

SUMMER 2005

ROCHESTER NURSING

UNIVERSITY OF ROCHESTER MEDICAL CENTER

TODAY

Community-based research:

Improving
nursing practice
through strong
community ties

Page 13





ON THE COVER:

The Health Improvement Project for Teens, launched by Dianne Morrison-Beedy, PhD, RN, FNAP, WHNP, fosters health education, motivation and behavior skills to improve health for adolescent girls.

Do not go where the path may lead, go instead where there is no path and leave a trail.

— RALPH WALDO EMERSON

MESSAGE FROM THE DEAN



Forty years ago, an anticipated shortage of primary care physicians inspired a trailblazer. With vision and wisdom, Loretta Ford, a public health nurse, collaborated with Dr. Henry Silver, a pediatrician, to create an advanced educational program to expand and empower the registered nurse's role in health care delivery, and the nurse practitioner was born. Overcoming initial resistance, nurse practitioners today serve in a wide variety of community health roles, providing quality patient care and working diligently to close gaps of disparity in access to services people need to be healthy.

"Nurse practitioners have become embedded in every aspect of health care," School of Nursing Dean Emerita Loretta Ford, EdD, FAAN, recently told readers of *Nurse Practitioner World News*. "In a great sense, nurse practitioners have transformed the profession of nursing."

That transformation would not have occurred without Loretta's wisdom, drive and tenacity. While her initial programs to train nurse practitioners were focused on pediatrics, nurse practitioners today have a 40-year track record of providing accessible, competent, cost-effective health care.

Leadership that transforms our profession has long been a hallmark of the School of Nursing. We are proud to build on that foundation by expanding the innovative programs we've begun over the last several years and exploring new opportunities. In this issue you'll read about how we are preparing for the next wave in nursing education: the Doctorate of Nursing Practice. Building on our position as a leader in nursing education, a committee of talented faculty members, led by Daryl Sharp, PhD, RN, CS, NPP, is exploring ways in which our School might address future needs of nursing professionals who are devoted to translating the best evidence-based information into care that meets patient needs (see story on page 13).

Much of what we know about how to best care for people, we learn from extending our reach into the communities in which we live and work. Partnerships with community organizations are essential to informing our practice and educational initiatives. In this magazine's cover story, you'll read more about how some of our faculty members are doing just that.

Also, in this issue you'll learn about what is planned for this fall's reunion. We hope you will consider joining us this year to reunite with friends and colleagues, celebrate our successes, and share in the excitement that is literally "building" on the grounds of Helen Wood Hall as work on our expansion continues.

We are able to move forward, and "leave a trail," because of your continued enthusiasm and support. For that, we are deeply grateful.

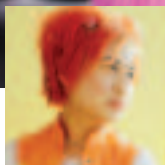
Sincerely,

Patricia Chiverton
Patricia Chiverton, EdD, RN, FNAP

COMMUNITY-BASED RESEARCH: Improving nursing practice through strong community ties

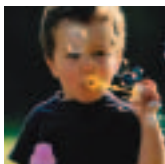


THEY ARE VULNERABLE:



ADOLESCENT GIRLS

at risk for sexually transmitted diseases or abusive relationships.



YOUNGSTERS

stifled by asthma with barriers to available treatments.



YOUNG MEN

isolated by gender issues, stigmatized by their differences.



NEW MOTHERS

juggling health issues for their children and themselves.

They are encounters for nurses that become rich opportunities for discovering ways to improve quality of life. With a goal of designing best practices to eliminate disparities in health care and improve outcomes, the School of Nursing's community-based research programs touch the lives of many who, in traditional medical settings, often slip through the cracks.

A SAFE ENVIRONMENT FOR GIRLS

At age 17, Heather was casual about having unprotected sex, unaware of how one encounter with an HIV-infected partner could ignite a trail of infection among unsuspecting people. “I can’t believe how fast HIV and AIDS can be passed,” she admitted. Involved in the discussion was Diana, age 15, who concluded, “It’s not worth the risk; I’m going to use condoms every time.”

Heather, Diana, and other adolescent girls are part of “HIP Teens,” a small-group intervention with girls that meets at Rochester-area community centers. HIP Teens, or Health Improvement Project for Teens, is a community-based research program aimed at girls ages 15 to 19, and led by Dianne Morrison-Beedy, PhD, RN, FNAP, WHNP, associate and Brody Professor and assistant dean for Research at the School of Nursing. Working as a women’s health practitioner for over 20 years, Morrison-Beedy saw a need for services specifically for teen girls. “Adolescent girls kept coming back for the same reasons — mainly contraception and sexually transmitted diseases — yet there were no specific programs targeted to them,” she says.

In response, and echoing similar concerns raised by the national health initiative Healthy People 2010, Morrison-Beedy launched a pilot study in Syracuse to improve HIV awareness and prevention in adolescent girls. The success of that pilot was the foundation for a five-year, \$3.4 million National Institute for Nursing Research (NINR) study, formally titled “Maintaining HIV Prevention Gains in Female Adolescents.”

HIP Teens is enrolling 640 adolescent girls in Rochester and its suburbs, recruited via community partnerships, and randomly assigning them to health improvement groups. Led by trained female facilitators, the groups meet at community-based facilities to foster health education, motivation and behavioral skills.

“There were no all-girl interventions in the community. No one has looked at adolescent girls or taken care of them as they deserve,” Morrison-Beedy says. “HIP Teens provides a safe, trusting environment where they can come and participate and establish bonds to support one another through the tough process of behavioral change.”

If the larger study’s results mirror the pilot as expected, this intervention could save lives and nurture promising futures for participants.

DIANNE MORRISON-BEEDY
(CENTER) USES LEARNING
GAMES TO HELP HIP TEENS
PARTICIPANTS TOWARD
BEHAVIOR CHANGES.



“We educate girls, provide behavioral skills training, role playing and communications skills, and motivate them to reduce their risk and concentrate on what they want to be in the future.”

—Dianne Morrison-Beedy

“What can we learn
that will advance care
of the underserved?”

Harriet Kitzman



“Small-group HIV risk reduction interventions, when guided by theory and offered in trusted community settings, have considerable promise for at-risk adolescent girls,” says Morrison-Beedy. “We educate girls, provide behavioral skills training, role playing and communications skills, and motivate them to reduce their risk and concentrate on what they want to be in the future.”

COMMUNITY-BASED MODEL

The creation of HIP Teens and its anticipated results illustrates a community-based model that is a hallmark of research at the School of Nursing. By the very nature of their practice, nurses — like Morrison-Beedy — reach out to the underserved in traditional health care settings, but are frustrated by barriers that prevent them from influencing long-term improvements in health and quality of life. For the School, recognizing community needs and desiring to make lasting changes translates into research opportunities that have an impact on improving community health.

“Research at the University of Rochester School of Nursing is a driving force in both education and practice because it provides endless opportunities for students and practicing nurses to advance science and discover innovative, evidence-based models of care,” says Harriet Kitzman, RN, PhD, Loretta C. Ford Professor of Nursing and associate dean for Research.

Though nursing research at the School had early roots in the work of faculty members like Josephine Craytor, RN, MS, and Marjorie Pfaudler, RN, MA, the creation of an autonomous School of Nursing in 1972 led to the inclusion of research as central to the School’s mission. Within a year, Dean Loretta Ford had seven doctoral-prepared faculty to support the School’s research objectives and gradually an infrastructure to support nursing research evolved. Through a Clinical Research Facilitation Grant, the School created a research office under the direction of newly appointed faculty member Madeline Schmitt, PhD, RN, FAAN, FNAP. Schmitt’s most recent role, from which she retired on July 1, is that of professor and Independence Foundation Chair in Nursing and Interprofessional Education and coordinator of the School’s PhD program (see story on page 10). In 1999, the School of Nursing embarked on an aggressive research strategic plan, bolstering its research infrastructure and resources and emphasizing strong mentoring from its senior faculty. Since the start of that plan, funding received for research and training has increased 500 percent, from \$400,000 in 1999 to \$2.96 million in 2003. Today, the School is ranked 13th in NIH research funding.

