I had the pleasure of studying abroad, going to a nursing conference and having Dr. Reid as my professor and clinical instructor during my time at SU. She constantly checked up on me, even after graduation. Dr. Reid always congratulated me on my successes and has helped me reach the goals I set for myself. Dr. Reid is a fantastic professor, and I hope many more future nurses get to have her as a mentor.

GREETINGS FROM THE GRADUATE PROGRAM DIRECTOR

Annette Barnes, D.N.P., CRNP, FNP-BC, CNE



Dr. Annette Barnes

As the 100th year of Salisbury University is on the horizon for fall 2025, we reflect on another successful academic year with faculty and graduate students eagerly engaged in coursework, scholarly projects and practice across the region. Exciting possibilities continue to emerge as the curriculum is updated to meet new national essentials and standards for nursing education.

To help address the ongoing primary care shortage, especially in rural areas, SU has re-introduced the Family Nurse Practitioner (FNP) concentration in its Master of Science in Nursing (M.S.N.) Program. To be completed in three to four years, these future FNP's will provide cost-effective and quality care in collaboration with other advanced practice providers in complex settings.

Other current M.S.N. options include health care leadership or nurse educator tracks, completed in two to three years. Options in the D.N.P. continue as leadership or leadership with FNP, either post-baccalaureate or post-master's. The two-year FNP concentration will also continue to be offered as a Certificate of Advance Study post-D.N.P. The Post-

Baccalaureate Health Care Management (HCM) Certificate Program, completed in two years, remains available to nurses and other professionals.

As an educator for health care leadership, advanced nursing practice and nurse education, the School of Nursing encourages individuals and organizations to reach out for assistance with initiatives or provide educational opportunities for future leaders and providers. Collaborations could focus on research, quality improvement, evidence-based practice (EBP) implementation, risk assessment, workforce or professional training and other relevant items. In addition, if organizations have positions that require advanced education, please reach out to review and discuss options.

If you have been a preceptor or mentor to graduate students, thank you for your time and dedication! The SON understands the effort and focus required to share your expertise required for students' success in education and their future roles.

Applications for fall 2025 admission are being accepted with a deadline of May 1. For general information regarding the SON graduate programs, please visit salisbury.edu/nursing. For questions or further discussion regarding SON graduate programs, please contact me at ahbarnes@salisbury.edu or 410-546-4380.

GREETINGS FROM THE UNDERGRADUATE PROGRAM DIRECTOR

Kimberly Allen, D.N.P., RN, CNE



Reflecting on the past year, I am excited to share several updates and initiatives that continue to strengthen our undergraduate nursing program. Our commitment to preparing highly competent, compassionate and innovative nursing professionals has driven us to enhance our curriculum, clinical experiences and admissions process.

Advancing Competency-Based Education:

Now that the new Essentials for Baccalaureate Education have been incorporated into our curriculum, a major faculty initiative that aligns with national trends in nursing education is underway. Our faculty have been working diligently to integrate competency-based education (CBE) into our curriculum. This approach emphasizes the mastery of essential nursing skills, critical thinking and clinical judgment rather than just time spent in coursework. Through CBE, students can progress based on their ability to demonstrate competencies in real-world scenarios, ensuring that they are practice-ready upon graduation. Faculty development initiatives to date have a focus on incorporating simulation-based assessments, objective structured clinical examinations (OSCEs) and enhanced formative evaluations to better support student learning.

Creative Clinical Placements and Experiential Learning:

Recognizing the evolving landscape of health care, we have expanded our clinical partnerships to provide innovative learning opportunities beyond traditional hospital settings. This year, we introduced placements in additional community and free-standing organizations where experiences help students develop adaptability and a broader understanding of patient-centered care across different settings. We are also refining our use of standardized patient and high-fidelity simulations to complement clinical training, allowing students to engage in complex patient scenarios in a controlled and supportive environment.

