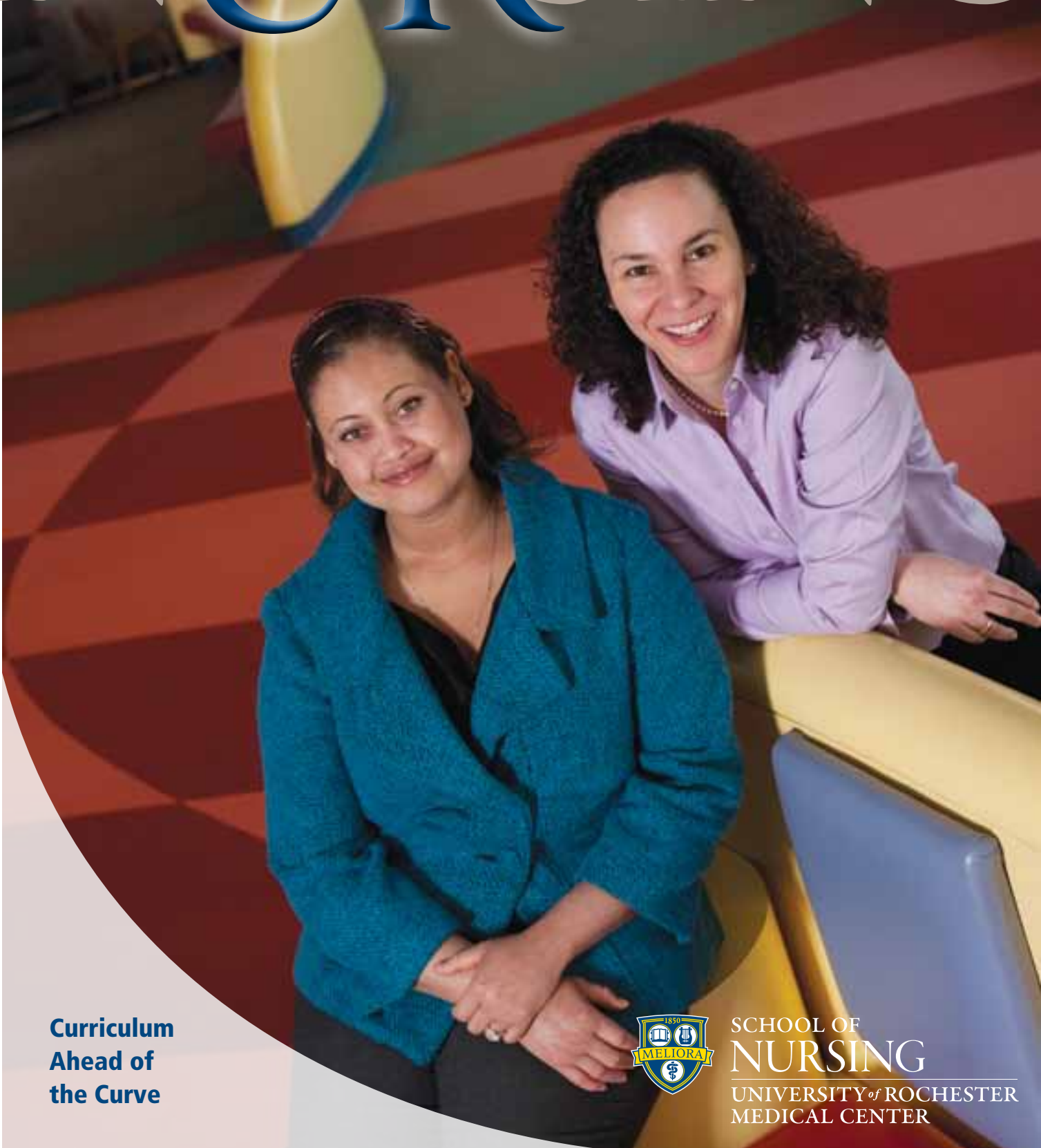


NURSING



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the Curve**



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We are very excited to invite you to check out the new online version of **NURSING**. This interactive companion piece launches with the publication of our spring issue and features all of the stories and news you find on the pages of the print edition, plus extra multimedia content and links. Wherever you see our new online icon, it indicates that related bonus material can be found at the magazine website:

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Kathy P. Parker, PhD, RN, FAAN

*Dean and Professor
University of Rochester
School of Nursing*

When you are a nurse, there are certain indisputable truths. For example, you must always anticipate what might happen next. You have to constantly be thinking hours and days ahead. At the same time, you must have the skills, know-how and confidence to handle what's happening right now. Finally, you know that you deliver the best outcomes when you work as part of a team – with your colleagues and with your patients.

Those precepts apply to nursing education as well. I am proud to say that at the University of Rochester School of Nursing, we are always looking down the road, thinking about what the landscape will look like for nurses one year, five years, 10 years from now. We teach critical thinking skills that will enable our students to adapt to and synthesize change and find success in the long term. Yet, we are very much in the moment, making sure that we graduate students who can hit the ground running as clinicians, researchers, teachers and leaders. We make sure they have access to all of the technological applications available today that will allow them to make the most of their time and resources.

We also highly value our role as part of an academic medical center and encourage students to maximize the opportunities this unique status presents them. I began my career at an academic medical center and have never worked at any other kind of facility. I can attest to the fact that learning in an environment where discoveries are made every day and where interdisciplinary collaboration is the norm provides a tremendous advantage. It influences your thinking, your practice and your career.

This issue of **NURSING** takes a closer look at some of our academic offerings. It examines how the various program directors cultivate their respective areas with foresight and sensitivity. Some have taken long-standing programs and turned them on their heads; others have taken on newer programs and yielded tremendous results. In all cases, their efforts have been driven by feedback and real-life experiences from students, alumni, preceptors and employers. They have taken into consideration what may come as a result of health care reform and changes in licensing standards. Across the board, they are focused on student success.