The School's research centers include the Center for Clinical Research on Aging and the Center for High-Risk Children and Youth. The Center for Clinical Research on Aging ranks among the nation's top four nursing schools in geriatric research, based on funding from NINR of the National Institutes of Health.

The overarching focus is on leveraging community partnerships to improve health for community members, according to Kitzman. "We think of ourselves as faculty who work with vulnerable, at-risk populations and, through our research, we ask: 'What can we learn that will advance care of the underserved?'"

"The School has a long history of community relationships and many of our faculty members have practices in the community and/or multiple connections that lead to their understanding of and commitment to meeting community needs," Kitzman says. "These connections have enabled the study and development of new models of care and practice in the community, models that guide nurses in providing care with a focus on self-management of health and illnesses day to day. Emphasis is on activities that are health promoting within the context of daily living in the community, preserving life and vitality during times of illness and dysfunction, ensuring access to and equality of health and human services, and developing opportunities that generate hope for a future."

PARTNERSHIPS YIELD RESEARCH OPPORTUNITIES

Those community/university partnerships are fertile with research opportunities for tomorrow's nurse-scientists, such as those currently enrolled in the School of Nursing's MS/PhD programs. The PhD program, opened in 1979, is closing in on its 100th graduate. The new MS/PhD program fast-tracks post-baccalaureate students in earning both advanced practice and research nursing degrees. A three-year Health Resources and Services Administration (HRSA) grant supports education related to the primary care of under-represented minorities and focuses on health disparities, bolstering students' clinical experiences and research ideas. Their practical work in community health centers reveals opportunities to participate in potential care improvements and research of interest to the centers.

"Our long-term goal for education in the nurse practitioner role, thanks to Lee Ford who developed the concept, was to respond to unmet community needs," explains Schmitt. "We started building research out of the experiences of our nurse practitioner programs," she says, citing examples such as Lorrie



HIP TEENS COULD SAVE LIVES AND NURTURE PROMISING FUTURES

Yoos' practice in pediatric clinics that lead to extensive asthma research (see page 6), and Marilyn Aten's work in maternal-child health that led to the development of the Rochester Adolescent Maternity Program for high-risk mothers in poor environments.

That tradition continues with newer faculty members like Margaret Carno, who is studying sleep problems in children, and PhD students like Rachel Kraus whose experience being clinically precepted at rurally-located Oak Orchard Community Health Center led to her assistance with a national research project on obesity prevention in children, a project in which Oak Orchard wanted to be involved but lacked the resources to implement. In another synergistic relationship, Ellen Volpe, a family nurse practitioner at Westside Health Services, located in Rochester's inner city, enrolled in the School's PhD program to develop research skills to use in her work at that center. Volpe, along with several other MS/PhD and PhD students, is involved in Morrison-Beedy's HIP Teen project. Care improvement and research opportunities are also being explored with St. Joseph's Neighborhood Center, which serves Rochester's uninsured and is a practice site for several School of Nursing faculty members.

"Interventions that are rooted in the needs of the community and delivered within multiple contexts have the potential to be more fully responsive to individual and family health as well as developmental needs," Kitzman says.

Though space constraints of this publication prevent us from publishing articles on every research project at the School, several examples accompany this story. For more information about research at the School of Nursing, please log on to www.urmc.rochester.edu/son.

One illness, many perceptions:

Providers and
parents see
asthma differently

LORRIE YOOS



You probably couldn't recite a list of Lorrie Yoos' asthma studies in one breath.

Lorrie Yoos, PhD, CPNP, professor of Nursing and Pediatrics, has studied childhood asthma since the early 1990s with a team of researchers that included Harriet Kitzman and Ann McMullen. Each new topic has emerged from the prior studies.

As a result of in-depth interviews with families of children with asthma, Yoos' current focus is on understanding factors that influence why so many children suffer from the symptoms of the disease despite the availability of effective treatments.

"We know how to treat asthma and know there should be good outcomes," Yoos explains. "We're searching for the disconnect that results in adverse outcomes, and it appears that it's based in the disparate views of the disease among families and health care providers."

Researchers looked at the Professional Model: how providers look at asthma, including the pathophysiology, treatment goals and medications, and compared it with the Parental Model.

"Children and their families view asthma very differently than their providers, and their understanding is influenced by myths about the disease," says Yoos. "The biggest discrepancy between parents and professionals is around treatment expectations, where parents' expectations may be more modest. A parent may perceive that a child living with asthma can expect to tolerate

some discomfort and breathing issues, where a provider sees that, with proper medication use, a child should be relatively free of symptoms."

Misconceptions about medications used to treat childhood asthma, like anti-inflammatories, also lead to different points of view among those caring for children with the disease. A physician may prescribe medication to be taken regularly, despite the presence or absence of symptoms, but a parent may hesitate to give a child medication when he is symptom free, even though the treatment would ultimately be more effective.

Yoos' team collected data from 228 families recruited from both inner-city and middle-class populations and is currently analyzing the data. Early information from the study resulted in an article, "The Language of Breathlessness," on the wide range of descriptions used by families and providers about asthma that will be published in an upcoming issue of *Journal of Pediatric Health Care*.

Overall, Yoos and her team hope to address the issue of why asthma medications are not used properly, identify health system barriers to caring for children with asthma, and raise health care providers' awareness of how to best assess and care for children with asthma.

SHELDON D. FIELDS



Preventing HIV/AIDS among an elusive population

Mention HIV and AIDS to Sheldon D. Fields, PhD, APRN-BC, FNP, and he'll say, "YEAH." That's Project YEAH, Youth Empowerment Around HIV.

Fields, assistant professor of Nursing and co-director of the School's Family Nurse Practitioner Program, is principal investigator and evaluator of Project YEAH, a HRSA Special Programs of National Significance (SPNS) program-funded five-year demonstration project aimed at engaging HIV-positive young men (age 13 to 24) of color, who have sex with other men, around the issues of HIV prevention, advocacy, education, medical services, outreach and testing.

"HIV prevention with this age group is truly my passion," says Fields, who came to Rochester in 2001 and became closely involved with a community-based organization doing AIDS/STD outreach targeting people of color in the community. Now president of the organization's board of directors, the Men of Color Health Awareness Project, Inc. (MOCHA)



is key to Fields' work as a community-based researcher.

His involvement with MOCHA inspired him to submit a grant proposal to HRSA for its SPNS program. In 2004, Fields was awarded \$1.5 million for a five-year project known as "The MOCHA Collaborative to Engage HIV Seropositive Young MSM (men who have sex with men) of Color," more casually known as Project YEAH.

"The grant has allowed us to expand MOCHA's services with staff, including two new peer youth specialists, who are working to develop best practices for this population," Fields says. "The project uses a three-pronged

approach, including interventions at the individual level, interventions at the group level, and a care collaborative structure to get HIV-positive young men into care and make the system less intimidating so they'll keep getting the care they need."

A family nurse practitioner, Fields also works with HIV clients as a clinician in a community-based health center, experience that he says "informs his research." An untiring advocate, he is continuously involved in outreach and education geared to HIV awareness and prevention, and is sensitive and nonjudgmental in his support of improving the health and lives of young men of color at risk for HIV/AIDS.

MARGARET H. KEARNEY



Delving deeper to influence health improvements



It's an issue women of childbearing age know well: taking off those post-pregnancy pounds. For many women, it's a challenge; for some, it raises their risk for obesity and obesity-related illnesses. The answer, believes Margaret H. Kearney, PhD, RN, FAAN, lies in understanding complex health behaviors and the difficult decisions and lifestyle changes that have to do with health.