Strengthening Student Support and Success Initiatives:

Supporting student success remains a top priority. We have enhanced our mentoring and academic support programs, including peer tutoring, faculty advising and understanding of wellness resources. Our newest initiatives include the use of personalized teaching and learning technology that delivers interconnected course content and tools in a single interface that integrates into our existing learning management systems.

Such tools help students review key concepts, provide opportunity for formative assessments and afford better understanding of course material for diverse learners. Additionally, use of this technology is being utilized to help senior students comprehensively prepare for the NCLEX.

Holistic Admissions – A More Inclusive Approach: This past year, we have refined our holistic admissions process to ensure that we evaluate applicants not only based on academic achievements but also through a broader lens that values diverse experiences, resilience and leadership potential. By considering a candidate's background, personal qualities and commitment to health care, we are fostering a more diverse and dynamic student body that reflects the communities we serve. As we continue to embrace holistic admissions, we welcome applicants from all backgrounds who share a passion for patient care and a commitment to making a difference in health care. Prospective students are encouraged to apply now and take advantage of information sessions designed to provide insight into our program, application process and student experiences. We look forward to welcoming the next generation of nursing leaders. We are still accepting applications for the fall 2025 cohort and are prepared to admit up to 128 qualified candidates across the traditional and second-degree programs.

Change in Leadership: After 22 years of dedicated service to the School of Nursing, including the last five as the Undergraduate Program director, I will be retiring at the end of June. It has been an incredible journey to witness the growth and success of our students and to work alongside such talented faculty, staff and community partners. As I step away, I am pleased to share that Dr. Amanda Willey will be taking on the role of Undergraduate Program director. Dr. Willey brings a wealth of experience and a deep commitment to nursing education, and I am confident she will continue to lead the undergraduate program with excellence.

If you have questions, feedback or recommendations regarding Salisbury University's School of Nursing undergraduate programs, please reach out: kdallen@salisbury.edu

Thank you for being part of our journey as we continue to advance nursing education and prepare the next generation of compassionate and competent nurses.



LUCY TULL DISTINGUISHED FACULTY AWARD WINNER

Each spring, the School of Nursing recognizes the winners of the annual Lucy Tull Distinguished Faculty Award who are selected by faculty peers and announced at the nursing convocation ceremony held each May. In May 2024, Dr. Rachel Weber was recognized for her commitment to excellence in nursing education and enhancing health care in the region.

EXPLORE OUR GRADUATE NURSING PROGRAMS

Our graduate programs are 100% online and currently accepting applications! Visit us online for more information on our online graduate programs:



Or contact us directly:

Dr. Annette Barnes, Graduate Program Director: ahbarnes@salisbury.edu
Laurie Bishop, Administrative Assistant: labishop@salisbury.edu

