

Transforming Healthcare

VIEWBOOK 2026



Quinnipiac
School of Nursing

GREETINGS FROM THE DEAN



We often reflect on how quickly time passes, and as we publish the sixth edition of the Quinnipiac University School of Nursing (QU SON) Viewbook, that sentiment feels especially true. This past academic year has been one of continued momentum, building upon the transformative work launched in prior years while deepening our commitment to preparing practice-ready nurses who will lead and serve in an increasingly complex healthcare environment. Grounded in our core values of belonging,

collaboration, compassion, curiosity and integrity, the SON community has once again demonstrated what is possible when innovation and purpose come together.

This year has been marked by the full implementation of our reimagined curricula across our undergraduate and graduate programs. After years of thoughtful design and collaboration, our competency-based, future-focused curricula are now in action, emphasizing durable and transferable skills that will prepare our graduates not only for today's healthcare challenges, but for those yet to emerge. It is difficult to overstate the significance of this transformation, representing the most comprehensive curricular redesign that I have seen throughout my academic career, and I remain deeply grateful for the dedication and expertise of our faculty and staff in bringing this vision to life.

At the same time, our work extends well beyond the classroom. Community engagement continues to be a defining strength of the QU SON, and this year we were honored to have our Community Engagement Program efforts, under the leadership of its director, Dr. Pina Violano, recognized with the 2026 Insight Into Academia Civic Engagement and Community Service Award. From local partnerships to immersive experiences, including our students' work with underserved populations, these initiatives exemplify our vision in action — unparalleled nursing education to transform healthcare, one student at a time.

Our graduate programs also continue to evolve in impactful ways. The ongoing enhancement of our Doctor of Nursing Practice program, under the direction of Dr. Carolyn Bradley, has strengthened the rigor and reach of student projects, resulting in measurable improvements in patient outcomes and healthcare systems, as well as national presentations and scholarly dissemination. In addition, we are excited to be developing a comprehensive repository of DNP projects, further advancing the visibility and impact of our students' work and positioning the SON as a leader in practice-based scholarship.

Equally important are the many achievements of our students, faculty and alumni, which you will see highlighted throughout this viewbook. From licensure and certification success across our undergraduate and graduate programs, to our continued strong career outcomes — with nearly 100% of our graduates employed or pursuing advanced education within six months — our students continue to demonstrate excellence at every level. Their success is a direct

reflection of the strength of our academic programs, the dedication of our faculty and the support of our clinical and community partners.

This year has also been one of recognition and distinction for our broader community. Our students and faculty have been honored with DAISY Awards for compassionate care, our faculty and staff have received numerous accolades, and we celebrated the continued engagement and leadership of our Dean's Advisory Council. On a personal note, I am deeply honored to have been inducted as a Fellow in the National League for Nursing Academy of Nursing Education, a recognition that reflects the collective efforts and excellence of the entire SON community.

As we look ahead, our focus remains clear: We will continue to build upon our strategic plan, expand our community partnerships, grow our research and scholarship enterprise, and invest in innovative programs that strengthen the nursing workforce pipeline. Most importantly, we will continue to support and empower our students — future nurses and leaders who will shape the health of our communities for years to come.

What a remarkable year it has been. I am continually inspired by the passion, resilience and commitment of our students, faculty, staff, alumni and partners. Together, we are advancing the mission and vision of the QU SON, and I look forward with great excitement to the journey ahead.

A handwritten signature in black ink that reads "Larry Z. Slater".

Larry Z. Slater
Dean, School of Nursing

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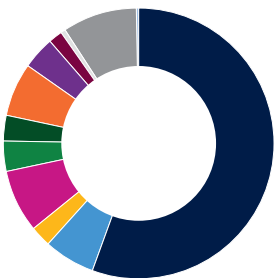
QUICK FACTS

Career Outcomes



- Employed or enrolled in a graduate program: 97.2%
 - Still seeking employment: 2.8%
- *Data collected in 2025 with a 65.8% knowledge rate.*

Fall 2025 Enrollment



- BSN – 737
- Accelerated BSN – 79
- New Careers in Nursing BSN – 34
- Certified Nurses Aide – 100
- MSN Adult-Gerontology Acute Care NP – 47
- MSN Adult-Gerontology Primary Care NP – 39
- MSN Family Nurse Practitioner – 87
- MSN Psychiatric Mental Health NP – 51
- MSN Nursing Leadership – 20
- MSN Nursing Education – 7
- Post-Master DNP – 119
- Nursing Education Certificate – 2

Pass Rates

93%

3-year average percentage of traditional BSN graduates who passed NCLEX-RN licensure examination on their first attempt.

85%

3-year average percentage of accelerated BSN graduates who passed NCLEX-RN licensure examination on their first attempt.

100%

Percentage of 2025 Adult-Gerontology Acute Care Nurse Practitioner graduates who passed the certification exam.
(This is the first graduating class.)

94%

3-year average percentage of Adult-Gerontology Primary Care Nurse Practitioner Graduates who passed the certification exam.

94%

3-year average of Family Nurse Practitioner graduates who passed the certification exam.

100%

Percentage of 2025 Psychiatric Mental Health Nurse Practitioner graduates who passed the certification exam.
(This is the first graduating class.)

Rankings and Distinctions



Best Colleges Nursing (BSN) Programs '26
Best Undergraduate BSN Programs



Best Online Graduate Nursing Programs '26
Best Online Graduate Programs



Holistic Endorsed

Quinnipiac is one of only 17 nursing schools in the nation with Bachelor of Nursing (traditional and accelerated) programs endorsed by the American Holistic Nurses Credentialing Corporation. Endorsement recognizes a school's commitment to the practice and teaching of holistic core values and standards of practice.



Best Online DNP Programs





WELCOME NEW FACULTY AND STAFF



Corinne Lee

The School of Nursing welcomed Corinne A. Lee, PhD, MSN, CDP, as a full-time clinical associate professor in the School of Nursing in September 2025. As an accomplished healthcare professional with over three decades of experience in nursing practice, education and scholarship, she is teaching courses across our undergraduate and graduate programs. She received a BSN from Binghamton University's Decker School of Nursing, an MSN (Clinical Nurse Specialist track) from Hunter-Bellevue School of Nursing, and a PhD from the Conway School of Nursing at The Catholic University of America. Her clinical expertise includes adult chronic disease management with a focus on neurological disorders, hospice and palliative care. She is also a Certified Dementia Practitioner. Building on this foundation of clinical expertise, Dr. Lee founded a consulting practice where she developed training programs for biopharmaceutical companies, bridging the gap between healthcare education and business development. Recognizing the impact of education on healthcare outcomes, she shifted her focus to nursing education, spending most of her teaching career at Sacred Heart University, where she taught in undergraduate, RN to BSN, second-degree accelerated and graduate nursing programs.



Lauren Mitchell

The School of Nursing is excited to announce that Lauren Mitchell, DNP, FNP-BC, joined our primary care nurse practitioner faculty in May. She is a board-certified Family Nurse Practitioner with over 16 years of diverse nursing experience and a strong commitment to clinical education and mentorship. Her clinical background spans urgent care, outpatient dialysis, general medicine and critical care, including eight years in the cardiothoracic intensive care unit (CTICU) at Yale New Haven Hospital, where she developed expertise in managing complex cardiac patients. Dr. Mitchell has also served as the primary healthcare provider for youth at Hartford Juvenile Detention, reflecting her dedication to caring for underserved and vulnerable populations. These experiences inform her holistic and patient-centered approach to both practice and teaching. Dr. Mitchell earned her Bachelor of Science in Nursing from the University of Delaware. She also obtained her Master of Science in Nursing in Clinical Nurse Leadership and Doctor of Nursing Practice from Sacred Heart University. Dr. Mitchell's DNP research focused on sunscreen and skin cancer education in African American women. Her scholarly and professional interests also include addressing dermatologic health disparities among people of color, advancing cardiac surgery care, and contributing to evidence-based practice and research.



Kelly Goode

Kelly Goode, DNP, APRN, FNP-BC, joined our primary care nurse practitioner faculty in May. She is a board-certified Family Nurse Practitioner (FNP) and has clinical expertise in cardiology with a specialty in heart failure. She has been working at Northeast Medical Group since 2017. Before her role at Northeast Medical Group, Dr. Goode practiced in both inpatient and outpatient cardiology at St. Vincent's Medical Center, also serving as a Hospitalist. Her nursing experience also includes many years in the medical/surgical ICU at St. Vincent's Medical Center. As an educator, Dr. Goode has served as adjunct faculty at Quinnipiac University since 2024. She also serves as a preceptor for nurse practitioner students, training them in the cardiology environment. Dr. Goode's educational background includes a Doctor of Nursing Practice (DNP) from Quinnipiac University, a master's degree as a Family Nurse Practitioner from Fairfield University, and a BSN from Southern Connecticut State University.



Tricia Siefker

Tricia Siefker, DNP, RN, joined our faculty ranks as a clinical assistant professor on May 1, 2026. Dr. Siefker continues her career at the SON, having served as academic success and retention specialist since July 2023, supporting pre-licensure students across baccalaureate programs on academic, professional and licensure success. While she is eager to transition to the faculty role, she is also excited to continue supporting the School of Nursing in its Academic Success and Retention initiatives. Dr. Siefker possesses over 20 years of clinical experience in the areas of emergency nursing, critical care, trauma performance improvement and as a sexual assault forensic examiner. Her passion for nursing education and student success stemmed from her previous work with the Yale School of Nursing Simulation Team and as a lab instructor for Quinnipiac. She believes in empowering students using evidence-based academic strategies as well as role modeling lifelong learning in nursing. An alumna of QU herself, Dr. Siefker earned both her Doctor of Nursing Practice in Nursing Leadership and a Master of Science in Nursing in Operational Leadership from Quinnipiac. She also holds a Bachelor of Science in Nursing and a Bachelor of Human Kinetics from the University of Windsor in Ontario, Canada.