Being ahead of the curve is not new to us. Rather, the University of Rochester School of Nursing boasts a tradition of being at the forefront of change as it relates to nursing education. It was Dean Emeritus Loretta Ford who helped develop the model of nurse practitioner and set about developing a program that would graduate advanced practice nurses. She was able to anticipate that need. We were one of the first institutions in the nation to offer the Doctor of Nursing Practice degree to master's-prepared nurses who wanted to take their careers further but retain their clinical concentration, and we were among the first schools to admit health care professionals other than nurses to our PhD program.

The results of innovative thinking are evident as all of our programs have seen enrollment increases. With such growth there are always challenges. Kathy Rideout, associate dean for academic affairs, discusses how we are prepared to address those in a Q&A following the program profiles. I thank you for your ongoing and generous support of the School and your faith in our vision of nursing education.

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Goodbye to a student and
a friend of the School

With growth of the accelerated program comes refinement



 **Web Extra**
nursing-magazine.urmc.edu



Enrollment in the accelerated program for non-nurses (APNN) continues to be a source of pride for the University of Rochester School of Nursing. Through the end of 2009 that figure was up 469 percent since the APNN was introduced in 2002.

What is driving the consistently high demand?

"After 9/11, it was overwhelmingly a sense of calling," said **Rita D'Aoust, PhD, RN, ACNP, ANP-BC, CNE**, co-director of the APNN. "A feeling of 'this is what I am meant to do' is still a huge factor. But we also see a lot of applicants now who are influenced by personal experiences with nurses when it comes to dealing with loved ones. And, of course, there are the security, portability and career mobility that come with nursing."

With growth of this magnitude comes the need for refinement, something that the School has been doing all along relative to the APNN. Specifically, many curricular changes have been made based on feedback from community-practice partners and student evaluations indicating a need for more intensive and focused clinical experiences to ease transition into their nursing careers. In response, the program has expanded over the last 18 months to include a

capstone clinical course with 88 additional hours of a one-on-one, precepted hands-on experience with clinically expert nurses identified by practice partners; 16 hours of simulated critical care clinical scenarios using the School's high-fidelity computerized patient simulators; and eight hours of on-line interactive clinical case studies.

"We asked employers about the kind of encounters that cause new nurses to feel alarmed or unsure during that first year," said **Elaine Andolina, MS, RN**, director of admissions and co-director of the APNN. "Then we created simulations of those scenarios. We also decided that it was important for students to have an end-of-life simulation that led to a natural death so that they could prepare for that experience. We have them see it all the way through to wrapping the body."

While simulation has been a part of the accelerated program for some time, now ever clinical

course integrates this technology. "We've even added it to the psychiatry courses, where we simulate a patient going through alcohol withdrawal," Andolina said.

Technology's role has been expanded in other ways. In addition to the iTouches that students use to access laboratory and drug guides, they will now have access to patients' electronic medical records, which allows for a more complete picture when caring for their patients.

Faculty continue to look for innovative ways for accelerated students to push into the community. A health literacy initiative with the Rochester City School District is on tap for the fall. Students will also continue to work with



inmates at Albion Correctional Facility.

With one-third of new students coming from a national pool and two-thirds coming from local applicants, D'Aoust and Andolina believe that the program's strong core and year-by-year refinements are attracting students. So, too, is the reputation not only of the School but also the University of Rochester Medical Center. "The fact that we are part of an academic medical center is a draw," said Andolina. "That translates to access to the minds and expertise of faculty, and exposure to interdisciplinary activities as well as proximity to an array of clinical facilities."

With all of the growth and the changes, certain elements of the accelerated program remain constant. "We work under several guiding principles that serve us well," D'Aoust said. "We teach patient-centered practice, we stress quality improvement and teamwork, we incorporate the latest technology, and we graduate nurses who can succeed as part of interdisciplinary teams. Our goal is to teach skill sets that will last and position these nurses for career longevity and opportunity."

The question naturally arises: where does the accelerated program go from here. "I think the APNN is at a crucial point," D'Aoust said. "It's a robust program and will continue to do well. Though the economy may have delayed retirement for some nurses, it is coming and there will be more openings. That need for nurses isn't going to go away and interest will remain high. I'm excited about this program's potential."

An individual recently accepted into the School of Nursing's accelerated program for non-nurses (APNN) asked if a current student would provide some perspective on the journey ahead and what she might experience. The following words came from Eric Huffman, a current APNN student, in response her request.



"The program is absolutely tremendous. The talents, experiences and intellectual ability of the faculty and staff and my fellow classmates impress me every single day. The diversity is incredible as well. In my class, we have about 17 [students] from California, some born in other nations (Nigeria, Poland, England, Chechnya, Russia), Ivy League grads, a lawyer, Division I athletes, people from all over the country—and even some like me that are basically from 'here.'

"The program is well laid out, very organized and structured. The facilities in Helen Wood Hall and at the clinical sites are top-notch and the quality of instruction and the professionals doing the teaching are everything I'd hoped for and then some. These are people that are not only good teachers, but also people I've come to know and admire as role models with levels of professionalism and expertise I one day hope to approach. In addition, from very personal experience, I can tell you these people care about their students. It would be easy for an academic institution to say that; I can tell you that I have experienced it. This school will go 'above and beyond the call of duty' to help a student in need.

"The class graduating in May 2009 that we replaced had a get-together to welcome us just before we started. One of the members of that class made a statement to me that evening that I remembered and has, in my experience, been verified. He said something to the effect of 'Eric, every person in your class will have a point in this program where, like in a marathon, they hit the wall. It will come at different times and for different reasons, but it will come.' I have felt that myself and I have seen evidence of it in others. In short, the program will challenge you and teach you things about yourself that maybe you didn't realize. It will also teach you about others.

"I would not trade the time I've spent here for any other experience. I'm a better person today than I was just one year ago. I have some new friends that I expect will be life-long friends, and I am well down the road on my journey to becoming a proud, professional registered nurse. I've had moments of self-doubt and moments of frustration; I've also had moments of great pride and joy and moments of just great laughter and fun with newly made friends. All of these experiences are a part of me now. The program is superior. I made the right choice. I have learned so much, yet realize that this is the beginning of a career that will involve new experiences and continued learning as I continue on the journey."