FACULTY NEWS

PRESENTATIONS

- ❑ **Hall, N.J., Hammerer, K. M., Cabrera, K. C.**, UMSON Trends Affecting Nursing Education: AI, XR, CBE, “Inclusion of Diversity in Simulation with Undergraduate Nursing Students to Decrease Healthcare Disparities,” University of Maryland SON, Virtual. (April 25, 2024).
- ❑ **Hall, N.J.**, (Author & Presenter), **Reid, T. P.** (Author & Presenter), **Mills, B. M.** (Author & Presenter). 14th Annual SU Teaching and Learning Conference, “Relying on Communication and Relationship Building to Increase Clinical Placements while Expanding Enrollment in an Undergraduate Nursing Program,” Salisbury University. (February 16, 2024).
- ❑ **Hall, N.J., Seldomridge, E. A., Reid, T. P.**, Hauck, B., Payne, B., Jarosinski, J. M., UMSON Trends Affecting Nursing Education: AI, XR, CBE, “All Online, All the Time: Using Technology to Prepare New Nurse Educators,” UMSON, Virtual. (April 25, 2024).
- ❑ **Hammerer, K.**, 14th Annual SU Teaching and Learning Conference, “Innovative Teaching Strategies in Nursing Education using Malcolm Knowles Adult Learning Theory,” Salisbury University. (February 16, 2024).
- ❑ **Hammerer, K.**, Drexel Synergy in Scholarship and Research Bridging Practice and Education for Nursing Students and Faculty, “Promoting Critical Thinking in Nursing Education Didactic Courses Publications,” Drexel University. (May 17, 2024).
- ❑ **Allen, K.D.** (Author), **Willey, A.J.** (Author & Presenter), **Webster, D.A.** (Author), **Seldomridge, E.A.** (Author), Maryland Action Coalition (MDAC) 2024 Conference – Leadership Summit, “Increasing and Expediting New B.S.N. Nurses in Response to Maryland’s Intensifying Critical Needs,” MDAC, Virtual. (May 20, 2024).
- ❑ Burton, R. (Author & Presenter), **Allen, K.D.** (Author), **Weber, R.L.** (Author), Association of Standardized Patient Educators (ASPE) 2024 Annual Conference: Inspiring Growth, Motivating Change, Creating Opportunities, “Development of a Multidimensional Simulation Experience to Enhance Baccalaureate Nursing Students Leadership Competencies,” ASPE, Vancouver, British Columbia, CA. (June 25, 2024).
- ❑ **Willey, A.J.** (Author & Presenter), **Allen, K.D.** (Author & Presenter), **Webster, D.A.** (Author), **Seldomridge, E.A.** (Author), Maryland Nurses Association (MNA) Annual Conference, “Implementing an Inaugural Fast-Track B.S.N. Program: Lessons Learned,” MNA, Annapolis, MD. (September 26, 2024).
- ❑ **Allen, K.D.**, Lambda Eta Induction, “Artificial Intelligence (AI) and Leadership in Nursing,” STTI-Lambda Eta Chapter, Salisbury University. (November 3, 2024).
- ❑ Stratton, C. (Author & Presenter), **Allen, K.D.** (Author & Presenter), Silverstrim, K. F. (Author & Presenter), Jackson, C. A. (Author & Presenter), Bugdal, M. E., Salisbury University 15th Annual Teaching & Learning Conference, “Exploring SU Perspectives on Artificial Intelligence,” Salisbury University, Salisbury, MD. (February 7, 2025).
- ❑ **Allen, K.D.**, Maryland Nurses Association (MNA) Annual Conference, “Promoting A Culture of Civility Among Nursing Students, Staff, and Faculty,” Maryland Nurses Association, Annapolis, Maryland. (September 26, 2024).
- ❑ Tyndall, M. & **Barnes, A.** (2024, April 19). Enhancing lung cancer screening through team-based medicine and electronic clinical decision support (CDS) in primary care [Poster presentation]. 2024 NONPF 50th Annual Conference: The NP Educators Golden Jubilee, Baltimore, MD, United States.

- ❑ **McGee, P.L.** (2024, February 16). The relationship among faculty-to-faculty incivility and job satisfaction or intent to leave in nursing programs in the United States. [Poster presentation]. Teaching and Learning Conference, Salisbury University, Salisbury, Maryland
- ❑ **McFarland, S.H.** (2024, June 30). Being Proactive Versus Reactive: Early recognition of lack of academic progression in health care professions students and assuring success through faculty coaching [Podium presentation]. SUCCESS24, Salisbury, Maryland.

PUBLICATIONS

- ❑ **Hall, N.J., Cabrera, K. C., & Hammerer, K. M.** (2024). Adding Diversity to Simulations for Prelicensure Students in a Nursing Program. *Nurse Educator*. <https://doi.org/DOI: 10.1097/NNE.0000000000001642>
- ❑ **Nicole Hall.** (2024). Promoting Nursing Student Well-being: Integrating Self-Care Strategies into Maternity Course Assignments; *Maryland Nurse Journal*.