A women's health nurse practitioner with a background in maternity nursing, Kearney recently joined the School of Nursing as Professor and Doctoral Program Director. Her early research experience focused on babies born to crack-addicted mothers and, over time, she says she learned the importance of "the story behind the story."

"I talked with pregnant drug users and got a window into their world," explains Kearney. "They were treated poorly by health care providers." The experience led her to study the process of recovering from addiction and related issues, like domestic violence during pregnancy. "Recovering from drug addiction, like other recovery experiences, forces people to make big changes in the way they live their lives."

The experience enlightened her to two distinct and complementary research pathways: the topic of health behaviors and qualitative methods.

A topical study currently awaiting review for federal funding addresses postpartum weight retention with educational and motivational interaction between nurses and women in the study. Targeted to low-income women, the goal is to identify best practices for postpartum weight loss and weight management to prevent obesity.

Kearney's qualitative methods work focuses on distilling textual data from interviews and observations into qualitative information that can be applied in nursing practice. It will be a key focus in her faculty role, teaching the grounded theory method to the School's doctoral students.

Please see page 12 for more information on Kearney's appointment as Doctoral Program Director, succeeding Madeline Schmitt, who retired from that post on July 1.

MARILYN ATEN



A pplied research in a real-world setting

When funding was cut for the Rochester City School District's school nurse program, and 77 nurses faced the prospect of leaving their jobs and the students they serve, the community rallied to the rescue. For many children, especially the economically disadvantaged, school nurses are their only consistent link to health care services.

As a maternal-child nurse for more than 30 years, Marilyn Aten, PhD, RN, grew intimately aware of the need for better health care for families in poverty. Her work evolved into opportunities to make a difference for families in need, and schools were a logical place to reach those families.

Aten, an associate professor at the School of Nursing, has focused her research on prevention

of high-risk behaviors in children and youth, specifically sexual health and violence prevention. It turned out to be the foundation that prepared her for the challenge when the Rochester City School District asked the School of Nursing for help.

"This is an opportunity to fulfill a real community need and to apply our research and experience in a real-world setting," says Aten. "Our goal is to try and help people live healthier lives."

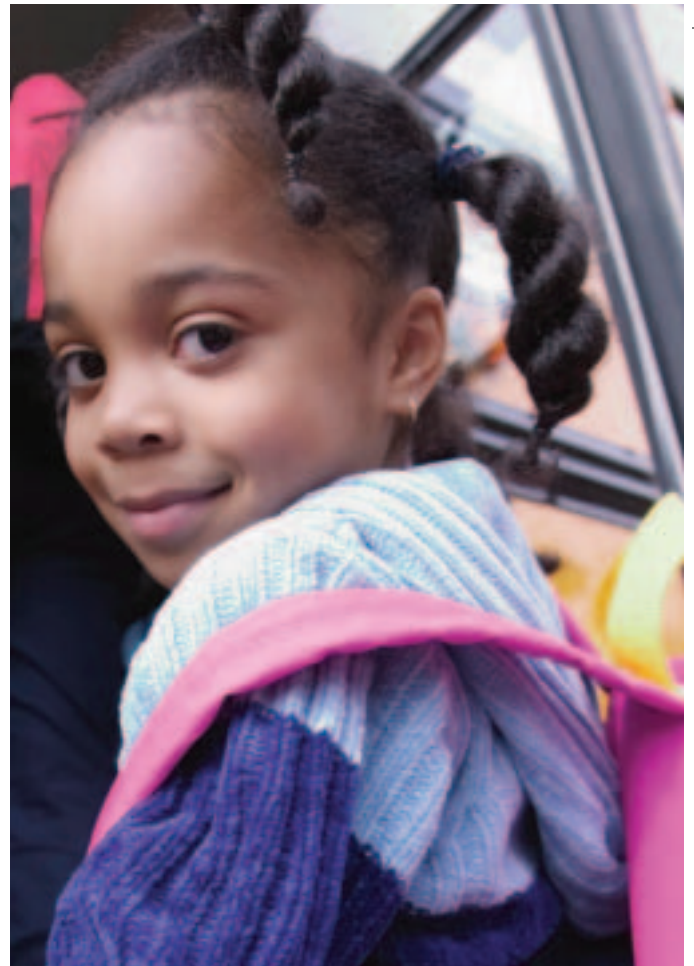
Aten leads the School of Nursing's research team that is working with Rochester school officials to develop a proposal for a comprehensive, integrated health program based on a model developed by the Centers for Disease Control. Aten and her team embarked on literature reviews, benchmarking with other districts, consultations with national experts and school visits to

develop a thorough assessment of the Rochester program, and a proposal for improvements.

"The District welcomed us as consultants and committed resources toward improving their health program, which resulted in thoughtful, productive meetings with leadership and staff, demonstrating their true commitment to serving the students and their families," Aten says.

Last April, Aten's team presented its preliminary report for improving health care services for the District's 74 schools and 37,000 students in pre-kindergarten through grade 12. She anticipates engaging dialog as the team works toward a plan to implement improvements.

"Our ultimate hope is that it will truly help the kids," Aten adds.





MADELINE SCHMITT

School of Nursing celebrates Schmitt's 34-year career



MADELINE SCHMITT AND ELAINE C. HUBBARD
TALK WITH GUESTS AT HER RETIREMENT RECEPTION.



ELIZABETH KELLOGG WALKER, MS '73 (LEFT)
AND CAROL HENRETTA, MS '62, EDD '94,
ENJOY CONVERSATION AT SCHMITT'S RECEPTION.

Just six months before the University of Rochester's nursing program became an autonomous School of Nursing, Madeline Schmitt, PhD, RN, FAAN, FNAP, signed on as acting assistant dean. Nearly 34 years and hundreds of accomplished graduates later, on July 1, Schmitt retired from her role as Professor and Independence Foundation Chair in Nursing and Interprofessional Education and coordinator of the School's PhD programs.

Rather than an ending, Schmitt considers her retirement an opportunity to redirect her energy and rebalance her life. Personally, she looks forward to spending more time with her children and grandchildren; all five of her grandchildren now live in the Rochester area. Professionally, she will focus on promoting and leveraging the potential of interdisciplinary health care education and delivery.

On May 10, surrounded by colleagues, friends and family, Schmitt's career was celebrated in what she describes as an "outpouring of affection that represents what the School is about: all of us at our best." It was a fitting tribute to an accomplished professional whose wisdom, enthusiasm and intelligence have left lasting impressions on the School of Nursing.

CAREER, PROGRAMS EVOLVE

When hired by the University of Rochester in January 1972, Schmitt was working on her PhD dissertation. She was appointed as the first administrator in charge of graduate programs when the School of Nursing became autonomous and Loretta C. Ford, EdD, RN, PNP, FAAN, was appointed dean. With Harriet Kitzman, RN, PhD, and other colleagues, Schmitt began developing the nurse practitioner program at the master's level. With federal support, she established the School's first Research Office, and served as interim division chair in the Health Restoration Program. In the late 1970s, she helped create the School's doctoral program, which graduated its first class in 1982. "We were part of the first wave of new doctoral programs in nursing in the 1970s," Schmitt says.

During her tenure, she developed the master's core course focused on social and behavioral concepts and theories fundamental to nursing. She developed an innovative Applied Theory of Small Groups course required, for a time, of all master's students. In a recent email Susan Lee Grover, PhD, RN, who took the course in the late 1970s, said, "I can remember vividly all the groups that we ran. I do have very fond memories of the groups – it really gave us all hands-on experience with the content you taught." Schmitt created and taught the elective, Nursing and the Humanities, as well as Research Programs, required in the doctoral program and a model course for nursing doctoral programs across the country.