Program overhaul driven by changing needs

Although every academic offering at the School of Nursing saw some degree of revision over the last 18 months, one in particular underwent a complete overhaul. The RN to BS in its new incarnation launched in 2009, and first impressions indicate it is a success.

In response to major revisions to baccalaureate requirements by the American Association of Colleges of Nursing (AACN), **Joanne Clements, MS, RN, ACNP**, director of the program, took a critical look at the nine-year-old program and decided that the one component that made the program work extremely well for many students—flexibility—was also the element that was holding it back.

“It was a hybrid online program with options for up to 14 elective credits, which no one else had,” Clements said. “While that afforded a great deal of flexibility for students, which they liked, it also created a great deal of unpredictability, particularly when it came to scheduling. That was a huge problem. We heard that again and again.”

So with input from faculty, the School’s advisory board, students—who still wanted a hybrid program—and the new standards from the AACN, Clements moved ahead and eliminated the bulk of elective credits and added new required core courses, in areas such as population health, emergency preparedness, patient safety, and case-based applied pathophysiology/pharmacology. The eight core courses are now offered in a modular format, which sees courses presented over six to 10 weeks; previously they ran concurrently. The new format allows the students to focus on one course at a time. All classes are hybrid online, requiring that students come to class only three to four times per semester. Finally, on-site sessions were standardized to the same day each week, ensuring that students can now plan work and school schedules with confidence.

Another benefit of the modular format is that students now move through the RN completion program in a cohort, which Clements hopes will lead to an improved sense of bonding. “I think we’ve still got some tweaking to do, some in the area of content and some in how we deliver that content. But my sense is the students are happy with the changes and are developing stronger relationships with their peers,” she said. With a proposal before the New York State legislature that would require nurses prepared in diploma or associate-degree programs to obtain a baccalaureate degree in nursing within 10 years of

initial licensure, the RN to BS program may see tremendous growth in coming years. Clements said the initiative is much needed.

“There are very fine nurses coming out of associate-degree programs. The caliber is excellent. But it’s not enough,” she said. “We need to raise the level at which nurses are practicing and communicating with others. Nursing can’t stand still, especially when the health care system is growing more complex by the day.”

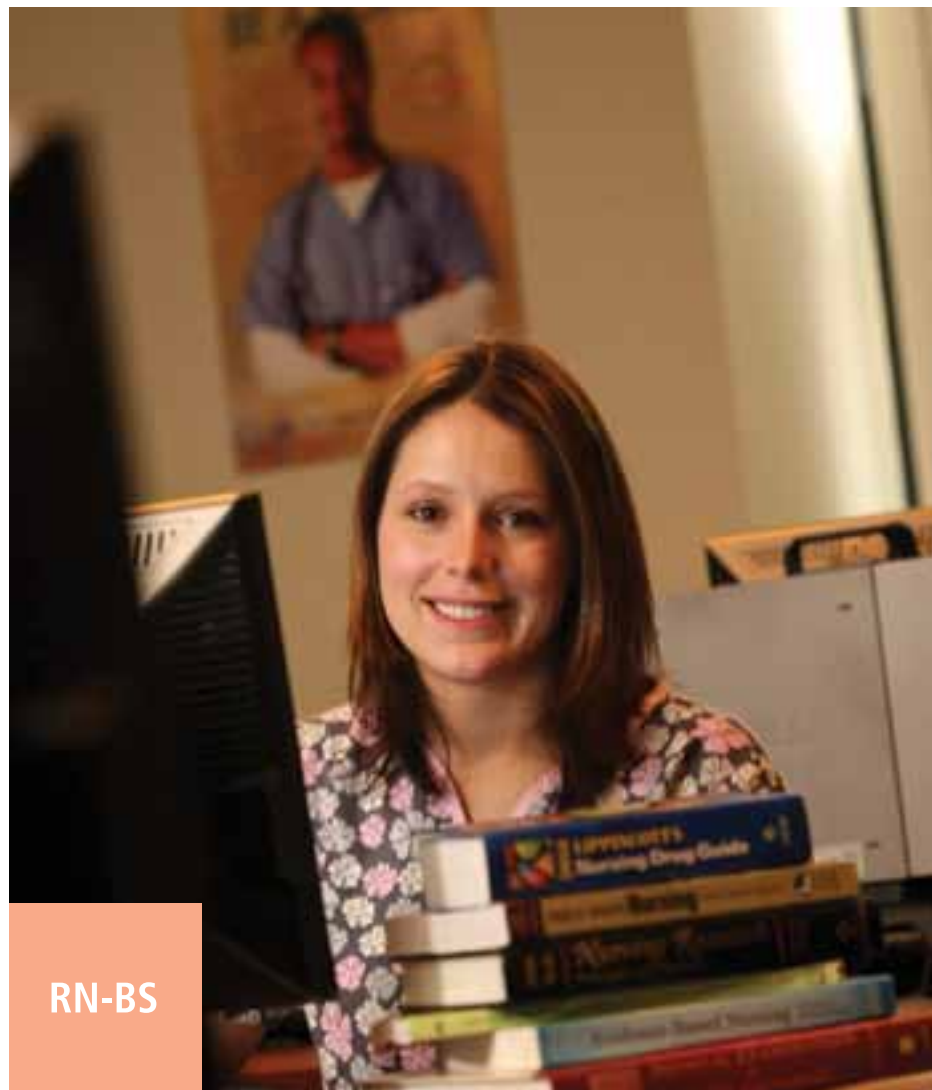
If and when the legislature acts on the proposal, the School is prepared to respond. “We are poised to embrace this change,” Clements said. “We can accommodate more students and have strong relationships with local community colleges that will allow us to work together. The next challenge will be getting students the funding they need.”

While nurses currently working at Strong

Memorial and Highland hospitals and other University of Rochester Medical Center facilities can take advantage of robust employee tuition benefits, there will likely be many who don’t have that option. With those individuals in mind, Clements is pursuing money through the New York State Workforce Retraining program.