MAJOR AWARDS

- ❑ **Teena Milligan & Rachel Weber** received the Dr. Peg E. Daw Nurse Faculty Annual Recognition (NFAR) Award through the Maryland Higher Education Commission (MHEC)
- ❑ **Mia Waldron & Lisa Seldomridge** were recipients of the MHEC ANEC Award
- ❑ **Tina Reid** was awarded the SU Alumni Association Faculty Appreciation Award

NEW CERTIFICATIONS

- ❑ **Nicole Hall** passed the CHSE certification: Certified Health care Simulation Educator
- ❑ **Robin Cothorne** passed the Certified Nurse Educator-Clinical (CNE-cl) certification
- ❑ **Kaynabess Freda** passed the CNE exam certification

OTHER NEWS

- ❑ **Kristen Farrell B.S.N. '14, D.N.P. '21** gave birth to a baby girl, Callie on January 8, 2025

ALUMNI NEWS

- ❑ **Talia Pina '15** graduated from Boston College with her D.N.P. in nurse anesthesia in May 2024 and is now working as a CRNA.
- ❑ **Mallory Price '24** started working at GBMC on the Medical Surgical Telemetry Unit in July 2024 and was awarded the Patient Choice Award in November 2024
- ❑ **Kellie McGiffin (Benner) '17** worked at TidalHealth in the CTICU until 2020, when she started CRNA school at Union University in Jackson, TN. She graduated with her D.N.P. in nurse anesthesia July 2023 along with her Master of Business Administration. She currently works at TidalHealth as a CRNA.
- ❑ **Lindsey Farrell '21** has been working as an operating room nurse since graduation. In June 2024 she graduated summa cum laude with her M.S.N. from Chamberlain University. Her master’s practicum thesis was titled “Preoperative Patient Anxiety: Increasing RN Knowledge of Non-Pharmacological Methods to Reduce Preoperative Patient Anxiety.”
- ❑ **Brenda Sharp '83** retired in January 2025 from Bayhealth Medical Center with 42 years of service, including med surg, ICU, sub-acute care, oncology and information technology.
- ❑ **Alana Long '95** is currently an assistant professor of nursing at Wor-Wic Community College. She will graduate with the Doctor of Nursing Education (D.N.E.) from The Ohio State University in May 2025. She is in the first cohort of students in the country to graduate with this degree.

GLOBAL STUDENT EXPERIENCE 2025

Dr. Tina Reid, Ed.D., RN



Students were ready to step outside the classroom and experience the world in a profound and transformative way traveling to Africa. During winter session 2025, students seized the opportunity to participate in our trailblazing interdisciplinary Ghana Global Seminar: Akwaaba!

Students from nursing, social work and multimedia explored the rich history and cultural heritage of Ghana, from its vibrant capital Accra to its historical landmarks Kwame Nkrumah Museum,

Cape Coast Slave Castle and W.E.B. Du Bois Museum. Opportunities were afforded for students to investigate themes of Pan-Africanism, sustainable development and the impact of the African diaspora. Clinical experiences ranged from inpatient to outpatient care, acute to long term health care settings, and community-based health and planning center (CHPS) compounds, with specialties in psychiatric/mental health, maternity, neonatal intensive care unit, emergency room, just to name a few. Students were actively involved in providing prenatal care, neonatal and antenatal assessments, mental health follow-up visits, vaccinations, and working with individuals and groups of people with differing disabilities. The multimedia student had the enlightening experience to record and photograph student move-in day and sports at the University of Cape Coast. Students in middle and high school learned about important hygiene practices and were provided feminine hygiene products, school supplies, and dental and other hygiene products.

Cultural highlights include lectures about the Ghanaian culture, health care system, roles of health care professionals, a ritual naming ceremony, Ghanaian dance and music lessons, and attending a worship church service. A survival of the fittest was walking the Kakum canopy walkway. Witnessing all the universities in Ghana compete in various sports was electrifying! The atmosphere was intense. Participants experienced the thrill of victory, but also the agony of defeat as the universities battled for the championship.