ON MAY 10, ALUMNI AND FRIENDS OF THE SCHOOL CELEBRATED MADELINE SCHMITT'S RETIREMENT IN THE EVARTS LOUNGE, HELEN WOOD HALL.



A nurse-sociologist, Schmitt's research passion is focused on interdisciplinary health care delivery models and interprofessional education. Her research team has created a variety of instruments used in interdisciplinary education and research. Working collaboratively with colleagues, she's earned research funding throughout her career focused on interdisciplinary teams and collaborative practice, primarily in geriatric and ICU settings.

In the early 1970s, as part of a ground-breaking project designed by renowned geriatrician T. Franklin Williams, MD, in partnership with the School of Nursing's Nancy Watson, RN, PhD, Schmitt systematically studied the outcomes of interdisciplinary team delivery in a randomized trial of care for institutionalized elders.

Her passion to understand the impact of interdisciplinary care on a variety of staff, patient and system outcomes and to foster interprofessional education will fuel her professional energy and be a focus for consultation activities in retirement, in addition to writing and grant work with School of Nursing colleagues. She is involved with colleagues from Canada and the United Kingdom in developing an international professional society focused on scholarship and research related to interprofessional education and collaborative practice, and will co-chair an international conference on these topics in London next April. She will continue to foster efforts to encourage diversity at the School and assist in forging more community partnerships.

Schmitt has been a fellow in the American Academy of Nursing since 1977 and is an elected member of the National Academies of Practice, which encompasses 10 different health disciplines.

"Though I am retiring from my tenured position, I will have as much professional work as I want to do and intend to be as supportive of the School as I can be," Schmitt says. She is pleased to leave the PhD and MS/PhD programs in the capable hands of its new director, Margaret H. Kearney, PhD, RN, FAAN (see profile on page 12). "The program has grown and I feel good about what I have accomplished, but it's time for a change. It is very easy for me to hand over something I've prided myself on nurturing to someone like Maggie. We've recruited someone who loves working with doctoral students."

ENCOURAGING OTHERS TO REACH HIGHER

Colleagues like Judith Gedney Baggs, PhD, RN, FAAN, and Mary Dombeck, PhD, DMin, RN, shared fond memories of their years working with Schmitt, acknowledging her mentoring and support.

"Mattie has been exceedingly kind to me in my academic life," says Baggs. It began when she let me dig through her cardboard box of articles relevant to interdisciplinary work, a topic of interest to both of us, and make all the copies I wanted. She also gave me the germ of the idea that grew into my dissertation study of ICU nurse-physician collaboration in decision-making. When I completed my doctoral work, Mattie essentially gave me a post-doctorate, working with me closely as I developed my early research proposals, conducted the studies, analyzed the results, and published. Since that time she has been a co-investigator on all my research, bringing her wisdom and insight to bear on multiple issues. We have a book contract and multiple articles planned into the future. In addition to the research support, Mattie has been a source of wise political advice to me in my role as associate dean."

At Schmitt's retirement party, Dombeck shared a story of how Schmitt's prodding spurred her to push herself further. "She is a mentor who raises the bar very high for her mentees," Dombeck says. "Through her mentorship, I was determined to pursue doctoral studies. I took courses in two different programs...it was clear to me that I was interested in both but I needed counsel on which to choose." Dombeck sought Schmitt's advice only to hear the answer, "I think you should do both." "I spent the next few days in stunned silence as I realized how right she was," Dombeck recalls. "And then began the challenging plan to do exactly what she suggested."

"Mattie's contributions to the School of Nursing are immeasurable," says Dean Patricia Chiverton, EdD, RN, FNAP. "Her impact on this School's development and progress over the last 34 years is evident every day in the excellence of the programs she's worked hard to develop and in the quality of work of the nursing professionals whose lives she's touched along the way. While her daily presence at the School will be missed, we are thrilled that she plans to continue some professional work in her retirement, and we extend our deep gratitude and sincerest wishes for the happy, fulfilling retirement she has earned."

School of Nursing welcomes new faculty

*Margaret-Ann Carno, PhD, MBA, RNC, CCRN
and Margaret H. Kearney, PhD, RN, FAAN*



Margaret-Ann Carno, PhD, MBA, RNC, CCRN, has been named an assistant professor of Nursing and Pediatrics at the School of Nursing.

Carno earned her bachelor's and master's of science and MBA from Syracuse University, and her PhD from the University of Pittsburgh. She has worked as a pediatric intensive care unit nurse since 1989, serving in positions at SUNY Upstate Medical Center, Children's Hospital of Pittsburgh, and Golisano Children's Hospital at Strong.

Her clinical work spurred her research interest in sleep in acutely ill and chronically ill children. With a team, which includes Heidi V. Connolly, MD, from the department of pediatrics and others from the University of Rochester Medical Center, she is conducting studies in children of all ages. Current studies include using earplugs in the pediatric intensive care unit as a way to improve sleep in critically ill children, and heart rate variability in overweight children with obstructive sleep apnea syndrome (OSAS). She is also working on a study with Connolly on the efficacy of adenotonsillectomy in overweight children with OSAS. Finally, Connolly assists the Cleft and Craniofacial Center led by John A. Giroto, MD, with a study examining the incidence and symptoms of OSAS in children who have undergone cleft palate repair. In addition to her research, Carno will be teaching at the master's level and in the RN/BS program.



Margaret H. Kearney, PhD, RN, FAAN, has been appointed as Independence Foundation Professor of Nursing and director of the PhD and MS/PhD Programs at the School of Nursing. She succeeds Madeline Schmitt, PhD, RN, FAAN, FNAP, who retired from directing the Doctoral Program in July (see story on page 10).

Kearney earned a bachelor of arts in Religion and Anthropology from Marlboro College (VT) and a bachelor of science in Nursing from Columbia University before working 11 years as a nurse at Dartmouth Hitchcock Medical Center. She returned to school to complete a master's in education at Plymouth (NH) State College and a master's in Ambulatory Women's Health Nursing at Boston College. Kearney moved to San Francisco where she pursued a PhD in Nursing at the University of California while working as a nurse practitioner and research associate. She joined the School of Nursing faculty at Boston College in 1993 and rose to the rank of chair of Maternal-Child Health at the College's William F. Connell School of Nursing, where she served until accepting the appointment in Rochester.

Kearney also serves on the National Institute of Nursing Research's study section that reviews training grants, and the National Nursing Advisory Council for the March of Dimes.

DARYL SHARP



School explores development of DNP curriculum

Keeping abreast with trends in nursing education, Dean Patricia Chiverton, RN, EdD, convened a committee in 2004 to explore the desirability and feasibility of developing a Doctor of Nursing Practice (DNP) at the School of Nursing.

At least 50 schools of nursing across the country report they are actively exploring the development of DNP programs, and a handful are already enrolling students, according to DNP steering committee chair Daryl Sharp, PhD, RN, CS, NPP.

Consistent with the American Association of Colleges of Nursing position statement on the practice doctorate, societal trends create an impetus for a new level of practice in nursing. "Though several practice-focused doctoral programs have existed for years, this practice doctorate will prepare practitioners to critically evaluate the evidence base for care and to facilitate the translation/integration of research into clinical practice. It will provide another level of expertise beyond what we currently have and equip nurses in a more sophisticated way so they can become more conversant and help bring or strengthen the voice of patients at the health system and policy table," Sharp says.

The DNP would be recognized as the degree of the expert practitioner of nursing, the PhD for the nurse scientist, and other doctoral nursing degrees would be phased out. "It is a reflection of the developmental evolution of the profession and not an indication of shortcomings in current master's programs," says Sharp.

Creating the DNP degree also provides parity with other health care professions, such as physicians, pharmacists and physical therapists. Advanced practice nursing programs are nearly twice the length of master's programs in other disciplines and almost equivalent to the credits required for doctoral study.