Clements also directs the RN to BS to MS program, which saw its own revisions in 2008. Students now take only three bridge courses at the undergraduate level and then transition to graduate coursework. “For those strong students who know they want to be nurse practitioners, it is an extremely efficient option that can save considerable time and credits,” she said.

Lisa Cabrera, RN, is an RN to BS student as well as a nurse manager on the neurosurgery unit at Strong Memorial Hospital.



RN-BS

Meeting needs arising from a shifting health care landscape



In the era of health care reform that will see more Americans insured, nurse practitioners will become invaluable as huge numbers of people will seek care that before they couldn't afford. This will happen at a time when primary care physicians are in short supply.

"There is no question that nurse practitioners are well suited and well positioned to meet the health care needs of the country's population," said **Lisa Norsen, PhD, RN, ACNP**, director of the School's master's programs. "But I think that the University of Rochester School of Nursing is uniquely qualified to graduate students who understand what is required of successful advanced practice nurses. It is our history." School of Nursing Dean Emeritus **Loretta C. Ford, RN, EdD**, is considered the co-founder of the nurse practitioner model. "The reason we are who we are is because Lee Ford was our dean. Our school reflects her vision. As nurse practitioners, we focus on meeting the diverse needs of individual patients, groups and the community," Norsen said.

The effort to respond to all of those needs is reflected in the array of nurse practitioner specialty areas. Currently, students can choose

from nine options, more than most schools of nursing offer. The School is one of only five in the country to offer the option of specializing in psychiatric mental health for children and adolescents.

Given the critical shortage of trained child and adolescent psychiatric and mental health providers, the existence of this program is particularly critical. It was developed with a hybrid online structure to facilitate the education of providers who can treat this vulnerable population. The structure has allowed students from across New York state to enroll in the program with minimal visits to Rochester, and stay engaged in the clinical educational experiences in their own communities.

Enrollment in all of the NP programs is higher than ever. Norsen attributes that to a number of factors: a growing recognition that advanced practice nursing offers job security, the desire to continue to refine professional skills, the caliber of faculty teaching master's programs at the School, the opportunity to be at a research facility, and the presence of a dynamic Doctor of Nursing Practice (DNP) program.

On the horizon for nursing is the national

Mary Collins, MS, RN, NPP-BC (left), specialty director of the adult/family psychiatric nurse practitioner program, meets with master's student Svetlana White.

movement for all NPs to be DNP prepared. The "Consensus Model for Advanced Practice Registered Nurses (APRN) Regulation: Licensure, Accreditation, Certification and Education," otherwise known as the LACE document, does not call for that requirement. It recommends consistency in the definition, titling, licensure, certification and education of APRNs across states. Six areas of practice would define the primary clinical foci for APRNs and specialization, although optional, in areas such as oncology or palliative care would provide depth of knowledge.

"We are definitely thinking about what our program looks like now and what it may look like if the suggestions in the LACE document are implemented," Norsen said. "I believe the Consensus Model gives us a very clear path for the future."

Norsen also directs the School's Leadership in Health Care Systems program. The six-year-old program offers three specialty options and was recently enhanced and revised in response to changing needs.

Debuting this summer, the new Clinical Research Coordinator track is open to students from a variety of disciplines, including nursing, and was developed with faculty from the Center for Translational Science Institute to enhance the knowledge base of individuals serving in roles involving research coordination.

The Health Care Organization Management and Leadership program underwent a curricular revision based on feedback from alumni and employers, opening anew in January 2010 with a dynamic curriculum for those working in both clinical and non-clinical positions in health care.

"This is the one of the few interprofessional master's degrees offered at the University of Rochester, and it focuses on values-driven leadership," Norsen said. "We want to populate regional health care with people who make values-based decisions. Certainly we want them to have business acumen. But we are in the business of taking care of people, and we will teach the ethics framework for that."

Looking to expand opportunities for PhD students to collaborate

In 2006, it was renamed the PhD in Health Practice Research to more accurately reflect the focus. Admissions criteria were broadened, allowing master's-prepared physical, speech and occupational therapists and social workers to enroll, and admission is now open to all master's-prepared health professionals on a case-by-case basis. Today, the School of Nursing remains one of only a handful of schools nationwide to offer non-nurses admission to the PhD program.

In 2008, the School again broke new ground. Dean Kathy P. Parker increased the stipend for full-time students to \$25,000—making it one of the highest in the country—to further entice the most promising students to pursue education in Rochester.

These two forward-thinking decisions have resulted in a heightened interest in the program and enriched opportunities for collaboration. Moreover, the interprofessional dialogue that comes with a diverse student body is making the PhD in Rochester more exciting than ever.

The class that entered in the fall of 2009 featured nurses, a physical therapist and a trio of social workers. The result of bringing individuals from different backgrounds but with overlapping interests together in the classroom has been the cultivation of a strong sense of pride and clarity about their respective disciplines, said **Margaret H. Kearney, PhD, RN, FAAN**, director of the School's PhD and MS-PhD programs.

