



# YANICK JOSEPH

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## **INTRODUCTION- My Narrative**

I joined Montclair State University (MSU) in August 2018 and became an active and engaged faculty member at the School of Nursing. I came to MSU as an experienced leader in healthcare and education with 30+ years in healthcare administration and over 12 years in nursing education. Since arriving at MSU, I have appreciated the opportunity to teach students at all levels using various teaching strategies and modalities. I am most gratified by the prospect of developing productive research collaboration and contributing meaningfully to my department, the larger MSU community, and the noble nursing profession.

My teaching perspective is grounded in the constructivist learning framework, and I bring a repertoire of skills to impart knowledge to students using various instruction modalities. My philosophy reflects my interest in experiential learning, and I am passionate about using simulation in all aspects of student learning. The classroom dynamics I employ permit dialogue, self-direction, and inquiry which foster a higher degree of student engagement. I embrace instructional technology that can be used to authenticate the promotion of scholarship. I have held significant leadership roles of increasing responsibility in management, performance improvement, and graduate and undergraduate nursing education. I have a proven record in transmitting vision into reality and mission into action plans through focused strategy/ policy development, successful mobilization of resources, staff/student empowerment, and engagement. I have transferred these managerial, administrative, and leadership skills to my academic endeavors.

Upon arriving at MSU in November 2018, I received the prestigious Mabel Keaton Staupers Award for outstanding leadership in Professional Nursing Development. Mabel Keaton Staupers is known for being a visionary and a leader of determination and courage. Mabel Keaton Staupers helped break down color barriers in nursing when segregation was entrenched in this country. She dedicated her life to improving the status of black nurses and promoting better health care for black Americans. She bears special mention in my narrative because, without her trailblazing efforts in establishing a path for black nurses, I probably would not be passing on this storyline of my legacy. This distinction was awarded to me not by the Montclair community, who hardly knew me then, but by the

senior nursing leadership at Harlem Hospital who witnessed the changes I brought about in that historic institution during my short four years tenure there. Some of the accomplishments I take pride in include improving the quality of care and significant nurse-sensitive quality indicators for Q4 2013 through Q2 2017. C a t h e t e r - A s s o c i a t e d Urinary Tract Infections – Standardized Infection Ratio down from 1.3 to 0.4 (rates down from 5.8 to 0.98).

C a t h e t e r - A s s o c i a t e d Bloodstream Infections - zero for more than Three years hospital-wide. The Falls Rate –is lower than the State benchmark of < 1.5 and the NDNQI benchmark of 3.2.

Pressure Ulcers - down from 3.6 to 0.03; greater than 90% decrease over last four years.

I spearheaded and implemented patient experience programs that resulted in significant improvements in 2017 HCAHPS scores for nurse-sensitive domains. For example: “Communication with nurses” increased from 59.9 to 68.3, an increase of 8.4% over two years; “Pain management” an improvement from 48.2 to 71.4% ]=23.2%. I collaborated with the Emergency Department (ED) Physician Leader to improve throughput and quality of care, as evidenced by a 20% decrease in the treat and release patient cycle time and a 15% decrease in admitted patient flow. We improved ED patient satisfaction rating by 15% from 40% to receive the Leapfrog top urban hospital award—the only hospital in New York State to receive this prestigious honor.

My aim in mentioning these accomplishments in such a short period is to add a sense of contextual history and perspective to my journey as I continue my academic, leadership, and passage through the vibrant halls of MSU. I come to you laden with a sense of purpose, an admiration for humanity and its resilience in the face of horrific atrocities. However, my passion for students and their success is my all-encompassing reason for being at MSU. I hope that my administrative experience in improving the quality of care in the most vulnerable patient demographics, my abilities as a change agent, and my enthusiasm and passion for teaching and learning will grant me a place here at Montclair State University where I can add to the momentous legacy you already possess.