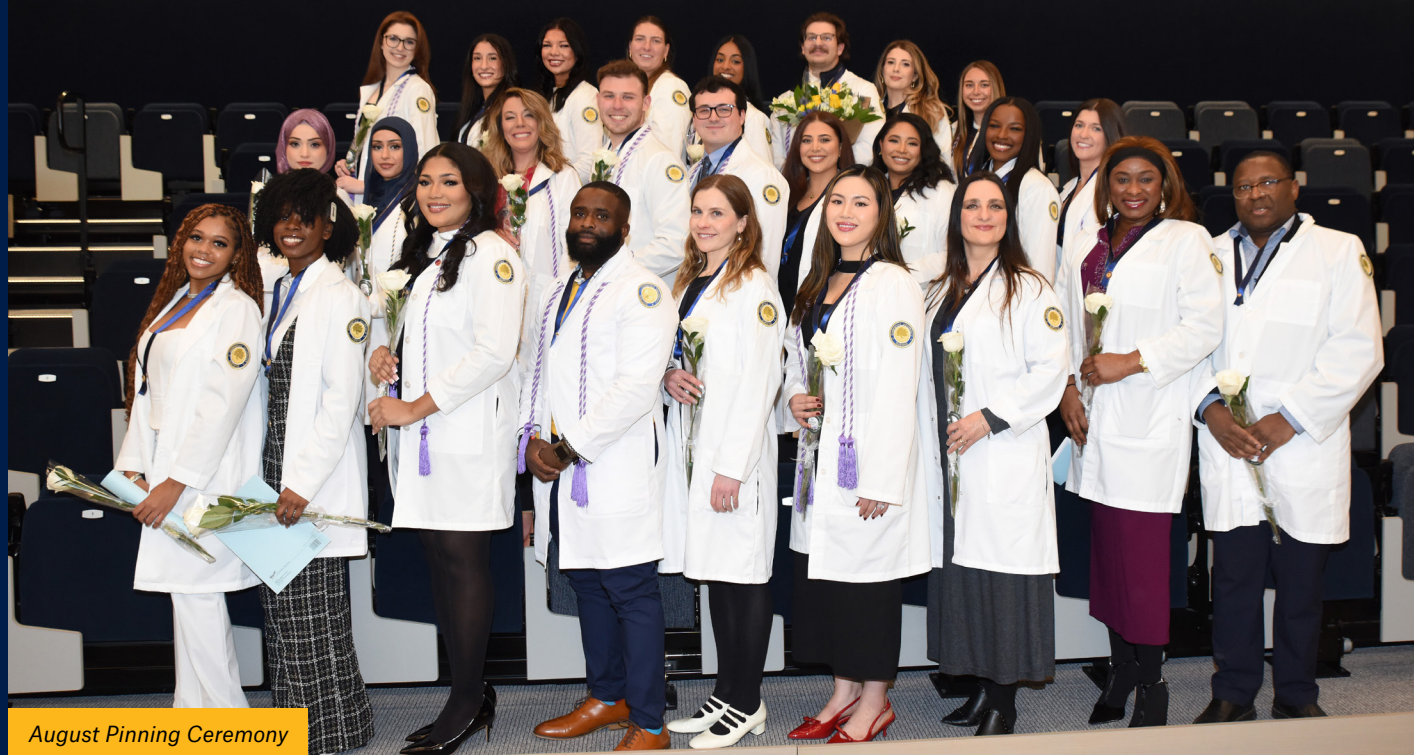
Chandler O'Reardon

The School of Nursing welcomed Chandler O'Reardon as the dean's administrative assistant in November 2025. Prior to her arrival in the School of Nursing, she worked as an audiology assistant at Southern Connecticut State University and as a talent acquisition specialist with American Cruise Lines. O'Reardon received a Bachelor of Science degree in Psychology from Bard College in 2021. She has particular interest in language development and has conducted research on how bilingual education can positively impact cognition in children with autism.

2025-26 MILESTONE CEREMONIES

A Pinning Ceremony was held for 47 accelerated BSN graduates at the M&T Bank Arena on Aug. 29, 2025. Senior Vice President and Chief Nursing Officer Courtney Vose, DNP, MBA, APRN, NEA-BC, FAAN, from Yale New Haven Hospital served as the keynote speaker encouraging graduates to stay connected to their “why” of becoming nurses. Later that academic year, a Pinning Ceremony for 26 accelerated BSN graduates was held on Jan. 23, 2026, on the Mount Carmel Campus. The keynote speaker for the January Pinning Ceremony was Roxanne Aldi-Quaresima, RN, MSN, APRN, CCRN, NP-C, director of nursing in the Central Region of Hartford HealthCare.

White Coat Ceremonies are the symbolic beginning of a nursing students’ clinical journey. On Aug. 29, 2025, at the M&T Bank Arena, 240 traditional and accelerated BSN students donned their white coats and recited an oath of providing humanistic and compassionate patient care. Keynote speaker Toby Bressler, PhD, RN, OCN, FAAN, vice president of patient services at Smilow Cancer Hospital encouraged students to be an anchor of calm in a patient’s storm. Another White Coat Ceremony was held on Jan. 23, 2026, on the North Haven Campus as 32 new accelerated BSN students also donned their white coats and recited an oath to provide humanistic and compassionate patient care. The keynote speaker for the event was Stephanie Barrett, MSN, RN, NPD-BC, ONC, nursing education manager for transition to practice program at Yale New Haven Health System. The academic year concluded with a White Coat Ceremony in May 2026 with 18 students enrolled in the New Careers in Nursing program in partnership with Hartford HealthCare. The ceremony for students, families, faculty and staff was held at Heublein Hall at Hartford Hospital. The keynote speaker was Tara Eschoo, MSN, RN-BC, nurse manager Bliss 8 at Hartford Hospital.



August Pinning Ceremony

White Coat Ceremony celebrates MSN Nurse Practitioners as ‘the strong light of healthcare’

Quinnipiac School of Nursing celebrated the next generation of healthcare leaders as 73 Master of Science in Nursing (MSN) Nurse Practitioner students received white coats, marking their transition from clinical study to the start of professional practice.

School of Nursing Dean Larry Z. Slater welcomed a large audience of family, friends, faculty and clinical partners who filled the MSN Nurse Practitioner White Coat Ceremony in The SITE auditorium on April 29, 2026.

“Today’s ceremony is more than a tradition. It’s a promise,” Slater said. “The white coat you will receive symbolizes your commitment to passion, integrity, lifelong learning and the sacred trust our patients place in us. It reminds us that nursing is not only a science, but also a calling grounded in humanness and service.”

In her congratulatory remarks, Quinnipiac’s President, Marie Hardin, said each student’s School of Nursing experience has thoroughly prepared them for their work. As they engage in the mental, physical and emotional challenges of the profession, Hardin encouraged them to remember they are being upheld by a community of faculty, staff and supporters who are cheering them on with hope and admiration.

“Practice builds confidence. Trust in this fact: you are prepared for the experience you have in front of you, and you wouldn’t be putting on that white coat if you weren’t,” said Hardin. “I see students whose work is going to lift and transform lives and give people hope and will also be giving comfort. I also see students who are going to find great joy in the vocation that you are choosing and that you are on the path to fulfill.”

Senior Associate Dean Lisa Rebesch introduced keynote speaker and Quinnipiac alumna Ines Zemaitis, APRN, DNP ’19.

“I want every single person in the room to see the nurse practitioner for their healthcare; because I’m there for you in every single basic aspect of your life — in your health, in your emotional journey, in your physical journey, in your mental health journey,” Zemaitis said.

Zemaitis surprised the students by opening the microphone to volunteers to give a 60-second elevator pitch about what they can offer people in their care as nurse practitioners.

“The elevator speech is simple,” Zemaitis said. “You want to tell them about yourself. You want to focus on what is relevant to you and emphasize what you want to bring to this table from the moment you wear your white coat until you retire. What is it that makes you stand out from the rest? Why are they seeing you instead of a physician? Your goal is to end on why they need you and not anyone else. Have a mission that you want to give to others, or a phrase that’s about you and what you do.”

Prior to becoming a nurse practitioner, Zemaitis worked as a registered nurse for Emergency and Trauma Services at Saint Francis Hospital and Medical Center in Hartford. As a nurse practitioner, she has served the greater Waterbury area for over a decade.

“This is my profession and I absolutely love it. I want you to be as passionate as I am,” Zemaitis said. “It is important that I continue this career, and it’s important for me to teach all of you that we will need to continue this. We are the strong light of healthcare.”

The history of the white coat ceremony in nursing was shared by Kate Pfeiffer, director of the School of Nursing’s psychiatric mental health nurse practitioner program.

“In 2014, recognizing the vital role we nurses play in the healthcare team, the Arnold P. Gold Foundation partnered with the American Association of Colleges of Nursing to bring the white coat ceremony to nursing. Since then, over 360 schools of nursing across the country and the world have now participated, including our very own Quinnipiac University School of Nursing,” Pfeiffer said.