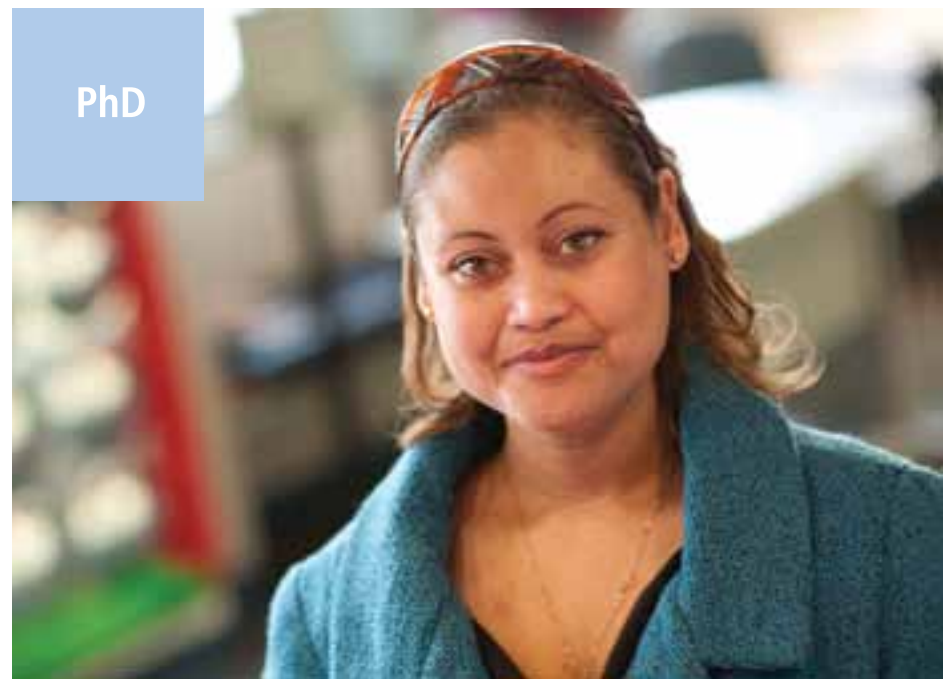
"I think this current class is a great illustration of the success that comes from expanded admission," said Kearney. "When you explain what you do and how you look at a situation from your perspective as, say, a physical therapist, it's going to be very different from that of a nurse and vice versa. Our students find that exchange exhilarating and beneficial."

There are currently 41 students in the PhD program; the goal is to enroll eight new students each fall. While Kearney is happy that the School is responding to an increasing number of inquiries about the PhD, growing the program's numbers is far from her only immediate goal.

"We are actively seeking to partner more than we currently do with the rest of the Medical Center through the Clinical Translational Science Institute," Kearney said. "Our ability to

make research work in the real world is the skill set we can bring. We want to showcase the larger role the School of Nursing can play. We are already well integrated, but we could do more."

A bolstered role in the CTSI is just a piece of the puzzle. Kearney would like to see research more tightly integrated and strengthened as it extends to all of the Medical Center and the University of Rochester. "We have the potential to contribute in a very visible way," she said. "My agenda is to find more opportunities for PhD



Paula Neil, MS, PNP, is a PhD student. More about why she chose the program is featured on pages 8 and 9.

students to be engaged with research teams so that our graduates can solve actual clinical problems in a way that maintains and improves health."

One thing that hasn't changed since the program opened in 1979 is the overarching focus of most PhD students' research interests. "Largely, we have people studying issues that affect those facing adverse life events and social conditions, vulnerable populations and disadvantaged individuals. I think those areas have always held a special place for folks here and will continue to do so," said Kearney.

Robust DNP program emphasizes educational ownership

“If you build it, they will come.”

In 1989, those words referred to a baseball diamond in an Iowa cornfield. But in 2007, the same could have been said of the School of Nursing’s newly launched Doctor of Nursing Practice (DNP) program. Developed in response to the growing complexity of health care delivery systems, the nursing shortage, and clinical demands on advanced practice nurses, the DNP is designed to prepare nurses at the highest level for advanced clinical practice in specialty areas.

Since that first year when the program welcomed two students, the DNP has seen persistent growth with 17 individuals now in different stages of the curriculum. That’s a number that pleases **Daryl Sharp, PhD, APRN, BC**, associate professor of clinical nursing and director of the DNP.

“The program is exactly where it should be,” she said. “The DNP has been steadily maturing, and we have a much better sense now than we did three years ago of how our courses articulate one another to create a cohesive curriculum. The result is an extraordinarily rich program endowed with the strengths that come with being part of an academic medical center. Moving forward, we will refine elements as we see opportunities to improve.”

As an example, Sharp cites the first clinical practicum experience that students begin in the fall of their second year of study. This practicum is tailored to an individual’s identified clinical focus specialty and helps them begin to define their capstone projects, which they design as they progress through their studies and implement through their residency. The capstone is a practice equivalent to a PhD research dissertation.

“We are finding ways to capitalize on that first practicum. It is intended to get them off and running in the right direction,” Sharp said. “So we have positioned the practicum to begin earlier in the program because we’ve decided that we need to be priming students as early as possible so that they can make the most of those experiences.”

Helping those who enroll to rethink what it means to be a clinical scholar is another area that has evolved with the DNP program.

“They need to see themselves as architects of their clinical plans and learn how to develop their own course of study. That’s something we have emphasized because doctoral education is about finding one’s own unique contribution to practice innovation,” Sharp said.

According to Sharp, the DNP program continues to draw inquiries from a geographically wide pool. One key is helping those who are interested find enough financial support to enroll. A step in this direction is the creation of a collaborative fellowship being offered by the School, its Center for Outcomes Measurement and Practice Innovation, and Strong Memorial Hospital Nursing Practice. This fellowship will give an NP from Strong the opportunity to work in a high-need clinical area while earning a practice doctorate. “I believe that the DNP program is only as good as our partnerships with nursing practice,” Sharp said.

In addition to fostering that relationship, the School will pursue funding opportunities through the University of Rochester Medical Center’s Clinical and Translational Science Institute (CTSI), which is funded by the National Institutes of Health. “This competitive

funding opportunity would give students exposure to research design that goes beyond our core curriculum, as well as give them promising opportunities for interdisciplinary collaboration,” Sharp said. “This helps distinguish us as unique. As part of an academic research center, we can and do take full advantage of the robust and plentiful clinical, academic and research resources throughout the Medical Center to provide our students the highest level doctoral education. DNP prepared nurses are expected to make substantive differences in clinical practice. We aim to provide an education that assures our graduates can deliver.”

What does the future hold for the DNP? Sharp talks of expanding its reach and potentially making it available in locations such as Syracuse and throughout New York state. “One thing is for sure as we move forward: We have to be better than good,” Sharp said. “We have to make the case for students to choose us. I firmly believe that our link to practice, our emphasis on teaching students how to evaluate individual and organizational outcomes within diverse health care systems, including our collaborative ties to both our Outcomes Center and the CTSI are the factors that help to make Rochester the best choice for practice doctoral education.”