"It's clear that, on a national level, the DNP concept is taking off," Sharp says. "It provides a vision of where nursing needs to go and is the next big development in the nursing profession. As a committee, our role is to look at how we are going to have a strong voice at the table as nursing responds to societal trends that impact health care."

Those trends include the shift toward an information society, an aging and more diverse health care consumer, the complexity and chaos of the health care delivery system, health care workforce shortages and increasing educational demands.

AACN predicts that DNP will be required credentials for nurse practitioners, clinical nurse specialists, nurse anesthetists and nurse midwives by the year 2015.

"It's not a question of *if*, but *when* this happens, and our committee is charged with exploring whether we are in a position to be at the head of the pack, helping to create the template for it. Input from faculty and from practitioners caring for patients will be instrumental in determining the School's direction with regard to this," says Sharp.

The design committee is working through the summer to create a potential curriculum for consideration by a faculty forum, as the next step in the decision-making process for the School.

"We are well positioned to make a substantive contribution to the design and structure of the practice doctorate in nursing," Sharp continues. "Given the pivotal roles Dean Emeritus Loretta Ford and the SON faculty played in catalyzing and guiding the nurse practitioner movement, as well as our long tradition of working within the unification model, we are especially well equipped to inform the continued evolution of advanced practice nursing via the DNP."

TOBIE H. OLSAN



DEMONSTRATION PROJECT PILOTS CNL ROLE FOR RNS

The School of Nursing is participating in a national demonstration education/practice partnership to pilot a new role for registered nurses called the Clinical Nurse Leader (CNL). The goal of the CNL partnership is to position nurses with a master's degree for expanded clinical leadership roles at the point of care delivery. Nursing faculty and nurse executives in 90 partnerships across the U.S. are pioneering the CNL initiative. Twelve schools are currently enrolling students in CNL programs.

The CNL is a third track in the School's Leadership in Health Care Systems Program, directed by Tobie H. Olsan, PhD, RN, CNAA, BC. The School is partnering with Strong Memorial Hospital and the Visiting Nurse Service to develop the CNL curriculum and the new practice models.

Prepared as a generalist with the skills to analyze systemic problems, the CNL will lead innovative efforts to improve health outcomes as a member of an interdisciplinary team. The major thrusts

CONTINUED ON PAGE 14

“Important advancements in nursing education can be traced to our School of Nursing, namely, baccalaureate education, advanced practice nursing, doctoral education, and accelerated second-degree nursing programs.”

—Tobie H. Olsan

of the CNL role are: knowing patients, communication, and lateral integration of care. The role will vary across settings, but common to all CNLs will be a focus on direct care and how that care can be improved to benefit patients or groups of patients with similar health problems.

“In many regards the CNL resembles aspects of other nursing roles, but those roles have changed over time and the nursing shortage has produced gaps in monitoring and managing patient care,” Olsan says. “Nursing is a large part of the solution to quality and patient safety problems in health care, but it is not just about the numbers of nurses. If we are going to enhance quality and meet the evolving needs of patients we have to raise the educational level of nurses closest to patients and restructure work environments to support the full scope of nursing practice. The CNL partnership puts nursing education and nursing practice on the same page. We are right where we should be — focused on the needs of patients.”

The first cohort of five to 10 CNL students will be admitted in spring 2006, pending NYS Education approval of the program. “The CNL is a demonstration initiative so we will introduce the role thoughtfully and work through the challenges of rethinking nursing education and practice in the 21st century,” Olsan says. “Over time we want to expand the program to include other practice partners.”

The SON program is targeted towards highly experienced and expert nurses prepared with a baccalaureate degree. Other CNL partnership models in the nation are being designed as first professional degrees and for graduates of accelerated nursing programs. At the completion of the program, graduates will be eligible to take the CNL certification exam offered by the American Nurses Credentialing Center.

“Important advancements in nursing education can be traced to our School of Nursing, namely, baccalaureate education, advanced practice nursing, doctoral education, and accelerated second-degree nursing programs,” says Olsan. “The CNL is an innovative approach to addressing the nursing shortage and increasing the level of education among nurses working in clinical settings. Our unification model philosophy commits us to providing rigorous professional education relevant to contemporary trends in health care, so the CNL is consistent with our mission.”

For additional information about the CNL, go to www.aacn.nche.edu or contact Olsan at (585) 275-5828.

RITA D'AOUST



**HRSA GRANT TO INCREASE
APNN ENROLLMENT
BOLSTERED BY CONSULTANTS**

Rita D'Aoust, MS, RN, received a \$870,000 HRSA grant for Post-Baccalaureate Entry to Nursing, to increase enrollment in the Accelerated Bachelor's Program from July 1, 2003 to June 30, 2006. Consulting with

D'Aoust in this effort are Joan Lynaugh, PhD, RN, FAAN, and Freida Outlaw, DNSc, RN, CS.

Lynaugh, distinguished alum of the University of Rochester School of Nursing, is a nurse historian and professor emeritus of Nursing at the University of Pennsylvania. She is working with our faculty to examine the trajectory of demands for nursing services in this country and the world. Specific attention will be given to the curriculum that prepares entry-level nurses to meet the emerging demands. Because of her historical/trends perspective on nursing education and health care, her experience in innovative programming, and her experience as chairman of the board of Philadelphia Visiting Nurse Service, Lynaugh will be particularly helpful to faculty needing assistance in transitioning to teaching basic generalist nursing at the post-baccalaureate level.

Outlaw, on leave from her position as associate professor of Psychiatric Mental Health Nursing at the University of Pennsylvania, is a nationally recognized expert whose academic activities, clinical practice, teaching and research is committed to the advancement of an urban agenda to improve the mental health and well being for poor, urban people of color. Outlaw currently directs health policy for the State of Tennessee, where she serves as assistant commissioner of Special Populations (Children & Youth, Forensics, Co-Occurrence, Geriatrics). Outlaw also serves as a national consultant to nursing education curricula and brings many insights related to the defining elements of cultural competence to assist in organizing a framework for teaching and evaluation. Her perspective on cultural competence from a provider-patient perspective and from a health care systems perspective is invaluable and particularly helpful in identifying the kinds of learning experiences that facilitate the development of cultural competence at the individual and system levels.



Strong receives \$1.3 million grant to transform ICU nursing

Strong Memorial Hospital has received a five-year, \$1.35 million grant from the Department of Health and Human Services to get more nurses into intensive care units, train them better, and create better systems for patient care and career

development. It is the largest grant the hospital's Nursing Department has ever received. Strong was among 38 hospitals selected from 336 applicants nationwide.

Traditionally, new nursing graduates need to work a year or more in a general care unit before beginning preparations to work in the more specialized, high-tech realm of an ICU. With this grant, Strong is establishing a rigorous, six-month orientation for new graduates to learn the technology and procedures for saving lives in a critical-care setting. As many as 24 new nurses a year can be trained under the grant, preparing them much more quickly for work in ICUs.

"On top of the national nursing shortage, there's definitely a huge shortage of nurses in critical care," says Nancy Freeland, RN, MS, CCRN, education coordinator for the grant. "Now, with the grant, we'll be able to recruit nurses into critical care nursing sooner, and they'll be expertly trained and mentored throughout."

With some of the grant money, the Nursing Department is buying computers for on-line learning and will purchase high-tech simulators so nurses can practice patient care without affecting real patients. The simulations will allow nurses to get focused, hands-on experience — the kind that typically would require much more time while already working in an ICU.

"They'll be getting much more advanced development of assessment skills," says Freeland. "They'll learn more about picking up subtle changes in a patient's condition, which can help them anticipate problems and be ready to respond more quickly."