She said the ceremony also provides an important emphasis on compassionate, collaborative, scientifically excellent care from the students’ very first day of training.

“The receipt and placement of your white coat symbolize the science of nursing, humanity and caring, the nursing student’s transition to advanced nursing practice and a noble calling to serve and commit to making a difference in the lives of many; and the betterment of healthcare and promoting health for all,” said Pfeiffer.

To resounding applause and cheers from the audience, each student was recognized as faculty assisted them in donning their white coats. Rebeschis also presented each student with an Arnold P. Gold Foundation pin.

Symbolizing humanism in healthcare, the Gold Foundation pin emphasizes the importance of empathy, respect and the patient-nurse bond, said Claire Puzarne, assistant dean for student success.

Among the 73 MSN Nurse Practitioner students celebrated at the ceremony, white coats were conferred upon 32 family nurse practitioners, 17 adult-gerontology primary care nurse practitioners, 13 adult-gerontology acute care nurse practitioners, and 11 psychiatric mental health nurse practitioners.

Rebeschis thanked all attendees for joining the School of Nursing in celebrating each student’s transition to practice.

“I’m sure they look forward to your continued support over the next part of their journey to become not just a Quinnipiac alum but a future nurse leader that will transform healthcare,” said Rebeschis.



REDEFINING NURSING EDUCATION FOR A NEW ERA OF HEALTHCARE

The School of Nursing is redefining how future nurses learn through a new Bachelor of Science in Nursing curriculum launched in spring 2026 that emphasizes active learning, hands-on application and personalized support.

Created through a comprehensive transformation in partnership with the Minerva Project, the curriculum reflects an innovative approach to nursing education that prepares students for modern healthcare. Quinnipiac became the first nursing school to collaborate with the Minerva Project to incorporate its science-based learning approach. Rather than relying on lecture-heavy models centered on memorization and high-stakes testing, the curriculum emphasizes competency-based learning grounded in evidence-based teaching practices that build critical thinking, clinical judgment, communication, adaptability and resilience.

Students who entered Quinnipiac School of Nursing's 15-month accelerated BSN program in January 2026 are the first class to experience the redesigned curriculum before it rolls out for implementation across the school's BSN programs.

The redesign was driven in part by updated American Association of Colleges of Nursing (AACN) Essentials introduced in 2021, which shifted nursing education toward competency-based learning. As nursing programs across the country worked to align curricula with the new standards, Quinnipiac's faculty saw an opportunity to rethink course structures and how students learn and develop their professional skills.

"We took it a step further," said Tyler Traister, director of undergraduate nursing programs. "We created a radical transformation that truly created a competency-based education with a whole new teaching and learning model."

At the heart of the redesign is a shift in the culture of learning. Nursing classrooms now place greater emphasis on active participation, collaborative discussions, simulations, case studies and applied problem-solving activities that mirror real-world care.

The overhaul extended beyond course redesign, requiring faculty to adopt new approaches to competency-based education, active learning and student assessment through the Minerva Project partnership. Faculty serve as mentors and coaches, guiding students through activities that reinforce clinical knowledge and professional skills while creating supportive, low-stakes environments where students practice decision-making before entering clinical settings.

"It's no longer come to class, lecture, content, test," said Traister. "We've redesigned it to be a 'pass-to-practice' approach. Students are getting frequent formative feedback from their faculty. We still have standards, we still have rigor, but that rigor is now just attached to feedback and a growth mindset."

Rather than separating content into isolated specialty courses, the integrated curriculum helps students connect concepts across healthcare settings and patient populations. Faculty leaders say the redesign responds to the growing gap between nursing education and modern clinical practice, where graduates are expected to navigate increasingly complex patient needs, interprofessional collaboration and fast-changing systems of care.

"We know that some graduates are going into these complex healthcare environments, and they're just not ready for practice," said Traister. "The industry is seeing a lot of them leave the nursing profession within their first year because they've focused so much on getting them to pass the NCLEX-RN that they haven't focused enough on building the durable, transferable skills needed to excel."

By emphasizing skills such as communication, clinical judgment, teamwork, adaptability and resilience, the curriculum is designed not only to prepare students to pass licensure exams, but to thrive in healthcare environments throughout their careers.

"You can't show a competency through a test," said Traister. "We're seeing it through behavior, skills and actions. In our first-semester communication course, for example, students worked with physician assistants, medical students and a standardized patient, actually practicing communication. If we were focused on tests, we wouldn't have that freedom in our curriculum."

Through labs, simulations, seminars and clinical immersions, students regularly apply classroom knowledge in practical settings, helping to bridge the gap between theory and practice.

"There was a concern that by moving away from high-stakes testing, we would lose rigor," said Traister. "But our students are scoring about the same, if not better, than in our old curriculum. We have objective data that shows their clinical judgment is growing."

The curriculum redesign also reflects the School of Nursing's longstanding commitment to supporting the whole student.

"While we have a big program, it's never been 'you're just a number to us,'" said Traister. "We know exactly where you are in the curriculum."

Behind the scenes, the overhaul was extensive. Faculty, partners and administrators worked together to rebuild the BSN curriculum.

"We have a whole new course structure, course types and skills taxonomy," said Traister. "We've redesigned the architecture of the program — our learning outcomes, pathways — everything."

The new curriculum aligns with Quinnipiac's broader mission to prepare graduates who are not only clinically skilled, but also compassionate leaders and advocates for patients and communities.

"I'm hoping that we prepare the next generation of practice-ready nurses who are equipped to both succeed and thrive in the healthcare environment," said Traister. "And that this competency-based model reinforces Quinnipiac's reputation for producing practice-ready nurses."

GRADUATE OF NURSING EDUCATION CERTIFICATE PROGRAM AIMS TO SHAPE FUTURE NURSES



For Lauren Kromidas, BSN '14, nursing has always been rooted in connection, helping patients feel understood, supported and empowered during some of the most vulnerable moments of their lives.

That commitment to patient-centered care first led her to Quinnipiac's Accelerated Bachelor of Science in Nursing (ABSN) program, where she pursued nursing as a second degree.

"Quinnipiac has always had a great reputation, and I was looking specifically for accelerated nursing programs," Kromidas said. "I really liked the fact that with an accelerated BSN program, core

courses from my first undergraduate degree would be accepted and applied to my BSN. Since the remaining courses would be specific to nursing, it meant that I could finish my degree within a year or so. This felt like a great opportunity."

Now, after building a career as a nurse practitioner, clinician and educator, Kromidas has returned to Quinnipiac to complete the Post-Graduate Certificate in Nursing Education, becoming one of the first students to complete the program and combining her passion for patient care with a growing dedication to nursing education.

Her interest in nursing began early. Kromidas often recalls helping care for her great-grandmother during childhood, an experience that first introduced her to the importance of compassion and human connection in healthcare.

After earning a degree in allied health sciences with a minor in psychology, Kromidas knew she wanted a career in healthcare but was still searching for the right path. During college, she explored several healthcare professions before realizing nursing offered the unique blend of science, compassion and human connection she was seeking.

"As a nurse, you are sometimes interacting with people at some of the most vulnerable points in their lives," Kromidas said. "To have that opportunity to make a difference and touch a life in the smallest way is very unique."

After graduating from Quinnipiac in 2014, Kromidas continued advancing both her education and clinical expertise. She earned her Master of Science in Nursing as a nurse practitioner and Doctor of Nursing Practice (DNP) from Duke University and later completed a post-master's certificate in orthopedics. More recently, she completed an Integrative Health and Lifestyle Certificate Program through the University of Arizona Andrew Weil Center for Integrative Medicine. Today, she is dual certified as a nurse practitioner and teaches undergraduate nursing students in lab and simulation settings.

Although education had always been an important part of her clinical work, Kromidas said her passion for teaching deepened as she gained a greater appreciation for the dedication faculty invest in preparing future healthcare professionals.

"I really saw how much time, effort and care goes into the education process," she said. "I never would have gotten to that point in my career if it weren't for the faculty that provided me with the foundational nursing knowledge at QU."

Motivated by those experiences, Kromidas pursued Quinnipiac's Post-Graduate Certificate in Nursing Education.

"It is such an honor to be one of the first students to complete the nursing education certificate," she said. "Having worked in nursing for years, I've experienced the highs and lows of healthcare, including nursing shortages and moments when kindness is not always at the forefront of people's minds. Nurses are always learning both in school and on the job. QU faculty made nursing school a fun and supportive learning environment, and I wanted to have that same impact on this new generation of nurses."

Her experiences as a nurse practitioner reinforced the importance of communication and patient understanding in healthcare.

"When I would see that look of recognition and understanding after I took the time to explain something to a patient, it was such a gratifying feeling," Kromidas said. "My DNP project was centered on patient education because of how important the concept of education is within nursing."

Earning her certificate has strengthened the practical teaching skills required in nursing education, from developing rubrics and assessments to designing NCLEX-style exam questions and classroom learning experiences.

"This program has helped me understand the nursing education process and has given me the tools to lead a classroom," she said.

As she continues teaching and practicing, Kromidas hopes to combine her passions for nursing education, holistic nursing and integrative medicine to support both patients and future nurses in meaningful ways.

"With my students, I strive to bring a calm, caring and supportive energy to the classroom while also upholding educational standards," she said. "My hope is to educate the next generation of nurses to become the best that they can be, and hopefully they remember me as a faculty member who made a positive impact on their nursing career."