The DNP was the best choice for Holly Brown, MS, RN, NPP. Learn why on pages 8 and 9.




A tale of two degrees

While the DNP and the PhD are both doctoral-level degrees that require rigorous study and demand students to expand and refine their critical thinking skills, they differ in many ways. While we can look at how each program's core objectives and outcomes contrast, another way to differentiate them is to profile two students. Holly Brown, DNP student, and Paula Neil, PhD student, are both looking at issues related to children.

	DNP	Holly Brown
Goal	To move students to the highest level of clinically expert practice and the point where they can design evidence-based, ethical, safe and cost-effective strategies to improve health care outcomes for individuals or populations	<i>Brown's goal is to advance her clinical knowledge and expertise so that she can more effectively advocate for youth dually diagnosed with intellectual disabilities and psychiatric disorders. She selected the DNP because she can maintain a strong clinical focus as she broadens the knowledge base and skills essential to improving care delivery at the systems level.</i>
Who is it for?	Registered nurses with bachelors or master's degrees	<i>Brown, a child and adolescent psychiatric nurse practitioner, holds a faculty position at the School. She is a practicing NPP at Hillside Children's Center, where she works with children and youth dually diagnosed with intellectual disabilities and mental disorders.</i>
Culmination	Students defend an evidence-based capstone project, which they design as they progress through their practicum experiences and implement through their residency. Guided by a School committee, projects are aimed improving clinical care outcomes. Students develop a publishable manuscript describing their findings and give public presentations.	<i>Brown's work is focused on interdisciplinary processes in the delivery of care for youth diagnosed with intellectual disabilities and co-occurring mental health disorders. Care for this population is wrought with clinical challenges further complicated by fragmented care delivery. Brown is interested in describing and enhancing specific interdisciplinary team processes that improve outcomes.</i>
Upon Completion	DNP-prepared nurses critically evaluate the evidence base for care and facilitate the translation and integration of research into clinical practice, deliver such care, set health care policy, manage clinical care units and health systems, work skillfully as members of interdisciplinary teams and reduce disparities in health care.	<i>Brown believes the expanded clinical skills she acquires through the DNP will enable her to better advocate for youth with co-occurring disorders. She also hopes to help demystify research for and with clinicians so that the best available evidence can be used more effectively to guide care delivery and improve patient outcomes.</i>
Distinctly UR	The clinically focused DNP program benefits from the School of Nursing's connection to the University of Rochester Medical Center and River Campus. That affiliation translates to limitless opportunities for interdisciplinary collaboration and rich clinical experiences that can shape a student's capstone project.	<p><i>"Students are actively involved in the direction of their own programs. It is not prescriptive, rather, faculty listen to students' academic and professional goals. I have found my experience to be a partnership that promotes exploration and discovery. What are the benefits of completing my degree at the U of R? Meliora!"</i></p> 

Brown's Capstone Project is "Interdisciplinary Approaches for the Care of Children with Complex Mental Health Needs"; Neil's dissertation is "The Social Networks of Foster Parents." As shown below, their choice of doctoral program reflects their respective goals and professional interests and aspirations.

	PhD	Paula Neil
Goal	To build knowledge and skill that enables graduates to conduct health-focused research with individuals, families, communities and/or populations.	<i>Neil wants to be able to conduct research in her area of interest and ultimately develop interventions that will have positive outcomes for children and teens in foster care as well as for foster parents. She chose the PhD program because it's heavily focused on conducting research and becoming a scholar.</i>
Who is it for?	Registered nurses and other licensed health professionals who hold master's degrees in their clinical fields.	<i>Neil has a master's degree from the School of Nursing. She worked at Strong Memorial Hospital prior to starting the PhD program and now works as a nurse practitioner at a pediatric practice that serves foster children.</i>
Culmination	Students spend six to 18 months researching an independent project. After a formal proposal defense, they conduct data collection and analysis and describe their projects in a public presentation of a dissertation that adds to general knowledge in their fields. Because the PhD is a university rather than a School degree, the dissertation defense hearing is chaired by a faculty member from outside the School.	<i>Neil's dissertation will examine the social networks of foster parents and the relationship between social network variables, parental reflective functioning and parental competence. Data will be quantitative and gathered using a one-time, one-on-one interview with validated instruments and a questionnaire</i>
Upon Completion	PhD-prepared nurses and health professionals typically enter academic teaching positions at research-focused institutions, combining teaching and research, or they take on clinical research positions, combining clinical leadership and research.	<i>After earning her PhD, Neil hopes to develop an intervention program. She will also conduct more research with this population and secure further funding to support her work. Her professional aspirations are to obtain a faculty position and continue to practice as well as build a program of research.</i>
Distinctly UR	The School's PhD program is distinguished by its admission of health professionals other than nurses, which has led to enriched student dialogue and perspective. The \$25,000 stipend is one of the highest in the nation. Professors involve students in research and help them access the cutting edge of knowledge in their areas of interest. PhD students are given extraordinary resources and meaningful opportunities to participate in faculty research.	<p><i>"This program has wonderful faculty with tremendous research experience. The environment is supportive, has numerous resources available, is technologically advanced, and offers many opportunities to gain research experience and work as part of a team."</i></p> 

For more information on both doctoral programs, go to son.rochester.edu/programs



Q&A

with
Kathy Rideout
 Associate Dean for Academic Affairs

How would you characterize the portfolio of academic offerings available at the School of Nursing?

The School has an extensive portfolio of academic programs. We offer two baccalaureate programs: the 12-month accelerated program for students who have a degree in another field, and an RN to BS completion program for students who hold an associate's degree in nursing or a diploma in nursing. We offer two master's programs: the Nurse Practitioner program (with nine subspecialty tracks) and a Leadership in Health Care Systems program (with three subspecialty tracks). Finally, we offer two doctoral programs: a Doctor of Nursing Practice (DNP) and a PhD in Health Practice Research. Students also have the opportunity to apply for dual degree programs, including the MS/PhD, the Post BS DNP program, and an accelerated RN to BS to MS program. With such a wide variety of offerings, we have a program to fit everyone's learning and career needs.