Here are some quotes from the student that participated in this global learning experience:

"Ghana has opened my eyes to the beauties of living with less, finding joy in simplicity and the importance of community. My life has truly been changed in the best way possible."

"Studying abroad was the best decision I ever made. I had not been outside of the country very much before studying abroad, so I was nervous at first. However, I could not be more grateful for the experience and opportunity. Learning about the Ghanaian culture, health care system, economy, school system, etc., was so rewarding and an amazing learning experience. I will forever cherish the relationships I've built and the experience of being in Ghana!"

"Studying abroad in Ghana was completely life changing. I was given invaluable opportunities that I will hold on to for the rest of my life and implement in my nursing career! I could not be more thankful!"

"I am overjoyed by the connections I've made, the collaboration I experienced, and the care I was able to provide to students, patients and residents."

"Great days meeting amazing people and new friends. We were excited to learn more, try new things and start making plans to return to this amazing place in the future!"

These seminars are open to students from all disciplines who are eager to learn, explore and engage with the world. We encourage students with a strong interest in global issues, cultural exchange, and personal growth to apply.



DID YOU KNOW?

You can make a gift directly to the School of Nursing. Gifts of any size are welcome and have a direct impact on our students. Your generous gifts are used to purchase skills equipment to enhance student learning in the lab and classrooms.

Please make checks payable to the SU Foundation, Inc. and write School of Nursing in the memo line.

Mail to:

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PO Box 2655
Salisbury, MD 21802-2655

To make donations online, visit:

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and search for the School of Nursing

A copy of the current financial statement of the Salisbury University Foundation, Inc. is available by writing 1308 Camden Avenue, Salisbury MD 21801 or on its website, www.salisbury.edu/foundation. Documents and information submitted under the Maryland Solicitations Act are also available, for the cost of postage and copies, from the Maryland Secretary of State, State House, Annapolis MD 21401, 410-974-5534.

Thanks to those who supported the School of Nursing on SU's Giving Day 2025!

SON GRANT UPDATE

The School of Nursing is leading the way with grant successes. First, the Faculty Academy and Mentorship Initiative of Maryland (FAMI-MD), now in its 13th year, continues to address the nurse educator shortage. Awarded \$2.5 million in 2020, FAMI-MD offers introductory and advanced academies to prepare nurse clinicians as nursing faculty. To date, FAMI has produced 317 graduates and recruited from 53 different hospitals and healthcare organizations in Maryland. Forty-six percent of FAMI-MD graduates are from racial and ethnic minorities, and 36% have experience in hard-to-staff clinical specialties like maternal/newborn, pediatrics and psych/mental health. Upon completion of the Academy, 72% of participants have taken at least one teaching assignment in the State of Maryland and many have taught for multiple nursing schools. All Maryland nursing programs have benefited from hiring an Academy graduate. Academy facilitators represent 10 of 28 Maryland nursing programs. Both the introductory and advanced academies each award 40 contact hours and are offered year-round. For more information, contact FAMI@salisbury.edu or visit us at: salisbury.edu/nursing/academy

The **LeadNursingForward.org** is a grant that began in 2019 and is a collaboration of the SU SON, the Maryland Hospital Association, Maryland Nursing Workforce Center, Maryland Nurse Residency Collaborative and SU's Eastern Shore Regional GIS Collaborative with the goal of publicizing issues related to RN and nurse educator retention. It features innovative approaches to address nurse and nurse educator retention across the state and was recently awarded a five-year continuation grant to further expand content, visual media and job/event postings to promote careers in nursing education in both academic and practice settings in Maryland. Dr. Lisa Seldomridge, Dr. Kayna Freda and Abigail Johnson continue their work with the Eastern Shore Regional GIS Collaborative to expand features on the site and keep content updated. Since its launch, the website has had 42,010 site visitors and 162,884 total page views. The searchable Career Portal has 842 registered users and showcases 74 different Maryland organizations, including hospitals and nursing education programs. The Trending Now blog features stories on Maryland nurses. We'd love to highlight what you are doing! Contact us: leadnursingforward@gmail.com