CARING BEYOND THE CLASSROOM

Quinnipiac nursing students are strengthening communities through service, wellness initiatives and global engagement.

On a February morning inside the Recreation and Wellness Center, hundreds of young athletes, parents and community members gathered for Quinnipiac's second annual National Youth Heart Screening Day. Throughout the event, nursing students performed EKG screenings, taught CPR techniques and helped families better understand the importance of preventive care.

The community event was one of dozens of engagement initiatives led by the School of Nursing during the 2025-26 academic year. Across Connecticut and around the world, students and faculty brought healthcare education beyond the classroom through screenings, wellness programs, global learning opportunities and partnerships designed to improve lives.

"This is preventive medicine at its best. A simple, painless screening can prevent a tragedy for a family and, more importantly, save a life," said Pina Violano, director of community engagement for the School of Nursing and clinical associate professor of nursing. "We're helping the community, we're saving lives and we're providing hands-on clinical experience to our own students."

Held in partnership with In A Heartbeat founder and Quinnipiac alumnus Mike Papale '11, the annual youth cardiac screening event brought together nursing students to perform free EKG screenings and teach CPR and AED skills to community members.

Quinnipiac's commitment to community engagement earned national recognition in 2026 through two distinct honors. The university received a prestigious 2026 Carnegie Community Engagement Classification, a national designation that demonstrates Quinnipiac's ongoing mission to partner and collaborate with its communities by leveraging university knowledge and resources to contribute to the public good.

In addition, Quinnipiac's Center for Interprofessional Healthcare Education and School of Nursing Community Engagement Program received the 2026 Insight Into Academia Civic Engagement and Community Service Award, recognizing their sustained commitment to serving communities and advancing the public good through healthcare education, outreach and service.

Supporting wellness across Connecticut communities

The School of Nursing's commitment to community wellness extended throughout the year in schools, community centers and neighborhoods across Connecticut.

At West Woods Elementary School in Hamden, Connecticut, nursing students Michaela Pozzuto, BSN '26, Lauren LaMonte, BSN '26, and Hailey Campisi, BSN '26, joined Bridget Rich, assistant dean of clinical education and instructor of nursing, for the school's annual Wellness Night. The Quinnipiac team shared pediatric health, wellness and safety education with families and school-aged children as part of the university's third consecutive year of participation in this event.

"It has been a true honor to give back to the community that has shaped my college experience and professional journey in such a meaningful way," Campisi said. "Supporting and promoting health and wellness for parents and school-aged children has been rewarding."

Community outreach efforts also included support for Connecticut veterans and their families through the Connecticut Department of Veterans Affairs Annual Stand Down events.

On Sept. 20, 2025, seven School of Nursing faculty and 29 students traveled to Bristol, Connecticut, to participate in one of six statewide Stand Down events. Event organizer Donna Dognin, executive director of Veterans Strong Community Center in Bristol, said Quinnipiac was offering much-needed health and wellness information, services and items to the 175 military veterans visiting Bristol's St. Gregory CCD Center.

Rich said the School of Nursing participated in the Bristol Stand Down event for the first time this year.

"For a veteran-friendly university like ours, it's a great opportunity for our students to meet the veterans at an event that's also a payback from the community to those who've served," said Rich. "We wanted to make sure that the population can benefit from the education and it's something the students can readily teach, learn more about and walk away with as something that's tangible."

The resource fairs provide veterans and their families with access to housing assistance, legal aid, employment and education resources, medical and dental screenings and other critical support services.

During the events, Quinnipiac students practiced community-based nursing by manning information and awareness stations on Narcan education, smoking cessation, impaired driving and the state's Veterans Crisis Line. At the Southington, Connecticut, event, students also worked alongside the Bristol-Burlington Health District to administer flu vaccinations.

Expanding perspectives through cultural immersion

For many students, community engagement and experiential learning also extend far beyond Connecticut.

During the 2025-26 academic year, nursing students participated in global and cultural immersion opportunities designed to broaden their understanding of healthcare systems, cultural perspectives and patient-centered care.

In northern Italy's Trentino-Alto Adige region, a group of eight students explored innovative healthcare techniques and approaches while engaging with healthcare professionals and community organizations.

Led by Erica Mumm, clinical associate professor of nursing, the Spring 2026 program introduced students to different models of elder care, rehabilitation and community-based healthcare while encouraging reflection on the role culture plays in patient outcomes.

"In the United States, we often see social isolation as a significant factor in contributing to many aspects of poor health outcomes," said Mumm. "You do not see this in Trentino. Students participated in service learning, visiting a refugee center, a mental health center and a demonstration by the local EMS and fire services."

Students observed firsthand how healthcare systems can emphasize prevention, wellness and community support alongside clinical treatment.

Mumm also led another group of nursing students to the Navajo Nation following the Fall 2025 semester for an immersive cultural and healthcare program focused on healthcare delivery, cultural awareness and interdisciplinary collaboration. The trip was preceded by a semester-long course, Engaging with the Navajo Nation, designed to help students better understand Indigenous culture, history and healthcare needs.

"It is important to understand culture and communities within our own nation," said Mumm. "As nurses, we care for all people, so it is important to have a first-person account from a Navajo person to understand their history, day-to-day way of life, healthcare needs and their wants and desires. Understanding the Navajo lifestyle and the significance of Navajo history makes the students more well-rounded people and more holistic nurses."

During the trip, students participated in cultural activities, visited significant historical sites and engaged directly with members of the Navajo Nation. For nursing student Brian Crowley, BSN '26, the program offered a new understanding of community health and culturally responsive care.

"This trip offered a different perspective on healthcare," said Crowley. "It allowed me to broaden my understanding of what community health looks like in other parts of the country."

For many students like Crowley, these moments become a defining part of their nursing education.

"Being able to travel and learn in a different environment through Quinnipiac was incredibly valuable," said Crowley. "I appreciate how the university creates meaningful opportunities that extend beyond the classroom."



ONCE HER GRANDMOTHER'S CAREGIVER, DNP STUDENT CREATES LASTING BLUEPRINT FOR GERIATRIC HOMECARE SAFETY



As a girl growing up in Haiti, Esmeralda Lundy, DNP '26, saw firsthand how a broken healthcare system can fail its most vulnerable patients.

Lundy's grandmother, who had hypertension, suffered multiple strokes and was frequently hospitalized. Each time, the burden was on family members to provide the care that hospitals and clinics couldn't.

She carried that experience with her when she traveled to Massachusetts to pursue a nursing career, a journey that led her to work in the dementia unit in a rehabilitation center. It also inspired the choice to study and practice gerontology, a discipline that focuses on the physical and mental effects of aging.

And those critical moments with her ailing grandmother were once again on Lundy's mind when it was time to select her student project for the Doctor of Nursing Practice program at Quinnipiac University — a comprehensive study of fall-prevention settings in the homecare environment.

"My grandmother's story was my first exposure to caring for elderly patients," she said. "These people are so fragile, they have so many things going on. So, it's not so much about providing the medical and nursing care as much as it is about the compassion you have to offer them. Especially in situations where their loved ones might be living many miles away."

Falls remain a leading cause of injury in older adults. According to research from the State Department of Health, 70% of fall-related hospital admissions occurred in adults 65 years and older. Older adults are also five times more likely to die from a fall than younger populations.

Through a screening and intervention protocol for homecare nurses, Lundy's quality improvement project creates a framework for proactive aging. Working with a diverse population in New York City, she implemented evidence-based assessments, environmental

safety interventions and referred patients to physical therapy. She designed pictorial flyers in multiple languages that help both patients and providers identify environmental hazards and physiological triggers before a fall occurs at home.

Her findings now live in the newly established repository of DNP projects within the Edward and Barbara Netter Library, a digital resource designed to help future doctors, nurses and healthcare professionals across the university.

"Our goal is to help inform other students' work by reviewing the scholarship of DNP students," said Carolyn Bradley, associate professor of nursing and the director of graduate online nursing programs. "It could also spark some ideas for their own work, or for anyone at the university looking for ideas to improve practice, perhaps to replicate in their clinical practice site."

Each student project is subject to a rigorous scientific review by an interdisciplinary team of faculty, preparing students to meet the requirements of journal publication. Moreover, the projects in the repository — the first dedicated database for student work at Quinnipiac — will help current and future students collect their findings in an organized and readable format.

"It's just so valuable to have examples of peer writing, to see the quality of the writing and the quality of the research design," said Rachel Lerner, research and instruction librarian, who spearheaded the creation of the repository. "It's also just a beautiful thing to be able to look back and see your published work and have pride in that. I think it sets a higher standard for the students — knowing that their work will be available for other people to look at."

NEW 'CAREERS IN NURSING' PROGRAM TURNS EXPERIENCE INTO OPPORTUNITY

Ian Torres, BSN '27, has spent much of his life caring for others.

Years before entering Quinnipiac University's New Careers in Nursing program, Torres was already a caregiver supporting his younger brother, Alejandro, who has autism and epilepsy, and his grandfather, Juan, who lives with Parkinson's disease. Those deeply personal experiences not only sparked his interest in healthcare, but also shaped the empathy, patience and compassion he now brings to every patient interaction.

"I was basically doing soft nursing without realizing it," said Torres. "Now, looking back, it really feels like I was meant for this job and meant to help people through nursing all along."