You have seen tremendous growth in certain programs like the APNN. How is the School addressing the challenges that come with growth of that magnitude?

There are several challenges that come with the amazing success of the APNN and our NP programs, including space issues to accommodate larger class sizes, the need to increase faculty, the need for more academic support

services to ensure the success of our students, and increased program support services to accommodate the needs of students and faculty.

In terms of facilities, the Loretta C. Ford Educational Wing was completed in perfect timing in 2006; the auditorium can hold 140 students comfortably. Our clinical lab space was expanded two years ago. We added four more examination beds to accommodate more students in each lab time, and a private skills lab space was added last year for students who need extra lab practice time. Several offices were renovated to accommodate the growing faculty.

In terms of recruitment, our national reputation is valuable in recruitment of academic faculty, while our community partnerships have been instrumental in building our clinical faculty. Take our collaboration with the Sovie Center for Advanced Practice and the Department of Nursing Practice at Strong Memorial Hospital. We have continued to work closely with these groups to establish joint appointments for advanced practice nurses who are interested in teaching while maintaining clinical practice. Our relationships with Pat Witzel, chief nursing officer of SMH, and Mike Ackerman, director of the Sovie Center, have been significant factors in our successful recruitment efforts as well as the necessary expansion of clinical sites used by our APNN students. Both administrators are extremely supportive of our initiatives and are key factors in the success of the School.

Since 2007, we have continued to increase the academic support services for students.

In the APNN program, for example, we have a faculty member designated for academic support and one for test-taking support. Another faculty member is designated as coordinator for NxSTEP (Nurses Sharing Tremendous and Extraordinary Possibilities), which promotes student success by addressing challenges encountered by second-career nursing students. A writing tutor is also available to work with students across academic programs.

We have increased the support staff in our Student Affairs Office and expanded its physical size. This is the first point of contact for student applicants and Student Affairs' role in facilitating entry into our programs and maintaining efficient processes once students are enrolled is integral to the success of the School.

Given the current national economy, how does the School support those who want to get a nursing education (be it undergraduates or DNPs and PhDs) but may be struggling financially to do so?

We added a financial aid coordinator to our staff, and are constantly exploring scholarship programs to assist our students with tuition costs. We have received funding for the past two years from the Robert Wood Johnsons New Career in Nursing Program (totaling \$280,000) to increase the diversity of students enrolled in the APNN program and have received significant support from the Helene Fuld Foundation over the years to aid both accelerated and MS/PhD student

tuition. Additionally, we have received grants annually through HRSA's Advanced Education Nursing Traineeship program, which provides tuition help for full-time students. We need to grow our endowment to provide scholarship support for all of our students.

Explain the role that technology plays in nursing education at the School.

We increasingly have recognized the significant role that technology can play in the education of students at all levels. The incorporation of technology into our APNN program was passionately led by Rita D'Aoust, co-director, and Brian Graves and began with the development of clinical case scenarios for use with high-fidelity simulators. The scenarios were initially developed for the APNN Adult Health clinical course and have since been customized and incorporated into every clinical specialty rotation in the accelerated program. Our two-bed simulation center accommodates the expansion of simulation throughout all of our programs. The NP program is currently integrating simulations into the clinical specialty courses.

The use of point-of-care technology was again implemented first in the accelerated program and then expanded into the NP program. All students receive iPods early in their studies so they can access the most up-to-date evidenced-based care. Software downloaded onto their iPods includes course textbooks and clinical applications for use in patient care settings.

How is community outreach built into the School's programs?

All programs include content related to the needs of the community and the role nursing must play to ensure that these needs are met. The Pediatric Nurse Practitioner program has designated clinical time through the Pediatric Links in the Community collaboration with the SMH Pediatric Residency program to provide care to the most disenfranchised in our community. The APNN program has expanded the clinical experience into more impoverished, culturally diverse environments for community health experience. Students have provided parenting classes in the Albion Correctional Facility, health fairs in the inner city school district, and this year

will be working with Court Appointed Special Advocate programs and with the adults in the Monroe County Jail.

What role does mentoring play academically?

In 2009, at the suggestion of the University Diversity Officer, we began meeting with Frederick Jefferson, the University intercessor, to discuss expanding the School's leadership and mentoring activities. We decided to build internal capacity for student mentoring for all students and with all faculty and staff. A mentoring design team led by Lisa Norsen, director of the School's master's programs, was created. Members include faculty from the academic and clinical tracks, School staff and key University leadership. Throughout the past year, this effort has been expanded and a long-term relationship with Dr. Jefferson has been established, including a commitment for extensive consultation from the Leadership and Organizational Development Division of the Warner Center for Professional Development and Educational Reform. It is critical that we learn these skills to continue to grow personally and as a profession.

What do you see as strengths of the School moving forward?

Our dean, Kathy Parker, is one of our greatest strengths propelling us forward. She is leading the initiative to redefine our vision and our mission as a school, and she has brought new energy and passion.

Our faculty and staff are definitely another strength. Our faculty is second to none and reflects the best and brightest in our profession. With the variety of programs that we offer, we need to have a diverse faculty to provide the quality of education that is expected and required—and we have that. Our staff is committed to ensuring both student and faculty success and are integral to our operations.

Finally, our students and alumni represent the epitome of our strength. If they are not successful, we have not done our job. They continue to amaze us with the awards they receive and their accomplishments throughout the years.

What is the greatest challenge right now in nursing education?

With the aging of our nursing workforce, including nursing faculty, I think one of the biggest challenges is ensuring we have quality nursing faculty to continue to educate the next generation of nurses. This is why it is essential to be able to obtain scholarships to support our students financially in order for them to obtain their initial degree and then to advance their education.

As a nurse practitioner and an educator, what do you think the future looks like for nurses?

I think the future is very bright. Nursing is truly the foundation of health care. With the health care reform initiatives ahead, nurses will need to take leadership roles in ensuring quality health care; they are in the best position to do so. As 2010 has been designated International Year of the Nurse, the School is at the forefront of leading our profession.