In this prologue, I reflect on my time at MSU and explain how I have met the university and departmental criteria for advancement and promotion to Associate Professor in the School of Nursing.

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**PROFESSIONAL SUMMARY**

An experienced leader in healthcare management with 30+ years in healthcare management and

over 12 years in nursing education. My teaching perspective is grounded in the constructivist learning framework, and I bring a repertoire of skills to impart knowledge to students using a variety of instruction modalities. My philosophy reflects my interest in experiential learning, and I am passionate about using simulation in all aspects of student learning. The classroom dynamics I employ permit dialogue, self-direction, and inquiry which foster a higher degree of student engagement. I embrace instructional technology that can be used to authenticate the promotion of scholarship. I have held significant leadership roles of increasing responsibility in management, performance improvement, and graduate and undergraduate nursing education. I have a proven record of transmitting vision into reality and mission into action plans through focused strategy/policy development, successful mobilization of resources, staff/student empowerment, and engagement. My signature strengths include being a vibrant, collaborative, ethical leader with exceptional communication and problem-solving skills, with the ability to engage and mentor students and high-performance teams. My clinical expertise lies in introducing nursing care principles, health assessment, women's health, leadership, policy, team building/ coaching/ mentoring, and innovative customer relationship management.

## EDUCATION

**Doctor of Education** (Educational Leadership)

*Argosy University Pittsburg, PA*

**Masters of Science** (Nursing)

*University of Phoenix Phoenix, AZ*

**Certificate-Johnson & Johnson Wharton Fellows Program for Nurse Executives-  
University of Pennsylvania, Philadelphia,**

**Masters in Public Administration** (Public Administration)

*Farleigh Dickinson University Rutherford, NJ*

**Bachelor of Science** (Nursing) Hunter

*College, New York, NY*

## EXPERIENCE

**Associate Professor of Nursing.** *Montclair State University- Montclair, NJ, 2022-Present*

Tenured track position at the School of Nursing to teach undergraduate and undergraduate nursing program courses. As the School of Nursing expands its program offerings, there will be opportunities to develop systems and teach in online and hybrid nursing programs. In this role, the expectations are to pursue scholarly research leading to publications in high-quality peer-reviewed journals and present at conference proceedings. Additionally, the expectations are to increase the visibility of the School of Nursing's programs, serve on university-level committees, interact with community agencies, healthcare organizations, and media; participate in curricular review and development activities; and contribute to accreditation processes. Students Curriculum Advisor. Lead Simulation Faculty

**Assistant Professor of Nursing.** *Montclair State University- Montclair, NJ, 2018-2022*

Students Curriculum Advisor. Tenure track position at the School of Nursing to teach undergraduate and undergraduate nursing program courses. As the School of Nursing expands its program offerings, there will be opportunities to develop systems and teach in online and hybrid nursing programs. In this role, the expectations are to pursue scholarly research leading to publications in high-quality peer-reviewed journals and present at conference proceedings. Additionally, the expectations are to increase the visibility of the School of Nursing programs, serve on university-level committees, interact with community agencies, healthcare organizations, and media; participate in curricular review and development activities; and contribute to accreditation processes.

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**Chief Nurse Executive/Deputy Executive Director of Patient Care Services. -Harlem Hospital Center, NY, NY 2 013-2017**

A 282-bed community teaching hospital, one of 11 acute care facilities within the NYC Health + Hospital's healthcare delivery system. High Medicaid/Medicare Managed Care population. Strong Emergency Department utilization and extensive ambulatory care network with over 250,000 visits annually.

Promoted to take over and become responsible for daily patient care operations of the Hospital's Center Emergency Department, inpatient, critical care, peri-operative, rehabilitation, ambulatory care services, and operational responsibilities for a workforce of over 1000 employees. Manages and implements the Nursing Department, Care Management, Ancillary Services, Social Service department, and Patient Experience standards and practices. Serves as the chief liaison between the Medical, Nursing, and Operational Staff. Responsible for creating a positive collaborative work environment by providing staff guidance, acting as a resource to colleagues, and ensuring that operations comply with established standards and regulations. Collaborates with each department and area to address satisfaction drivers continuously. Responsible for effecting the cultural change necessary to move patient care and service excellence at all levels of the organization.