The grant's co-directors, Gail L. Ingersoll, EdD, FAAN, FANP, director of clinical nursing research, and Judith Baggs, PhD, RN, FAAN, associate dean for academic affairs at the School of Nursing, see this as a chance to develop innovative ways to recruit and retain highly skilled nurses. Senior staff and leadership will receive advanced educational training, keeping them up-to-date with the latest ideas and

Strong was among 38 hospitals selected from 336 applicants nationwide.

approaches to care and management. National standards and best-practice guidelines will be applied to improve care delivery in the ICUs, and experts in education, research and administration will link with ICU nursing staff and management. Targeted recruitment of minorities will help increase diversity of the hospital's work force.

Mentoring will be a major component of the new program. It's vital, says Freeland, because nurses faced with the pressures and demands of critical-care nursing can "get lost" without support and guidance from more experienced workers. The grant will help pay for staff for formalized mentoring designed to retain nurses — just as important, Freeland notes, as recruiting nurses.

Likewise, career development and continuous learning opportunities are built into the new program. Grant money is available specifically for nurses to continue their education.

ACT II grant could yield quality improvements

The University of Rochester Medical Center was among the first five of 12 teaching hospitals selected to participate in a pilot project to determine whether students and residents in health-profession curriculums can implement projects to improve the quality of patient care.

Achieving Competence Today (ACT) II is a major national initiative to integrate quality content into graduate medical and nursing education. The program marries education and quality improvement leadership in academic health centers, joining nursing and medical students and residents to design a quality improvement project to be implemented by their affiliated teaching hospital.

Madeline Schmitt, PhD, RN, FAAN, FNAP, professor and Independence Foundation Chair in Nursing and Interprofessional Education and coordinator of the School's PhD program, and Robert Panzer, MD, chief quality officer for the University of Rochester Medical Center, are co-principal investigators for the project.

The grant is sponsored by the American Association of Colleges of Nursing, the American Association of Medical Colleges, and the Robert Wood Johnson Foundation Funded Partnership for Quality Education.



NIH awards \$1.4 million grant for four-year palliative care study

In more and more hospitals across the country, patients turn to palliative care specialists to provide relief from pain, help in making difficult medical decisions and support for their families and those who care for them.

How well do these services work? What barriers inhibit these services in a hospital and what assists their delivery?

A team of researchers, led by Sally Norton, PhD, RN, assistant professor at the School of Nursing, has received a \$1.4 million grant from the National Institute of Nursing Research of the National Institutes of Health to investigate these and other questions.

"Palliative care consultations are a relatively new kind of health care service in the acute hospital setting," says Norton, the project's principal investigator. "The palliative care service model grew out of the hospice setting. That's a very different culture than a hospital."

The goals of the four-year project include analyzing the meeting of the two cultures and examining palliative care experiences from the perspective of patients, families, referring physicians and the providers of palliative care.

"We can explain palliative care in theory but we want to nail down how it is done, what works and what doesn't work," Norton says.

The study will give researchers and health care providers a better understanding of the evolving nature of palliative care, which will help develop more effective consultation in the acute care setting, Norton says.

Palliative care services for the seriously ill include managing pain and other symptoms, maintaining open communication between patients and health care providers and helping patients explore options for treatment.

This ethnographic study will involve intensive observation of palliative care services in hospital settings and detailed interviews. The work, which will begin in the fall, primarily will be conducted at the University of Rochester Medical Center.

The other investigators in the research project are: Judith Gedney Baggs, PhD, RN, associate dean for academic affairs at the School of Nursing; Madeline Schmitt, PhD, RN; Mary Dombeck, PhD, DMin, RN; and Timothy Quill, MD, head of the University of Rochester Medical Center's Center for Palliative Care and Clinical Ethics.

Faculty Kudos

Carolanne Bianchi, MBA, MS, RN, CRRN, instructor of Clinical Nursing, has earned the Dean's Teaching Award and the Faculty Hero Award, a peer recognition honoring individuals whose accomplishments, above and beyond their usual responsibilities, go largely unheralded and whose acts of good citizenship enhance the quality of life among the School of Nursing community. Bianchi is always willing to lend a hand, making an extra effort to help APNN students, engaging others in planning and problem-solving, and generously assisting faculty who are teaching a course for the first time. She cheerfully, modestly, and energetically goes the extra mile.

Patricia Coleman, PhD, RN, APRN, BC, associate professor and a John A. Hartford Foundation Post Doctoral Scholar, received the 2005 American Geriatrics Society Promising New Investigator Award.

Rita D'Aoust, MS, RN, senior associate professor, was named the 2005 Italian-American Woman of the Year in two categories: Education and Healthcare/Medicine, by the Italian American Community Center.

Jeanne Grace, RNC, PhD, WHC, NP, professor of Clinical Nursing, received the Faculty Hero Award from the University of Rochester School of Nursing in fall 2004.

Harriet Kitzman, RN, PhD, associate dean of Research, professor of Nursing and Pediatrics, received the University of Rochester's Lifetime Excellence in Graduate Teaching Award for 2005, presented at the doctoral commencement ceremony on May 14. She also will be inducted into the American Academy of Nursing in November 2005.

Margaret Lash, RN, MS, ANP, research nurse, won the University's 2004 Creative Excellence Award for her photograph titled "Off His Rocker." Lash, celebrating 15 years of service, is an RN in the Center for Clinical Research on Aging at the School of Nursing and the Consult and Transfer Center at Strong Memorial Hospital. Her first professional article, "My Most Unforgettable Patient," published in *Nursing* 2005, received a second-place Narrative Award. During a trip to New Orleans for the awards presentation, she was drawn to a rocking chair on the sidewalk and quickly snapped the photograph that was the inspiration for her award-winning photo.

Diane Mick, PhD, RN, CCNS, GNP, assistant professor; **Dianne Morrison-Beedy, PhD, RN, FNAP, WHNP**, associate professor and Brody Professor; and **Tener Veenema, PhD, MPH, MS, CPNP**, associate professor, were recently inducted into the National Academies of Practice.

Dianne Morrison-Beedy, PhD, RN, FNAP, WHNP, associate professor and Brody Professor, received the 2004 Distinguished Nurse Researcher Award from the New York State Nurses Association for her work with HIV and high-risk children and youth.

Ann H. McMullen, RN, MS, CPNP, associate professor of Clinical Nursing, received a Professional Advancement Award from the Upstate New York Chapter of the National Association of Pediatric Nurse Practitioners in May 2005. She also received the Distinguished Contributor Award from the Cystic Fibrosis Foundation, Rochester Chapter, in November 2004.

Bethel Ann Powers, RN, PhD, professor of Nursing, published *Nursing Home Ethics: Everyday Issues Affecting Residents with Dementia*, named Book of the Year by the *American Journal of Nursing*. Powers also received the Edna Stilwell Writing Award for Best Article of the Year, published by Slack, Inc. "The Significance of Losing Things for Nursing Home Residents with Dementia and Their Families" was published in the 2004 Gerontological Society of America meeting in November 2004.

Charlene M. Smith, MEd, MS, WHNP, BC, assistant professor and director of Education for Highland Hospital, received the NYONE Best Practice Regional Award in June 2005 for the design of an online Orientation Program for Per Diem and Temporary Nurses. She was also elected to the Rochester Regional Library Council Board of Trustees in June 2005.

Nancy Watson, PhD, RN, associate professor, received the John A. Hartford Geriatric Nursing Practice Research Award (Senior Investigator) in 2004.

Congratulations to the following recipients of the 2005 Faculty Awards:

Amy Karch, MS, RN – *The Professional Advancement Award*, recognizing a faculty member whose activities in the local, regional, or national community serve to promote the image and the reality of professionalism in nursing.

Patty Coleman, PhD, RN, APRN, BC and **Daryl Sharp, PhD, RN, CS, NPP** – *Promising New Investigator*, honoring faculty whose beginning research is competitively acknowledged as scientifically rigorous, theoretically sound, and significantly promising to the advancement of nursing.