After initially pursuing a career in physical therapy, Torres realized he wanted to support patients in a more direct and personal way. That realization ultimately led him to Quinnipiac's partnership with Hartford HealthCare through the New Careers in Nursing program, an accelerated pathway designed for students pursuing nursing as a second career.

Launched in 2025, the new program was created to help address Connecticut's growing nursing shortage while providing a more accessible path into the profession for working adults and career changers.

The partnership allows students to continue working within Hartford HealthCare while earning a Bachelor of Science in Nursing degree at a significantly reduced cost.

"I knew I wanted to keep helping people, but I wanted to do it in a different capacity," Torres said. "The Careers in Nursing program lets me earn my bachelor's while working in a hospital. Coming into the program with an existing degree and student debt, it just really works for where I am in life."

Now balancing coursework, clinical rotations and work responsibilities, Torres serves as a patient care technician on the inpatient rehabilitation unit at Hartford Hospital. There, he works with patients recovering from strokes, motor vehicle accidents, amputations and transplants, experiences that allow him to immediately apply the skills he learns in the classroom.

"Working at Hartford HealthCare while going through the program reinforces everything I'm learning in class in real time," he said. "It gives me the confidence to say, 'Yeah, I can do this, I can talk to patients,' in a way someone without healthcare experience might not feel at first."

Torres said his experiences as both a caregiver and healthcare worker have helped shape the way he approaches patient interactions.

"When I step into a patient's room, they're getting authentically 'me,' but tailored to what they need," Torres said. "I try to bridge the gap between the healthcare worker's perspective and the patient or family's perspective, so everyone feels heard and cared for."

One of the most meaningful aspects of nursing for Torres has been supporting patients and families during difficult moments of transition.

"We're not only there to help people get better, we're also there to be with them during times of transition," said Torres. "It's part of our job to not only save lives, but to comfort people and make sure they know they're not alone in those final moments."

Balancing work, school and family caregiving responsibilities can be demanding, but Torres said the understanding and flexibility built into the program have made a significant difference in his experience.

"Our professors and clinical instructors have been incredibly supportive, especially for those of us juggling work, school and family responsibilities," Torres said. "Knowing they understand our lives outside the classroom takes away so much stress."

Scheduled to graduate in April 2027, Torres hopes to continue gaining experience in emergency or critical care nursing while exploring future opportunities in advanced practice nursing. He said the path into healthcare has felt like a natural fit from the beginning.

"I want to keep helping people. My goal may sound corny, but I really just want to be a good nurse," said Torres.

"Working at Hartford HealthCare while going through the Quinnipiac program reinforces everything I'm learning in class. It's turned what I used to do instinctively for my family into a real profession where I can give patients the best care possible."



NEW CERTIFIED NURSE AIDE PROGRAM PREPARES STUDENTS FOR FUTURE HEALTHCARE CAREERS

For Emily Pycela '27, completing Quinnipiac's new Certified Nurse Aide (CNA) program was a great first step in pursuing her BS in nursing at Quinnipiac's School of Nursing.



Now offered to current students from all disciplines and to community members ages 18 and up, Quinnipiac's six-week CNA training program involves online, on-campus and clinical rotations that prepare participants with the knowledge, confidence and skills to provide safe and competent care to diverse individuals across healthcare settings. Its focus on nurse aide theory and competencies is framed using Connecticut Department of Public Health regulations and guidelines for CNA training.

The program offers flexibility, with lectures delivered online for asynchronous learning. Hands-on skills are developed through on-campus laboratory sessions at Quinnipiac's North Haven Campus, where students practice and refine their techniques in a controlled environment. Additionally, clinical experience is gained at local long-term care facilities, providing real-world exposure to patient care in a professional healthcare setting.

"I missed the chance in high school to get my certification, and I thought this would be a good opportunity to learn new skills and to see if working in healthcare was really for me. It definitely opened up my options," said Pycela.

A recent cancer episode experienced by a family member also inspired Pycela to go into nursing.

"Last year, my mother battled cancer, so that really set my heart on nursing," said Pycela.

Pycela learned about the chance to apply to join Quinnipiac's first CNA cohort, launched in early 2025, when speaking with faculty at the School of Nursing about changing her major to nursing.

"When I applied for the CNA program and got in, I was really excited," said Pycela.

Each cohort of 24 students is led by Quinnipiac CNA program director Angela Falcon. Students work in pairs to become comfortable with working with each other and to build critical communication skills. The course requires learning 22 skills to become certified.

"We offer the space for them to understand what they're doing, but we also pair up the skill with the rationale – why it's important for them to understand their skill. That's what sets us apart. We're not just teaching them a skill, we want them to really understand why the skill is so important," said Falcon.

During lab instruction, the CNA course has a 1:12 instructor-to-student ratio. In the clinical setting, there is one instructor for every eight students.

Falcon said it was exciting to launch the CNA program at Quinnipiac's state-of-the-art School of Nursing with its first cohort of undergraduate students from a variety of disciplines.

"I had a wonderful experience with Emily's cohort," said Falcon. "The whole experience of being in the lab and teaching with the students one-on-one helped me to get to know them more, and even though it was only six weeks, they really became a team. It's a place where they're able to build their skill sets for communication and with hands-on skills and take that didactic knowledge and theory and put it into practice."

"Our instructor saw the passion each one of us had, and she also made us feel so comfortable," Pycela said. "She really encouraged us to work with each other to reenact the skills we were learning."

Pycela said she loved her experience at the long-term care facility where she completed her clinical hours. Quinnipiac partners with several area facilities for the CNA program's clinical rotation requirements.

"I was nervous about our first clinical, but by the second one, I felt like I worked there! I loved the nursing home we worked with. I've had grandparents that I took care of, so it felt like giving back," Pycela said.

For those considering nursing or other health-related fields, having CNA experience strengthens a resume and demonstrates a commitment to the healthcare field. Pycela said she feels her experience with the CNA program helped to bolster her application to join Quinnipiac's BSN program as a health science studies major coming from the School of Health Sciences.

CNAs can also build a professional network of healthcare professionals, opening doors to future career opportunities.

"It's a respected profession that is part of the healthcare team," said Falcon. "Completing their certification can be a stepping stone for someone or a career for another. It's very inclusive and a great opportunity to grow and learn."

After completing her CNA certification at Quinnipiac, Pycela has accepted a CNA job at the same place where she undertook her clinical rotation.

Thanks to her recent CNA training and clinical experience, Pycela said she feels well-prepared for the next step in her educational journey as a Quinnipiac School of Nursing student.

"It's a great start. I'm glad I did it, because it makes you feel more confident, especially if you want to pursue nursing in the future," Pycela said. "I'm really excited about what the School of Nursing will teach me and learning about all the different options there are in nursing."

SUCCESSFUL SCHOOL OF NURSING ALUMNA INSPIRES STUDENTS AS ADVISORY COUNCIL MEMBER



Leslie Giddens Robinson, DNP '21, has owned LGR Associates LLC for 12 years, which focuses on developing programs for managed care organizations in ambulatory clinical operations, training, use of evidence-based guidelines to improve health outcomes for vulnerable populations enrolled in Medicaid and Medicare and transitions of care management.

Robinson devotes much of her time to the School of Nursing's advisory board where she has spoken with Quinnipiac students in the accelerated BSN program about her journey to her profession.

Robinson encourages students to be true to themselves.

"Be true to yourself, remember what you were taught in school and apply those concepts consistently," she advises.

Robinson has also held executive-level positions at United Healthcare in the business units that managed Medicare and Medicaid enrollees. She is an active member and past president of the American Academy of Ambulatory Care Nursing (AAACN) and has been selected to participate on its planning committee for the annual meeting for the last three years.

Despite many career successes, Robinson has overcome challenges.

"The uncertain economy has been a challenge," Robinson said. "Consultants and contractors are often the first to be let go as employers hold off on projects that would have been performed by my company."

Robinson attributes her diligence to her success.

"I have suggested to companies they scale back some of the scopes of the projects they are contemplating," Robinson said. "If the projects are canceled, I keep in contact with the person at the company every month to assess the continued need and possibility of pursuing a smaller version of the project. Always leaving the door open."

Robinson said that her work is challenging given the state of the current healthcare system. However, she said she most enjoys developing and implementing evidenced-based clinical programs that improve the health outcomes of the most vulnerable patients.

She gives credit to Quinnipiac for instilling her with confidence and giving her meaningful relationships with faculty.

"Attending Quinnipiac was the best educational experience of my life," Robinson said. "I could always reach out to faculty no matter how long after I had graduated for assistance. The faculty, IT department, School of Nursing librarian, fellow classmates and DNP program all led me to success."