**ACCOMPLISHMENTS:** Improved quality of care and major nurse-sensitive quality indicators for the period Q4

2013 through Q2 2017. Catheter-Associated Urinary Tract Infections – Standardized Infection Ratio down from 1.3 to 0.4 (rates down from 5.8 to 0.98). Catheter-Associated Bloodstream Infections - zero for more than three years hospital-wide. Falls Rate –lower than the State benchmark of < 1.5 and NDNQI benchmark of 3.2. Pressure Ulcers - down from 3.6 to 0.03, greater than a 90% decrease over the last four years.

Spearheaded/implemented patient experience programs significantly improved 2017 HCAHPS scores for nurse-sensitive domains. For example: “Communication with nurses” increased from 59.9 to 68.3, an increase of 8.4% over two years; “Pain management” an improvement from 48.2 to 71.4% =23.2%. Collaborated with ED Physician Leader to improve throughput and quality of care, as evidenced by a 20% decrease in a treat and release patient cycle time and a 15% decrease in admitted patient flow. Improved ED patient satisfaction rating by 15% from 40% to receive the Leapfrog top urban hospital award. The only hospital in New York State to receive this prestigious honor. Harlem also received the Leapfrog Safety grade of A in the fall of 2015. Maintained a grade of B for the spring and fall of 2016 and Spring of 2017.

Successfully led facility through The Joint Commission (TJC) triennial survey with full accreditation in 2013 and 2016, with zero nursing citations, including zero citations for the Central Processing Department managed by the Nursing department. Corrected deficiencies/citations from regulatory agencies, including CMS and DOH, and regained full compliance with CMS Conditions of Participation. Effectively managed inspection by CMS full title 18 survey, resulting in zero findings for Nursing CoP. At Harlem Hospital, Ebola Czar led interdisciplinary teams to implement strategies to educate, mobilize, and engage staff to obtain and sustain a state of readiness for managing potential Ebola patients.

### **Deputy Director of Staff Education and Performance Improvement**

*Harlem Hospital, New York, NY, July 1, 2013-September 2013*

Responsible for the direction, coordination, and control of the functional activities of the Staff Development Education and Research Department. Plans directs and evaluates clinical and general education by leading a team of educators and managers to provide continuous development and learning activities for Harlem Hospital staff and patients. Aligns with Harlem Hospital’s business initiatives, mission, vision, and values and delivers education services to include the utilization of needs assessment to determine gaps in Nursing skills, care delivery, and critical thinking. Collaborates with the administration to design appropriate programs and processes to eliminate identified gaps and develops and implements the most effective educational systems to minimize gaps.

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Collaborates with senior management, medical staff, and department directors to create a climate and structure that encourages continuous organizational development. Develops and directs the implementation of staff retention strategies; maintains excellent relationships with nursing affiliates and schools. Responsible for coordinating Performance Improvement (PI) projects and outcomes. Administers the quality improvement plan. Verifies and retains PI data collected. Assures the confidentiality of the PI information collected. Facilitates QI meetings and prepares agendas and materials for meetings. Communicates findings of PI activities to the CEO, Board, and other facility personnel as appropriate. Implements appropriate plans of correction to maintain quality throughout the patient care services.