Sally Fletcher, MSN, APRN, BC and **Kathy Rideout, EdD, RN**, associate professor – *Outstanding Faculty Colleague*, honoring faculty whose help and guidance are frequently sought by individuals to enhance the quality of their endeavors in education, research, and/or practice.

Rita D'Aoust, MS, RN – *Scholarly Practitioner*, recognizing a faculty member whose activities have made a great impact on improved clinical practice through scholarship and whose outstanding experience and leadership are recognized by patients, staff nurses, nurse faculty and physician colleagues.

At print deadline, the above list was inclusive of all University of Rochester School of Nursing faculty awards and recognitions.

CLASSNOTES

1960s

Patricia A. High Gorzka (B '61), associate professor and the manager of the Nursing Continuing Education Program at the University of South Florida won the Health Care Educator Award, recognized among the Tampa Bay Business Journal's "Health Care Heroes."

Diane Mason Jansen (N '63) was honored by the Christian Medical Society of Honduras for her "years of service in the medical projects to the needy people of Honduras."

1970s

Christine Thurber Streeter (BS '72, PNP '72, MA '74) is a pediatric nurse practitioner for Sweetser Children's Services, Saco, ME. She also serves as a trustee of Planned Parenthood of Northern New England. She lives with her husband in Falmouth, ME.

Sue Griffey (formerly Brechin) (B '73) remarried in 2003 to John Oetting, a satellite communications scientist at Johns Hopkins Applied Physics Lab, and moved to Columbia, MD. She continues as vice president for Technical Operations at JHPIEGO, an affiliate of Johns Hopkins University, which works on women and family health in international settings. In addition, she designed an innovative course she conducts several times a year for US-based health professionals who want to do international development work.

Jean D. Brown (BS '75, MS '77, PhD '91, MSF) was among 15 to receive the University of Buffalo's Chancellor's Award for Excellence in Teaching, honoring those who consistently demonstrate superb teaching at the undergraduate, graduate or professional level. An associate professor in the School of Nursing, she studies nutrition-related cancer-symptom management and was a member of a panel established by the American Cancer Society to assess the scientific evidence and best clinical practices relating to nutrition and physical activity after a cancer diagnosis. Brown has received numerous awards, among them the Sustained Achievement Award from the Exceptional Scholar program at UB, the Susan Baird Excellence in Writing Award in Clinical Practice from the Oncology Nursing Society's Publishing Division, the Distinguished Nurse Researcher Award from the

Foundation of the New York State Nurses Association and the Dean's Excellence in Teaching Award from the UB School of Nursing.

Jean J. Mason (FLW '78), Robert Wood Johnson Fellow, is a retired Professor of Nursing and Family Nurse Practitioner.

1980s

Fran London (BS '86, MS '90) works as the health education specialist at Phoenix Children's Hospital and has published two books on patient education: *Patient Education in Health and Illness* (Lippincott Williams and Wilkins) with S.H. Rankin, K.D. Stallings and F. London; and *No Time to Teach? A Nurse's Guide to Patient and Family Education*, Vol. ISBN 0781-71644-6 (Lippincott Williams and Wilkins), also available in Korean and German. Her mental health nursing education and experience taught her the importance of the healing power of humor, leading to another book, *The Laughing Buddha Box* (Chronicle Books), whose audience extends beyond nursing.

1990s

Patricia VanMetter (BS '91) is working as a nursing administrator. Her children have completed college; one is in graduate school in Paris, France, another will begin next fall. Her eldest son is an ICU nurse in Oregon.

Kelly Murray (MS '94), an Ob/Gyn nurse practitioner, joined the NP team at the Purdue University Student Health Center after seven years in a busy Ob/Gyn private practice. Her daughter Teryn was born in June 1998, and her husband Dave enjoys working at our undergrad alma mater and attending college football games. She continues to enjoy traveling with former classmate **Kathy Beare-Haugh** (MS '94).

Jerome D. Pfaller (BS '99) is the proud father of Ryan Louis Pfaller, born on May 17, 2004.

2000s

Elizabeth Beauvais (BS '02) completed a master's degree in the neonatal nurse practitioner program at Duke University and plans to take a year off before finishing her post-masters in the pediatric nurse practitioner program. Beauvais took a faculty position with the University of North Carolina where she works as a neonatal nurse practitioner.

Rebecca Owens Charwat (BS '03) married James in January in the Bahamas and is expecting a baby in October.

Alumni Resource Directory

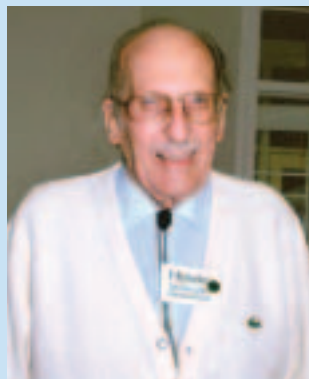
The School of Nursing Alumni Association would like to establish an Alumni Resource Directory. The directory would list alumni, by specialty, in different areas of the country that are willing to help current students with career advice and placement.

If you are interested in having your name and contact information included in this directory or would like to help establish this program, please contact Dianne Moll, assistant director of Alumni Relations, at (800) 333-4428.

Thank you for your consideration!

OBITUARY

Howard A. Spindler, MD (M '38, R '43)



Long to be remembered as "a special friend to nurses," Howard A. Spindler, MD, died of cancer on December 23, 2004 at the age of 91. "Howard's career touched the lives of so many people, and generations of nurses have shared stories about how wonderful he was to work with," recalls School of Nursing Dean Patricia A. Chiverton, EdD,

RN, FNAP. "Since I became dean, Howard was in the audience for nearly every major function. His support and presence at the School of Nursing will be missed."

Family and friends remember Spindler, an obstetrician/gynecologist who delivered more than 8,000 babies during his medical career, as a compassionate, skilled physician. In addition to his private practice, Spindler was a clinical professor at the University of Rochester. He became a pioneer in the use of natural childbirth in Rochester and was known for his personal approach to the practice of medicine. In 1987, Strong Memorial Hospital honored him by naming its newly renovated obstetrics unit the Howard A. Spindler Birth Center.

Spindler was born in Rochester and earned his bachelor's and medical degrees from the University of Rochester. After a year as a resident at Vanderbilt University, Spindler returned to Rochester to complete his residency at Strong.

He was predeceased by his wife, Barbara (Smith '42), whom he met while she was a student at the School of Nursing. In 1942, after the Japanese attack on Pearl Harbor, Spindler joined the Navy and spent four years on the USS Cotten. After the war he returned to Rochester where he and Barbara raised three children, Howard, Kathryn and Jacqueline. He is also survived by eight grandchildren and six great-grandchildren.

The School of Nursing is grateful to the Spindler family for designating gifts in Howard's memory to the Barbara Smith endowed scholarship fund. The fund supports Barbara Smith Spindler Scholars in their pursuit of health care careers, following the legacy of Howard and Barbara Spindler.

ALUMNINEWS

Graduation 2005

The Class of 2005 of the University of Rochester School of Nursing celebrated Commencement on May 15, 2005, at the 300 East River Road Auditorium.



2005 Regional Events



"When You Are A Nurse... The Possibilities Are Endless" was the topic on April 14, 2005, at the School of Nursing's Alumni and Friends Lunch-N-Lecture. Sponsored by Med-Scribe, Inc., this program was presented by Pamela C. Smith, MS, RN, ANP, director for the Center of Lifelong Learning.



Dean Patricia Chiverton, EdD, RN, FNAP, and the Dean's Advisory Council hosted an Alumni & Friends Brunch on February 26, 2005, at the Hyatt Regency Coconut Point, in Bonita Springs, Florida.

Upcoming 2005 Events

Carol Brink Reception

September 20

3-5 p.m.