NORTHWELL GOLDEN TICKETS

Northwell Golden Ticket awardees for the 2025-26 academic year were:

Gabriella Zaffino
Emma Pinsley
Olivia Tingo
Abigale Chen
Gianna D'Amato
Elsa Trombetta
Samantha Cannetti
Brittany O'Connor-Wolfe
Tiana Moglia
Olivia Kennedy
Olivia Hsiao

Jack Wayrich
Bianca Genduso
Stefanie Moghadasi
Amy Ugolini
Madison Guiseppone
Meghan Clayton
Keyla Castro
Brianna Rubino
Melanie Khodorkovskiy
Erica Fajfer
Ethan Mazza



GRADUATION

Class of 2026 Commencement Awards

Academic Excellence Award Doctor of Nursing Practice – **Annie George**

Academic Excellence Award – **Ronalee Dennis-Nelson**

Benjamin T. and Juliette Adelle Trewin Award for Professional Leadership in Nursing – **Maeve O'Meara**

Benjamin T. and Juliette Adelle Trewin Award for Academic Excellence in Nursing – **Samantha Jane Cannetti**

Alumni Association Academic Achievement Award – **Samantha Jane Cannetti**

President's Scholarship Award – **Samantha Jane Cannetti**

Holistic Nursing Practice Award (Graduate Programs) – **Seth Bueno**

Holistic Nursing Practice Award (UG Program) – **Brian Crowley**

Undergraduate

Benjamin T. and Juliette Adelle Trewin Award for Academic Excellence in Nursing – **Samantha Cannetti**

Benjamin T. and Juliette Adelle Trewin Award for Professional Leadership in Nursing – **Maeve O'Meara**

Holistic Nursing Practice Award – **Brian Crowley**

Graduate

Academic Excellence Awards:

Annie George – DNP

Ronalee Dennis-Nelson – MSN

Holistic Nursing Practice Award

Seth Bueno – MSN

2026 School of Nursing Value Awards

Belonging – **Jolane Hibbert and Abigail Pousland**

Collaboration – **Lulu Chopin**

Compassion – **Kristen White, RN**

Curiosity – **Natalie Ix and Elise Stefankiewicz**

Integrity – **Justin Hogarth**

FLYNN FELLOWS

The 2026 students selected for the Flynn Oncology Nursing Fellowship Program are:

Brianna Angiolillo – Connecticut Children's Medical Center

Shannon Fox – St. Vincent's Medical Center

NURSING STUDENTS AND EDUCATOR PRESENTED WITH PRESTIGIOUS DAISY AWARD FOR ABOVE-AND-BEYOND CARE

Three Quinnipiac students and a nursing professor were recognized by the DAISY Foundation, an organization that celebrates nurses for the care and kindness they provide.

The DAISY Award for Extraordinary Nursing Students is given to nursing students who show outstanding compassion to patients and their families throughout their didactic and clinical experiences.

Among the awardees was Accelerated BSN student Anthony Miller, MHS '25, ABSN '26.

He was commended for his kindness in a variety of settings.

"He always acts with patience and compassion — both in class and in the clinical setting. He is always willing to help other students and to step in when support is needed," said his nominator Natalie Lamothe '26. "Because of his previous work experience, he can make connections with what he has seen as an EMT and what we are learning in class and in clinical. He shares this knowledge with his peers to support their learning."

Miller has also become involved with the Quinnipiac Student Nurses Association, where he collaborates with professors and peers to advocate for students.

Nursing student Maura Owen O'Boyle '27 was also recognized. She was nominated by her classmate, Alexa Priore '27, who worked in the same clinical group throughout the spring semester.

"As I grew to know her, I learned she is a truly kind soul. She consistently went above and beyond for her patients, spending the little free time we had with them, making sure they were always comfortable and happy and even going out of her way to go to a craft store to purchase supplies for a patient of ours that was an artist. She was amazing to work with, and I would want her as my nurse any day," said Priore.

Nursing student Abigail Pousland '26 also earned the DAISY Award.

Jennifer Wethje, clinical assistant professor of nursing, nominated Pousland based on her empathy and ability to connect with patients.

"Abigail demonstrates a deep and unwavering commitment to the compassionate care of all persons. She understands that nursing is not only about clinical skill, but about human connection, presence and caring," said Wethje.

Pousland was also recognized for the advocacy she brings to the profession.

"Abigail is also a strong advocate for patients, families and caregivers. She is not afraid to speak up when advocating for the needs, safety and well-being of others. Whether in academic discussions, clinical reflections or peer support, she demonstrates moral courage and a clear understanding of the nurse's role as a patient advocate," said Wethje. "Abigail truly embodies what it means to be a nurse."

In addition to the student awardees, Sharon Hinton, RN, MS, an adjunct professor at Quinnipiac, was celebrated for her thoughtful and impactful teaching.

The DAISY Nurse Educator Award honors nursing faculty who have had a profound impact on their students and future nurses.

Hinton was nominated by one of her students, Tara Cook '26.

"She is an outstanding role model to have when in a learning environment. 'Enthusiastic' is an understatement for Professor Hinton," said Cook. "She introduced us to patients, told us their interests, calmed our nerves and encouraged us to be our best. Because of this, it was impossible to not notice the way in which her love for psychiatric nursing made her into the amazing educator she is. She always was willing to listen to us as we learn and understand new concepts and push us in the right direction."

All four recipients were recognized on April 30, 2026, at the awards ceremony.



DEAN'S ADVISORY COUNCIL ADVANCES STRATEGIC PRIORITIES

During the 2025–2026 academic year, the Dean's Advisory Council (DAC) worked alongside leadership to align the School of Nursing's academic innovation with modern workforce demands. By focusing on institutional growth and interdisciplinary partnerships, the DAC helped strengthen outcomes for students and the broader healthcare community.

Innovative programs & student success

- **Competency-Based Curriculum:** The DAC supported the transition to a skills-driven curriculum that prepares graduates for immediate practice. This focus is reflected in the strong licensure and certification rates of graduates of the undergraduate and graduate programs.
- **Technological Integration:** The DAC has prioritized the integration of AI-based learning and VR-enabled simulations, with several key initiatives already underway. By leveraging the technology foundation of our new competency-based curriculum, the school is uniquely positioned to rapidly adopt and adapt these AI tools. This ensures students maintain a sophisticated mastery of the informatics and digital systems shaping modern clinical practice.
- **Workforce Pipeline:** To support student achievement from enrollment to graduation, the DAC helped reinforce a pipeline spanning early exposure through doctoral education. Key investments in clinical readiness and new degree pathways — including dual degrees and bridge programs — continue to improve retention and career progression.

The DAC remains a vital group of advisers, ambassadors and advocates. Their work ensures that the School of Nursing stays aligned with industry trends, educational best practices and the primary needs of the healthcare landscape.

Thriving community & sustainable resources

- **SON History Project:** The DAC prioritized institutional storytelling as a way to connect the School's heritage with its future. As many DAC members are alumni, they have personally led this effort by sharing their professional journeys. These narratives provide the feedback and personal context needed to inspire current students and reconnect our graduate network.
- **Strategic Growth & Philanthropy:** The DAC's advocacy helped secure over \$1.7 million in strategic funding — a combination of research grants and philanthropic investments from partners like the Petit Family Foundation. These resources directly support specialized scholars in pediatrics and MS, while a 153% increase in MSN applications signals the school's growing market influence.
- **DAC Collective Endowed Scholarship:** Reflecting a deep personal commitment to the school's future, this scholarship fund continues to grow annually through DAC member contributions. It stands as a sustainable, expanding resource dedicated to supporting the next generation of Quinnipiac nurses.



Lisa Weil



Donna Montesi



CELEBRATING AN IMPACTFUL CAREER

School of Nursing dean named National League for Nursing Academy of Nursing Education Fellow

Larry Z. Slater, dean of the School of Nursing, has been named a 2025 Fellow of the prestigious National League for Nursing Academy of Nursing Education. He joins a distinguished group of just 23 educators nationwide selected this year for their exceptional contributions to advancing nursing education.

Fellowship in the NLN Academy is one of the highest honors in nursing education, recognizing leaders who have demonstrated excellence in teaching innovation, research, faculty development, academic leadership and public policy advocacy. Slater's selection underscores his national impact as a transformative educator and visionary leader who is shaping the next generation of nurses.

With this honor, Slater becomes part of a fellowship of 429 experts who serve as mentors and catalysts for continued excellence in nursing education. His induction will take place during the 2025 NLN Education Summit in Orlando, Florida, on Sept. 19, 2025.

"It is a great honor to be recognized as a fellow by the Academy of Nursing Education for my longstanding commitment to the development of our next generation of nurses, advanced practice nurses and nurse leaders," Slater said. "My career in nursing education has been most rewarding, and I look forward to continuing my focus on innovation and inclusivity at the Quinnipiac University School of Nursing in the years to come."

Slater's recognition highlights Quinnipiac's growing leadership in health professions education and its commitment to preparing nurses who provide inclusive, compassionate and evidence-based care in today's complex healthcare landscape.

Slater, who was appointed dean of the Quinnipiac University School of Nursing in 2023, has a PhD in nursing from the University of Alabama at Birmingham and a master's degree in accounting from the Collat School of Business at UAB. He is a certified nurse educator through the National League for Nursing and a board-certified registered gerontological nurse through the American Nurses Credentialing Center.

Faculty & Staff Accolades 6-25 to 6-26

Barrere, Cindy

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Advance DNP Scholarly Project Rigor*. Journal of Professional Nursing, 2026.

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Support DNP Project Rigor*. AACN Doctoral Education Conference, Podium Presentation, Bonita Springs, Florida, 2026.

Violano, P. & Barrere, C. *Guns to Gardens: A Holistic Approach to Student Learning*. AHNA Conference, Niagara Falls, New York, Poster Presentation, June 2026.

Barrere, C. received the *Nightingale Award for Excellence in Nursing*, Connecticut Convention Center, sponsored by Hartford Healthcare, May 2026.

Bell, Ingrid

Bell, I., Traister, T. & Robertiello, G. *Interprofessional Collaboration Begins with Nursing*. American Association of Critical (AACN), Virtual Poster Presentation, Conference Sites for NTI San Diego and NTI Virtual, 2026.