**Associate Professor of Nursing**

*South University,*

*West Palm Beach, FL*

Provides competency-based education, which aligns with the agency's curricula model and system delivery style. Designs and delivers class instruction by developing instructional plans to meet course competencies and activities that support lesson objectives. Enables the achievement of competencies for student achievement and evaluation of learning by providing instruction that fosters competencies and establishes student Performance criteria and evaluation. Delivers learning-centered education by establishing a classroom environment

conducive to learning and student involvement and effectively planning and preparing for classes and student success. Promotes student success by showing flexibility in style and work schedule, as well as exhibiting a passion for teaching and students and engaging students in the learning process. Manages the learning environment by keeping accurate records, submitting grades and other reports on time, and enforcing school/campus academic and attendance policies. Relates professional/life/industry experience to learning by continuing professional/technical skills development, introducing industry perspective into courses, and active awareness of professional/industry trends and opportunities. Areas of expertise: women's health, nursing history, health administration, leadership, and simulation.

### **Clinical Simulation Coordinator**

*South University West Palm Beach, FL*

Responsible for guiding and supervising the development, implementation, and evaluation of the functions of the Clinical Simulation Laboratory and other simulation activities. Facilitates human patient simulation, including critical care. Integrates simulation throughout the curriculum. Promotes teaching, learning, and evaluation activities with faculty, students, and community members. Responsible for the implementation of simulation integration throughout several campuses

### **Nurse Faculty**

*Broward College Davie, FL*

Demonstrates and teaches patient care in classroom and clinical units to nursing students and instructs students in principles and application of physical, biological, and psychological subjects related to nursing. Specific courses included: Fundamentals of Nursing. Critical Thinking. Caring for Women and Neonates. Online courses. Lectures to students, conduct and supervise laboratory work, issues assignments, and directs seminars and panels. Supervises student nurses and demonstrates patient care in clinical units of hospitals. Prepares and administers examinations, evaluates student progress, and maintains student classroom and clinical experience records. Participates in planning curriculum, teaching schedule, and course outline. Cooperates with medical and nursing personnel in evaluating and improving teaching and nursing practices.

### **Director of Patient Director of Pat in Care Service is Birthing Suites**

*Columbia Hospital West Palm Beach, FL*

24 hr. responsibility for total management of Patient Care Services. Responsibilities: 24 hr. responsibility for comprehensive management of 8 LDRPs, Pain Care Unit, and 20 beds Surgical Unit.

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**Director- Women's Health Services.**

*St Mary's Hospital Brooklyn, NY*

Hired to modernize, improve, and increase efficiency and quality of care in four maternal child service departments of 300- bed community hospital. 1500 deliveries a year.

Responsibilities: Assess, monitor, and evaluate clinical nursing practice for adults, children, and neonates. Participate in developing facility-broad policies and procedures to enhance family-centered care processes. Develop and manage the annual budget of 101 FTEs and provide direction to all four departments.

### **Chief Nurse Executive**

*Wyckoff Heights Medical Center Brooklyn, NY*

Accountable for the management of organized patient care services and nursing education. Provide direction and supervision to four Nursing directors and the management team. Direct a staff of 450 professionals and paraprofessionals. Manage recruitment and retention, disciplinary actions, and grievances. Prepare and administer the Nursing department's budget. Act as liaison to administrative and medical leaders in problem-solving decision-making throughout the organization.

### **Director of Maternal Child Services**

*Wyckoff Heights Medical Center Brooklyn, NY*

Recruited to open new Obstetrical services in a 360-bed acute care hospital. From zero to 1300 deliveries in 3 years. Responsibilities: Develop new programs and services, and coordinate all issues of recruitment, staff development, technology equipment, and marketing to bring programs and services on board. Provide short- and long-range strategic planning and daily operations management for Obstetrical services.

### **Maternal Child Coordinator**

*Winthrop University Hospital, Mineola, NY*

Responsibilities: Hired to implement Mother-Baby Nursing at these 4500 deliveries a year obstetrical service line. Institute mother-baby nursing. Trained and oriented professionals and semi-professionals personnel in philosophy and daily operations of single-room maternity care. Build relationships with medical and nursing staff to promote the new delivery model. Develop systems, policies, protocols, and standards—change agent.