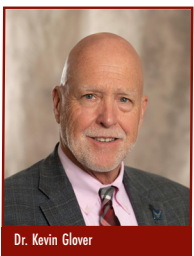
The **Fast-Track to a B.S.N.** grant continues to focus on the SON expand enrollments in the traditional and accelerated second degree programs by 35% by 2026. It also supports the development of a 12-month accelerated second B.S.N. curricular option that graduated its first class of seven students in August 2023. Additional refinements have been made to the existing 16-month accelerated second B.S.N. option to allow more students to complete their B.S.N. and become registered nurses. The grant team, led by Dr. Debra Webster, has expanded the use of simulations, made curricular modifications and continued to recruit new students. For more information about SU's accelerated B.S.N. programs, contact our new second-degree coordinator, Dr. Tina Reid at tpreid@salisbury.edu or administrative assistant Laurie Bishop at labishop@salisbury.edu.

The **RN-M.S.N. Planning Grant** recognizes the need to prepare RNs with advanced knowledge and skills for today's complex organizational environments. As part of this initiative, the SON is redesigning its RN-M.S.N. Program due to input solicited from external affiliates supported a curricular update to meet student and workforce demands. A two-year planning grant was awarded by Maryland Higher Education Commission (MHEC) Nurse Support Program (NSP) II; it is being led by Dr. Annette Barnes (project director) and Dr. Nicole Hall (RN-M.S.N. coordinator). During this first year of work, initial recommendations include a dual focus curriculum to develop competencies for both health care leadership and nurse educator roles. With an accelerated three-year plan, working RNs with associate degrees will have the ability to obtain a master's degree in nursing in less time and at a lower cost, while meeting national standards.

The **Cohen Scholars Grant**, directed by Dr. Jeffrey Willey, focuses on the need to expand faculty within the colleges and universities for nursing programs in the State of Maryland. This grant covers the tuition for individuals who are seeking to serve in a faculty role upon graduation to support nursing programs across the State. A continuation has been accepted to continue this grant to support those who are completing their programs of study.

INTERDISCIPLINARY AMNIOTIC FLUID EMBOLISM SIMULATION

Kevin Glover, M.Ed., M.Sc., Ph.D., CHSE®



Dr. Kevin Glover

The Henson Medical Simulation Center is always looking to improve experiences for students participating in simulation activities. A new amniotic fluid embolism (AFE) simulation will be part of a high-risk maternal newborn elective for undergraduate nursing students at the Richard A. Henson Medical Simulation Center in 2026. The AFE simulation was developed and pilot tested by Josee Ritter Wiedel (B.S.N. '16, M.S.N. '24) as part of her master's internship project in collaboration with nursing faculty member Kristen Hammerer, Dr. Kevin Glover, Sim Center director and Zack Tyndall, simulation technologies coordinator. Amniotic fluid embolism is a rare but life-threatening obstetric

emergency that presents significant challenges for health care providers. Despite its infrequency, it is crucial for nurses to recognize and respond effectively to this condition. Through the development of this simulation, Josee sought to close the gap between nursing knowledge and practical application, particularly in high-stress maternal and newborn emergencies.

Drawing on her extensive experience as the Women's and Children's Division nurse educator at TidalHealth, Josee identified critical gaps in the preparedness of newly graduated nurses. "Our new-hire nurses often struggle with critical thinking and communication during obstetric emergencies," Josee noted. "By deliberately practicing complex scenarios, including both emergent and routine procedures, we can help better equip nurses for real-world situations, improving patient outcomes."

SEND US YOUR NEWS!

We love hearing from our School of Nursing alumni.

Please send any updates about new degrees, certifications, promotions, positions, etc. to Brooke Mills (bmmills@salisbury.edu). If you are on Facebook, look for our alumni group, Salisbury University Nursing Alumni, and request an invite to join us. We are over 740 members strong!

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