Bell, I., Traister, T. & Robertiello, G. Received AACN Research Poster Award for their virtual poster: *Interprofessional Collaboration Begins with Nursing*, presented at the AACN Conference, 2026.

Bradley, Carolyn

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Advance DNP Scholarly Project Rigor*. Journal of Professional Nursing, 2026.

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Support DNP Project Rigor*. AACN Doctoral Education Conference, Podium Presentation, Bonita Springs, Florida, 2026.

Bradley, C. & Robertiello, G. *Preparing Future Nurses Through Simulation: Family Presence During Resuscitation*, AACN Transform Conference, Poster Presentation, Anaheim, California, December 2025.

Bradley, C., Violano, P.

Agency: Eva Stearns Faulkner Simulation Education Research Funds (SERFs)

Evaluation of the APA-Applied Pressure Apnea: A Newly Discovered Physiological Event when First Responders and Medical Staff Hold Pressure on an Injury.

Total award per grant period: \$23,000

Grant period: 3/18/26–9/27/27

Bradley, C., Violano, P., Marotta, P., Huebner, R., Coglianesi, V.

Agency: Department of the Air Force, Headquarters United States Air Force Small Business Innovation Research (SBIR) Phase I proposal titled: *Simulation Pressure Sensing Skin with Fine Discrimination*.

Total award per grant period: \$75,000

Grant period: 90 days

Hinkle, J. L., Cheever, K. H., Overbaugh, K. J. & Bradley, C.E. *Brunner & Suddarth's Textbook of Medical-Surgical Nursing 16th ed.*, Wolters Kluwer Health, 2026.

Bradley, C. *Nurse Resilience*. Podium Presentation, Veterans Administration, West Haven, Connecticut, May 2025.

Boyd, Cory Ann

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Advance DNP Scholarly Project Rigor*. Journal of Professional Nursing, 2026.

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Support DNP Project Rigor*. AACN Doctoral Education Conference, Podium Presentation, Bonita Springs, Florida, 2026.

Vallespir Ellett, G., Fetta, J., Boyd, C. & Scott, L. *Harnessing Artificial Intelligence for Wicked Problems in Nursing Education: An Innovative Teaching Approach*. 32nd Annual Conference for Nurse Educators Cultivating Nursing Professionalism through Education and Community, May 2025.

Casbarro, Nicole

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Advance DNP Scholarly Project Rigor*. Journal of Professional Nursing, 2026.

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Support DNP Project Rigor*. AACN Doctoral Education Conference, Podium Presentation, Bonita Springs, Florida, 2026.

Casbarro, N. *Integrative Pediatric Care: A Holistic Model for Pediatric Primary Care*. Beginnings. American Holistic Nurses Association, 2026.

Falcon, Angela

Falcon, A. *From Student to Daughter to Nurse: End-of-Life Presence*. American Journal of Nursing, 2026.

Fetta, Joey

Vallespir Ellett, G., Fetta, J., Boyd, C. & Scott, L. *Harnessing Artificial Intelligence for Wicked Problems in Nursing Education: An Innovative Teaching Approach*. 32nd Annual Conference for Nurse Educators Cultivating Nursing Professionalism through Education and Community, May 2025.

Gallagher, Tricia

Siefker, T., Gallagher, T. & Traister, T. Agency: Eva Stearns Faulkner Simulation Education Research Funds (SERFs) *Expanding Virtual Learning Opportunities in a Cost-Effective Direction* Total award during grant period: \$25,000 Grant period: 5/26–8/26

Hinton, Sharon

Hinton, S. received the *School of Nursing AY 25-26 DAISY Award for Excellence in Education*, Quinnipiac University, Hamden, Connecticut, April 2026.

Karosas, Laima

Aluzaite, E., Riklikienė, O., Kaselienė, S. & Karosas, L. *Changes in General and Professional Values of Nursing Students over a Decade*. Nurse Education Today, 2026.

Martinez, Philip

Martinez, P. *Integrative Restorative Care Curriculum Guided by the Adult Transformational Learning Module*, Poster Presentation, AACN Access, Connection Engagement Symposium, Charlotte, North Carolina, 2026.

Martinez, P. *Guiding Nursing Programs in the Development of Accreditation Self-Study Documents and Alignment with 2024 CCNE Standards*. Spring 2026 Writing Self-Studies Webinar Series Session. CCNE, 2026.

Martinez, P. *CCNE Report Review Committee and Standards Committee Member*; Team Leader for on-site comprehensive accreditation visits, 2026.

Merritt, Linda

Merritt, L. *Descriptive Results from a Pilot Study to Test the NICU Paternal Needs Inventory*. Journal of Perinatal and Neonatal Nursing, 2026.

Merritt, L. *Listening to Fathers: Understanding Paternal Needs and Experiences in the NICU*, Podium Presentation, 42nd National Association of Neonatal Nurses Annual Conference, West Palm Beach, Florida, September 2025.

Merritt, Linda

Agency: Foundation for Neonatal Research and Education *A Pilot Study to Test the Reliability and Validity of the Shortened Version of the NICU Paternal Needs Inventory Tool*. Total award for project period: \$4,000 Project period: 9/25–9/26

Mumm, Erica

Mumm, E. *Engaging with the Navajo Nation*, Podium Presentation, AACN's 2026 Access, Connection, Engagement (ACE) Symposium, Charlotte, North Carolina, 2026.

Pfeiffer, Kate

Pfeiffer, K. co-leader graduate branch of Education Council of the American Psychiatric Nurses Association, led the national team of PMHNP faculty in development of a Competency Based Education (CBE) Toolkit. Published on APNA website. AACN linked toolkit in CBE Resource Hub, 2026.

Rebesch, Lisa

Traister, T., Rebesch, L. & Looser, C. *A Curriculum Transformation of Baccalaureate Nursing Education to Prepare Practice-Ready Graduates.* AACN's Transform 2025 Conference, Podium Presentation, Anaheim, California, December 2025.

Rebesch, L., Violano, P., Slater, L.
Agency: Keiser Foundation Grant
Community Engagement Program
Total award per grant period: \$250,000
Grant period: 7/1/25–6/30/26

Rebesch, L. was appointed Board Chair, Connecticut Center for Nursing Workforce.

Robertiello, Gina

Bradley, C. & Robertiello, G. *Preparing Future Nurses Through Simulation: Family Presence During Resuscitation,* AACN Transform Conference, Poster Presentation, Anaheim, California, December 2025.

Bell, I., Traister, T. & Robertiello, G. virtual poster entitled: *Interprofessional Collaboration Begins with Nursing*, virtual poster at the American Association of Critical Care Nurses on their Conference Sites for NTI San Diego and NTI Virtual, 2026.

Bell, I., Traister, T. & Robertiello, G.
Interprofessional Collaboration Begins with Nursing, AACN Research Poster Award for their virtual poster presented at the American Association of Critical Care Nurses Conference, 2026.

Robertiello, G. & Ruggiri, J. *P&P with R&R: A Pathophysiology & Pharmacology Podcast Series for Nursing Students.* Podium Presentation. AACN's Transform 2025 Conference in December in Anaheim, California.

Ruggiri, Judy

Robertiello, G. & Ruggiri, J. *P&P with R&R: A Pathophysiology & Pharmacology Podcast Series for Nursing Students.* Podium Presentation. AACN's Transform 2025 Conference in December in Anaheim, California.

Wethje, J. & Ruggiri, J. *From Passive to Powerful: Gamification and AI in Competency-Based Education.* Poster Presentation. Lippincott Nuts & Bolts Conference, 2026.

Scott, Leonile

Vallespir Ellett, G., Fetta, J., Boyd, C. & Scott, L. *Harnessing Artificial Intelligence for Wicked Problems in Nursing Education: An Innovative Teaching Approach.* 32nd Annual Conference for Nurse Educators Cultivating Nursing Professionalism through Education and Community, May 2025.

Siefker, Patricia

Siefker, T., Gallagher, T. & Traister, T.
Agency: Eva Stearns Faulkner Simulation Education Research Funds (SERFs)
Expanding Virtual Learning Opportunities in a Cost-Effective Direction.
Total award during grant period: \$25,000
Grant period: 5/26–8/26

Slater, Larry

Violano, P., Slater, L. & Rebesch, L.
Agency: Keiser Foundation Grant
Community Engagement Program
Total award per grant period: \$250,000
Grant period: 7/1/25–6/30/26

Slater, L. Z. & Looser, C. *Beyond the BAND-AID: Building a competency-based curriculum from the ground up.* Faculty Workshop Presentation, National Student Nurses' Association Annual Convention, Houston, Texas, 2026.

Slater, L. Z., Cloud, K. & Cooper, T. *Advancing practice-ready nursing education: Strategic planning that builds tomorrow together.* Presentation, Sigma Theta Tau International's Creating Healthy Work Environments Conference, Washington, D.C., March 2026.

Slater, L. Z., Cloud, K. & Cooper, T. *Advancing practice-ready nursing education: Strategic planning that builds tomorrow together.* Poster Presentation, American Association of Colleges of Nursing's Transform, Anaheim, California, December 2025.

Slater, L. appointed Treasurer, Sigma Foundation for Nursing, Sigma Theta Tau International, The Honor Society of Nursing.

Slater, L. appointed as Member, Government Affairs Committee, American Association of Colleges of Nursing.

Slater, L. appointed Chair, Scientific Review Panel, National League for Nursing.