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**Clinical Nurse Specialist- OB/GYN**

*Long Island College Hospital, Brooklyn, NY*

**Staff Nurse- Assistant Head Nurse**

*New York Hospital in Queens, NY*

Complete nursing care management of laboring patients using the primary care model, Overall management, and daily operations of 3500 deliveries.

**Staff Nurse**

*Bellevue Hospital New York, NY*

**FORMAL TEACHING EXPERIENCE**

Graduate Subject Areas Taught: Health Care Policy and Politics, Leadership in Nursing. Trans-professional Communication. Financial Management in Healthcare. Teaching Assessment and Evaluation. Simulation in Healthcare

**Undergraduate Subject Areas Taught:**

Physical Health Assessment (lecture and practice) Introduction to the Profession of Nursing, Dimensions for Nursing Practice, Caring for Women and Neonates (class and training), Pediatrics practice, Medical-Surgical Nursing Practice, and Clinical Simulation throughout the Nursing Curriculum. Growth and Development. Foundations of Nursing.

**Doctoral Dissertations Chaired or Supervised:** Chamberlain University School of Nursing. Barry University, Florida Atlantic University. Supervised Doctoral and Masters's Students pursuing Doctoral/Master's degrees.

**Other Teaching Experience/Innovations:** Human Patient Simulation. Flipping the Classroom. Experiential Learning

**Research Summary:** The research on simulation results concluded that the critical thinking skills and self-confidence of baccalaureate junior nursing students were not influenced after a clinical simulation experience. There was a moderate correlation between critical thinking and confidence skills after the simulation. Statistically significant differences in necessary thinking skills and self-confidence of baccalaureate junior and senior nursing students after a clinical simulation were not found in this study. The author recommends replication of the study with a larger sample of students in a different academic setting.

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**Publications:**

Implicit Bias, Caring and Student Nurses in *Journal of Black Nurses Association*, vol 32. Issue 2.

Monograph: “Too Soon Goodbye: A guide for parents experiencing perinatal loss” 1990

Video: “Simulate Me” 2009

Minority Nurse Magazine: Navigating the Road to Nursing Leadership published quotations. 2019

**REGISTRATION/C CERTIFICATION ON**

ANA High-Risk Perinatal Nurse (AI)

Registered Professional Nurse in New York, Florida, and New Jersey.

Certification in Just Culture

Sigma Theta Tau

Graduate of Harvard's Institute for Medical Simulation Comprehensive Course

**AWARDS**

1994 AWHONN” First Perinatal Nurse Award.”

1994. Pi Alpha. National Honors Society Fairleigh Dickinson University

1996- Appreciation and Love for her enthusiasm, energy, innovations, leadership, and dedication in “Bringing Something New into the World.” Wyckoff Heights Medical Center.

1996- In Appreciation for your outstanding service and dedication. WHMC, Brooklyn, NY

1998-Johnson & Johnson Wharton Fellowship for Nurse Executives, the University of Pennsylvania

1999-National Honor Society- Sigma Theta Tau, Adelphi University.

2016- The Professional Achievement Award –Chi Eta Phi Sorority-in recognition of significant scholarship, professional advancement, and contribution to Nursing

2016- 26<sup>th</sup> Annual Black Nurses Day Honoree –for outstanding service to the Nursing Profession. Harlem Hospital Center.

2018- Mabel Keaton Staupers Award- for exceptional leadership in Professional Nursing Development and Results- growth-oriented.Bronx, NY

2019-Engaged Teaching Fellowship, Montclair State University

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## PRESENTATIONS

Joseph, Y. (June 1990). *Mother-Baby Care Implementation Strategies*. Presented at the March of Dimes Annual Conference, NY, NY

Joseph, Y. (May 1998). *Nurses Cry Too*. Presented at the Brooklyn Methodist Hospital Annual Perinatal Conference, Brooklyn, NY

Joseph, Y. (June 2005). *You Are What You Eat*. Presented at the Christ Fellowship women's Ministry Annual Meeting, Fort Lauderdale, FL.