Call (800) 333-4428 for information

Alumni Weekend

September 22-24



Dean Patricia Chiverton, EdD, RN, FNAP, and Patricia Witzel, RN, MS, MBA, chief nursing officer and associate dean for practice, hosted a nurse practitioner reception in March, "Living the Legend, Preserving the Legacy," honoring Dean Emeritus Loretta C. Ford, EdD, RN, PNP, FAAN, FAANP.

A charitable gift annuity ... safe, secure, satisfying.



Known by her classmates as “Scottie,” Elaine Scott Sewell ‘48, and her husband John recently chose to support the School of Nursing’s Future of Care Campaign by establishing a charitable gift annuity.

“I would give anything for the training I received at the School – it has been useful all of my life,” Scottie commented.

“I thought it was a good idea to support the Campaign but wasn’t sure how we could do it. Actually, my husband spearheaded our contribution because he wanted to be sure that Helen Wood Hall continues, since that is where I lived at the time we met. He was a resident in surgery at Strong Memorial Hospital and I was a student in the Cadet Nurse Corps.”

A personalized illustration demonstrated to Scottie and Jack the following benefits of a charitable gift annuity:

- guaranteed payments for life
- current income tax deduction
- attractive annuity rate (currently 6.5% for an individual age 70)
- the satisfaction of supporting the School of Nursing.

A state-of-the-art auditorium in the expanded Helen Wood Hall will include a seat marked “Elaine Scott Sewell, Class of 1948” and a scholarship will assist future nursing students, in the name of this alumna who noted, “since I came to the Nursing Program on a scholarship, I should like to have most of my contribution go to the Scholarship Program.” Thanks, Scottie!

For more information on charitable gift annuities and other ways of giving to support the School of Nursing, contact the Office of Trusts and Estates at (800) 635-4672 or visit our Web site at www.rochester.plannedgifts.org.



CAROL ANNE BRINK

Carol Brink Fund supports geriatric education, research

The endowed Carol Anne Brink Fund in the School of Nursing's Center for Clinical Research on Aging will support a senior nursing scientist dedicated to geriatric nursing research and education. This fund will provide a permanent source of revenue for geriatric nursing for generations.

An alumnus of the School of Nursing, Carol Brink ('56, BS '62) is a pioneer in geriatric care and research. She completed the public health nursing administration program at the University of North Carolina–Chapel Hill in 1969. In 1972 she was one of the first to be certified as a medical nurse practitioner in an innovative program at Rochester taught and directed by Barbara Bates, MD, and Joan Lynaugh, PhD, RN. Brink subsequently worked as a faculty member in the School's Older Family Track of the new Family Health Nurse Clinician master's level program.

Brink's career began as a staff nurse for the Visiting Nurse Service of Rochester and Monroe County. Her years there made Brink keenly aware of the dilemmas involved in providing care to the chronically ill, homebound and elderly. That experience sparked a lifelong commitment to improving quality of life and quality of care to the aging.

Brink returned to the School's faculty in 1970 and eventually collaborated with Thelma Wells, PhD, RN to create a master's program in gerontological nursing, followed by years of research partnerships and faculty appointments devoted to issues in geriatrics and a focus on urinary incontinence.

"Carol's contributions to the School, today's students, and older persons are innumerable," says Nancy M. Watson, PhD, RN, director of the Center for Clinical Research on Aging. "Through this fund, Carol's commitment to finding new ways for nurses to meet the needs of older persons, their families and caregivers will continue to be realized."

A reception for the Carol Anne Brink Fund is planned for September 20, 3 to 5 p.m. at the Genesee Valley Club in Rochester. For information please call (800) 333-4428.

Dr. Jeremy Klainer Entrepreneurship Scholarship awarded

Jennifer Prutsman-Pfeiffer is the recipient of the Dr. Jeremy A. Klainer Entrepreneurship Award, provided from a fund established in honor and memory of Jeremy (Jerry) Klainer, a successful entrepreneur who chose improving health care as a focus of his work.

"We pledged the money to honor Jerry and give the Center a jump-start," his wife Pam Klainer says. "He always looked to support emerging entrepreneurship in places where it was not yet recognized. He saw nursing entrepreneurship as a way to help solve the need for affordable health care, believing that one way to fix our health care system was to empower nurses to make a difference in finding new and better methods for saving lives."

Prutsman-Pfeiffer won the award with her proposal entitled "Pathology for Paramedics and Emergency Services Personnel." She began her journey in entrepreneurship after attending "Entrepreneurship for Healthcare Professionals," offered by the School of Nursing. The award will assist Prutsman-Pfeiffer in bringing paramedics, emergency room staff, and rural hospitals an understanding of the disease process of patients in need of urgent care, in an innovate mix of both lecture and practical demonstration. The clinical-pathologic correlation will promote the continuing education of allied health professionals and enhance patient care.

The Klainer Scholarship Fund provides an annual award of merit to a current or former School of Nursing student who presents an outstanding business plan in concept and needs funding in order to finalize financial, intellectual property, or other matters related to the plan.

The University of Rochester School of Nursing's \$13.3 million comprehensive Future of Care Campaign



NEW ENTRANCE TO HELEN WOOD HALL

Campaign Update

Construction has begun for the new Loretta C. Ford Education Wing, the largest expansion in the School's 75-year history, created to meet the needs of the Future of Care.

This 28,000-square-foot addition will include:

- A 150-seat high-tech auditorium to facilitate distance learning
- Four large classrooms
- A student lounge/atrium
- A seminar room.

Construction is scheduled to be completed within a year. To date, \$7.3 million has been raised for the new Loretta C. Ford Education Wing with generous gifts from alumni and friends of the School.

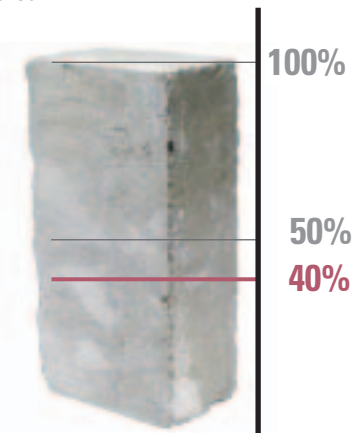
If you would like more information regarding purchasing a seat in the auditorium, or underwriting a classroom or lab, please contact Dianne Moll, assistant director of Development, at (800) 333-4428 or via e-mail at dianne_moll@urmc.rochester.edu.

To make a gift on-line visit our secure website at: <https://www.urmc.rochester.edu/development/gift/makeagift.cfm>.

Helen Wood Hall staff and faculty Campaign participation goal: 100 percent

In an effort to show support for their School, the staff and faculty at Helen Wood Hall have participated in monthly lunch events, purchased Future of Care pins, and donated to the Campaign. After just a few months, we have achieved 40 percent participation!

Thank you staff and faculty!



ABOUT US ...

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ROCHESTER NURSING TODAY
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The University of Rochester
School of Nursing joins the
School of Medicine and Dentistry for

Alumni Weekend

September 22-24, 2005

Celebrating reunions for the classes of:
1930, 1935, 1940, 1945, 1950, 1955, 1960, 1965
1970, 1975, 1980, 1985, 1990, 1995 and 2000.

Weekend Highlights:

- 40th Anniversary of the Nurse Practitioner Program Alumni and Friends Welcome Reception
- Tour of Strong Memorial Hospital
- 47th Annual Clare Dennison Lecture
- School of Nursing Awards Luncheon
- Class Pictures
- Loretta C. Ford Education Wing Update
- 50-year Club Breakfast
- Class Dinners

All Alumni and Friends of the School
are Welcome!

Optional Tours:

Memorial Art Gallery, Colonial Belle Boat Tour on the Erie Canal, George Eastman House, and City of Rochester Bus Tour

To receive a copy of the registration brochure, please contact Nicole Mason at (585) 273-5945 or via e-mail at nicole_mason@urmc.rochester.edu.