Tilley, Chuck

Tilley, C.P., Fu, M.R., Cavallito, K. & Alvarez, L.
Palliative wound, ostomy, and continence care.
In T.A. Albrecht, V. Battista, A.A. Brody, & H. Coats (Eds.), *Oxford Textbook of Palliative Nursing*, 6th ed (pp.198-226). New York: Oxford University Press, 2025.

Fu, M.R., Tilley, C.P., Ruben, M. & Finlayson, C. *Lymphedema management.* In T.A. Albrecht, V. Battista, A.A. Brody, & H. Coats (Eds.), *Oxford Textbook of Palliative Nursing*, 6th ed (pp.185-196). New York: Oxford University Press, 2025.

Tilley, C.P. *Maximizing the Benefits of Evidence-Based Palliative Wound Care Programs* at the Hospice & Palliative Care Association of New York State (HPCANY) 2025 Annual Conference.

Tilley, C.P. & co-authors, received the International Academy of Nursing Editors Virtual Journal Award, (2025) for: Qiu, J.M. (Co-First Author), *Fu, M.R. (Co-First Author).

Finlayson, C.S., Tilley, C.P., Payo, R.M., Korth, S., Kremer, H.L. & Russell Lippincott, C., (2024). *Lymphatic pain in breast cancer survivors: An overview of the current evidence and recommendations.* Women and Children Nursing.

Traister, Tyler

Bell, I., Traister, T. & Robertiello, G.
Interprofessional Collaboration Begins with Nursing, American Association of Critical Care Nurses on their Conference Sites for NTI San Diego and NTI Virtual, Virtual Poster Presentation, 2026.

Bell, I., Traister, T. & Robertiello, G. received AACN Research Poster Award for their virtual poster: *Interprofessional Collaboration Begins with Nursing* presented at the AACN Conference, 2026.

Traister, T. *Interleaving Foundational Nursing Concepts for Accelerated Nursing Students through Gamification.* Nursing Education Perspectives, 2025.

Traister, T. *Developing Digital Literacy Through a Social Media Health Campaign.* Nursing Education Perspectives, 2026.

Siefker, T., Gallagher, T., & Traister, T.
Agency: Eva Stearns Faulkner Simulation Education Research Funds (SERFs)
Expanding Virtual Learning Opportunities in a Cost-Effective Direction
Total award during grant period: \$25,000
Grant period: 5/26-8/26

Traister, T. American Association of Colleges of Nursing's Academic Clinical Engagement (ACE) Position Statement Task Force member, 2026.

Traister, T., Rebesch, L. & Looser, C. *A Curriculum Transformation of Baccalaureate Nursing Education to Prepare Practice-Ready Graduates.* AACN's Transform 2025 Conference, Podium Presentation, Anaheim, California, December 2025.

Vallespir Ellett, Gladys

Vallespir Ellett, G. *Exploring Healthy Birth Outcomes Through Reflective Practice: An Undergraduate Nursing Perspective.* Poster Presentation. AACN's Transform 2025 Conference in Anaheim, California, December 2025.

Vallespir Ellett, G., Fetta, J., Boyd, C. & Scott, L. *Harnessing Artificial Intelligence for Wicked Problems in Nursing Education: An Innovative Teaching Approach.* 32nd Annual Conference for Nurse Educators Cultivating Nursing Professionalism through Education and Community, May 2025.

Violano, Pina

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Advance DNP Scholarly Project Rigor.* Journal of Professional Nursing, 2026.

Violano, P. *An Evaluation of Community-Based Gun Buyback Programs: Informing Communities & Political Leadership about People's Reasons for Turning in Firearms.* QU Faculty Scholarship: Research Rally, October 15, 2026.

Condon, A., Violano, P. *Improving Depression Screening Rates in a Primary Care Clinic.* Region 15 Sigma Theta Tau International Symposium, University of Vermont, October 4, 2025.

Brutus, C., Farris, P., Violano, P., Fogarasi, M. & Couturie, M. *Optimization and Comparison of Fecal Immunochemical Test (FIT) Screening in Underserved, New Haven, Connecticut Community Clinic.* Quinnipiac University Frank H. Netter MD School of Medicine, Research Poster Day, October 13, 2025.

Violano, P. & Barrere, C. *Guns to Gardens: A Holistic Approach to Student Learning.* American Holistic Nurses Association (AHNA) 46th Annual Conference, Poster Presentation, Niagara Falls, New York, June 11-13, 2026.

Bradley, C., Barrere, C., Boyd, C., Casbarro, N. & Violano, P. *Strategies to Support DNP Scholarly Project Rigor.* AACN 2026 Doctoral Education Conference, Podium Presentation, Bonita Springs, Florida, January 18, 2026.

Traister, T., Violano, P. & Charboneau, N. *Harm Reduction Training as a Tool for Health Equity and Cultural Humility.* AACN's 2026 Access, Connection, Engagement (ACE) Symposium. Podium Presentation, Charlotte, North Carolina, June 10, 2026.

Violano, P. *Guns 2 Gardens: Life Taking to Life Making.* CT Public Health Association Health Education Webinar, April 10, 2026.

Violano, P. *Swords to Plowshares Northeast Transforming Hearts and Minds: A Youth Violence Prevention Program.* Office of Firearm Injury Prevention. CT Department of Health, Podium Presentation, April 29, 2026.

Violano, P. *Injury Prevention Professional Course, National.* American Trauma Society, February 6, 2026.

Pina Violano, Larry Slater & Lisa Rebesch
Agency: Keiser Foundation Grant
Community Engagement Program
Total award per grant period: \$250,000
Grant period: 7/1/25-6/30/26

Violano, P. & Bradley, C.
Agency: Eva Stearns Faulkner Simulation
Education Research Funds (SERFs)
Evaluation of the APA-Applied Pressure Apnea: A Newly Discovered Physiological Event when First Responders and Medical Staff Hold Pressure on an Injury
Total award per grant period: \$23,000
Grant period: 3/18/26-9/27/27

Violano, P., Marotta, P., Huebner, R., Bradley, C. & Coglianese, V.
Agency: Department of the Air Force, Headquarters United States Air Force
Small Business Innovation Research (SBIR) Phase I proposal- "Simulation Pressure Sensing Skin with Fine Discrimination."
Total award per grant period: \$75,000
Grant period: 90 days

Agency: Connecticut Department of Public Health
Firearm Safety Starts Here: Veteran Suicide Prevention
P.I.: Violano, P.
Total award for project period: 250 gun safes (total value= \$37,500)
Project period: 7/31/25-7/31/26

Violano, P. Chair of Educational Programs Oversight Committee (EPOC) for the American Trauma Society (ATS).
Appointed November 7, 2025.

Violano, P. In A Heartbeat Foundation Board of Directors. Appointed December 9, 2025.

Violano, P. 2025 Faculty Excellence Award Semi-Finalist, Quinnipiac University Center for Faculty and Staff Excellence, June 30, 2025.

Violano, P. Hero Award, In A Heartbeat Foundation, September 22, 2025.

Violano, P. & Booth, J. 2026 Insight into Academia Civic Engagement and Community Service Award. Quinnipiac University's Center for Interprofessional Healthcare Education & School of Nursing Community Engagement Program, January 8, 2026.

Violano, P. Difference Maker Award presented by Eli's Garden of Healing in recognition of leadership in violence prevention and community collaboration, March 8, 2026.



After more than two decades of distinguished service, Professor Laima Karosas, PhD, APRN, FAANP, retired from the School of Nursing in December 2025, having taught and mentored students since 1996. Over the course of her tenure, she made lasting contributions to nursing education through her dedication to teaching excellence, student success, and leadership service to the school and broader academic community. Her commitment to preparing compassionate, highly skilled advanced practice registered nurses has left an enduring impact on countless graduates and colleagues alike, and her legacy will continue to shape the School of Nursing for years to come. The School of Nursing celebrates her illustrious career and wishes her continued success in the years ahead.



YOUR GENEROSITY IN ACTION

As we reflect upon the successes of 2025, we must also acknowledge the philanthropic support that enhances student experience, strengthens nursing education and systemically improves patient care. The impact of support from alumni, parents, faculty, community partners and individuals can be found throughout the pages of this report and will be carried forward through the compassionate, practice-ready nurses we have prepared to care for our families and communities. We are incredibly grateful.

Although healthcare systems continue to evolve in complexity, the need for skilled nurses and nurse educators remains constant. Meeting this demand requires ongoing investment. Nursing shortages disproportionately affect vulnerable communities. Individuals who live in those communities are often the ones most likely to serve them; however, they also have the greatest need for financial aid. Recent changes in the cap on financial aid will make it more difficult to recruit these aspiring nurses. Scholarships and programmatic support are needed now more than ever. As technology evolves and introduces artificial intelligence into healthcare, so must our curriculum and simulation capabilities. Private support has ensured Quinnipiac's simulation labs are fully equipped to build the competencies that make our students stand out. Future support will allow us to maintain those capabilities and empower our faculty to explore innovative ways to improve clinical education, practice and, most importantly, patient outcomes.

Throughout the remainder of our For the Ambitious Campaign, we will continue to celebrate the generosity of our donors who inspire our students and faculty to practice at the highest level of care. Your generosity fuels our ambition.

With gratitude,

Amy Chesmer

Senior Director of Development, Health Affairs



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School of Nursing

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OUR COMMITMENT

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the Quinnipiac community. Members of minority groups and individuals with disabilities are encouraged to consider and apply for admission. Quinnipiac University does not discriminate based on race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other university-administered programs.