Joseph, Y. (September 2008). *Perinatal Loss: Strategies for Caregivers*. Presented at the National Birthing Project Training and Meeting. St Louis, MO

France, M., Joseph, Y., & B. Kawecki (June, 2009). *South University Nursing Students Explore Learning Gaps through Simulation*. POSTER presentation at the 8th Annual International Nursing Simulation/Learning Resource Centers Conference, St. Louis, Missouri

Joseph, Y. (2012, March). Critical thinking skills of BSN nursing students using simulation. Presented at the Drexel University Simulation in Healthcare Conference, Fort Lauderdale, FL

Joseph, Y. (2012, September). *Managing Perinatal Events*. Presented at the Queens Hospital Center Perinatal Units, Queens, NY.

Joseph, Y. (2021, July 12-16) Implicit Bias, Caring and Student Nurses. Presented at the American College of Surgeons Quality, Safety Conference.

Joseph, Y. (2021, June). Implicit Bias, Caring and Student Nurses. Presented at the Conference for Academic Research in Education

Joseph, Y. (2021). Implicit Bias, Caring and Student Nurses. Presented at the Nursing Diversity Conference 2021

Joseph, Y. (2022, April). Implicit Bias, Caring and Student Nurses at the 7<sup>th</sup> Annual Cultural Institute Conference, San Antonio, Texas.

Joseph, Y. (2022) Debriefing, Where the Learning Happens, SUN Conference, Houston, Texas

Joseph, Y (2023) Presenting in (June) Debriefing Where the Learning Happens, at the INACSL International Conference in Providence, R

## **CONFERENCES ATTENDED**

2021-American College of Surgeons Quality Conference

2019- SUN Conference at Mohegan Sun, CN

2019- Medical Conference, Havana, Cuba

2018- Beyond the Comfort Zone, MSU Online

2016- Leapfrog Group Annual Meeting and Awards Dinner, Washington, D.C

2015-2016- Press Ganey Associates National Client Conference, Orlando, FL

2015- The Joint Commission Update Conference, New York, NY

2015-2016. The Advisory Board Nurse Executive Fellowship Program, New York, NY

2014- American Organization of Nurse Executives (AONE) Annual Meeting, Orlando, FL

2012- Drexel University Simulation in Health Care Conference, Fort Lauderdale, FL

2011- Women's Health Conference, West Palm Beach, FL

2009- Simulation in Health Care Symposium, St Louis, MO

2021-Racial Cultural Microaggressions in Nursing Education and Practice, NSNA virtual conference

## **SERVICE ACTIVITIES**

Palm Healthcare Foundation

Haitian Nurses Association

League of Extraordinary Black Nurses

Board-Advisor-Member West Palm Beach Haitian Nurses

Association Christ Fellowship Parish Nursing Committee

Birthing Project, West Palm Beach,

American Heart Association

March of Dimes Advisory Committee



Susan Komen Race for the Cure Walks  
Palm HealthCare Foundation Nurses Dinner  
Committee

Christ Fellowship Health Fair

**UNIVERSITY SERVICE:**

University Research Committee

Clinical Simulation Advisory Committee- Chair

Research of Interdisciplinary Global Studies (RIGS)

Search Committees- Administrative Assistant, Instructional Design  
Technician, Faculty for Behavior Health, Medical Surgical Nursing

Nursing Faculty Nursing Now, Chapter organizer and facilitator

Stop the Bleeding Organizer and Facilitator at Montclair

State University Faculty Student Affairs Committee

Office of Faculty Affairs Committee Advisory board

African American Caucus- Professional

Development Committee Simulation Certification

Committee- Chair

West Orange Department of Health vaccination initiatives

Sigma Theta Tau- Planning committee member

University Grade Grievance Committee

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