What is the best preparation tomorrow's nurses can have?

"Produce scholars who are prepared to engage in lifelong learning and teaching"—that is one of the School's educational goals. Nursing is an ever-changing profession; new science, skills, technology emerge every day. If we are not committed to lifelong learning, we will be left behind. We need to be the leaders in research and evidence-based practice, educational technology, teaching/learning strategies and innovative practice. We are committed to preparing our students for just that: to be the leaders.

A multitude of offerings, but one simple goal: foster success

You've decided that nursing school is for you, but you need to get a couple of classes under your belt first. Or maybe you've got the degree, the license and the job. But you want to pick up a few new skills. Maybe you aren't a nurse at all, but you do work in health care and you'd like to expand your knowledge base.

The Center for Lifelong Learning (CLL), formerly Edvantage, at the School of Nursing offers specialized continuing professional education for nurses and others in health care. Individuals who see themselves in any of the above situations are likely to find a CLL course that is right for them, and that's by design.

"I see our role as a conduit, a liaison. We are a point of entry into opportunity," said **Pamela C. Smith, MS, RN, ANP**, senior associate and director of the CLL. "I think that we are at the intersection of all the stages of education, and we've worked really hard to be relevant and to cross programs." Much of that effort—and the success that has resulted—has hinged on being able to spot trends as they develop in health care and anticipating areas where interest will grow. Currently, legal nurse consulting, which prepares registered and advanced practice nurses to consult on medical-legal cases, is highly sought after. "Taking a course like this—really any of our courses—is an investment in your future. It makes you more marketable and opens doors," Smith said.

She noted that anticipating student wants and needs has been fairly easy. "We listen a lot to our customers," Smith said. "We pay attention to what's happening in the world and we consider what will bring people real opportunity."

One area that saw interest rise as the nation's economic health declined was the RN refresher courses, which provide registered nurses returning to the workforce with the skills and confidence they need to be successful. To that end, one year of mentoring was offered as a component of the class. "I am always looking for how our students can succeed. I don't think that stops at the end of the courses and programs. We are advocates for students beyond that," Smith said.

When the CLL first opened, one course was offered: the RNFA, registered nurse first assistant. That course has proven its longevity. After 10 years, people from as far away as Oregon come to Rochester to take it. Now, with more than 17 credit courses and 9 non-credit courses and 696 students, the CLL continues to evolve, and Smith looks forward to the challenge of keeping offerings relevant. "As we all grow and change we need to know how to seek and find opportunity," she said. "Life and career – it's all a journey. We'll continue to be here to help along the way."

Trisha Gammariello, a student in the CLL's Sign Language for Health Care Professionals class, follows the instructor's lead.

When crisis calls, count on Passport Health

Whether the health crisis is a national one that can be anticipated and planned for or one caused by an unforeseen and devastating natural disaster, teams at the University of Rochester School of Nursing proved once again this year that they are ready and able to respond.

As worries about the novel H1N1 flu began to grow in 2009, the team at the School's flu immunization program began to prepare.

In addition to running their annual seasonal flu vaccination program, they knew they would need to play a key role in offering protection from this unfamiliar strain.

Working with the health departments in both Monroe and Onondaga counties, the flu immunization program team of nurses and administrators hosted tens of clinics in Rochester, Canandaigua and Syracuse.

"We have a long-standing commitment to protecting residents of upstate and western New York when it comes to the flu," said Bill Russell, RN, MS, director of the School's Flu Immunization Program and Passport Health of Upstate New York. "This year was no different, except that we faced the challenge of seasonal vaccine shortages as manufacturers dedicated more production lines to the H1N1 vaccine."

In spite of that, the School's program administered more than 20,000 doses of the seasonal vaccine. The coordination and planning that led to those numbers served Russell and his team well as they rolled right into H1N1 clinics in the community and at the University of Rochester Medical Center.

"It was a seamless transition for us because it's what we do," Russell said. "When asked by the counties to assist there was no question that we would. Our focus is community health and wellness."

Through January 2010, 21,500 doses of H1N1 vaccine were administered.

While foresight and preparation were critical to the flu immunization team meeting vaccination needs throughout the region, there was no way to anticipate what happened in Haiti on Jan. 12.

Immediately following the earthquake that devastated the small island nation, local emergency responders and aid workers went into high gear, as did the School's Passport Health office.

The six highly trained professionals who specialize in travel medicine in Rochester and Syracuse began to field calls from doctors, nurses, EMTs and others who needed to get to Haiti as quickly as possible. They responded by providing same-day service with vaccine immunizations and up-to-date medical information on the region. The group worked extended hours to service the increasing number of travelers trying to get on emergency flights. To date, they have consulted with more than 100 Haiti-bound individuals.

"Our goal was to make sure that the health care providers and rescue workers who were giving their time to serve in a crisis were able to stay healthy and productive to save lives and answer the need," said Russell. "People came into our offices expecting to get a couple of shots and a prescription, but they walked out with a very comprehensive understanding of their risk, and most left feeling as though they had gotten more out of the appointment than they ever expected."

To accomplish that, the staff at Passport Health made sure they had the most up-to-date information to share with travelers. They normally pull data from up to 80 resources every 24 hours. But following the Haitian earthquake, they were getting information hourly.

"We receive overall safety and security updates as well as disease-risk profiles and known outbreaks from a variety of places such as the World Health Organization, the Centers for Disease Control and reports direct from on-the-ground physicians," Russell said.

This is not the first time that Passport Health has aided travelers needing to leave immediately in response to a natural disaster. "We've been called to do this a number of times, including after the tsunami in Thailand and the earthquake in southern China," said Russell.

In addition to the support provided by Passport Health staff, the School helped the initial relief effort by donating personal protective equipment such as insect repellents and travel health supplies to aid the first responders at highest risk of food-, water- and insect-borne diseases.

"We have a long-standing commitment to protecting residents of upstate and western New York." —Bill Russell



Medical Center leadership envisions the technology, the space and the resources to maintain a great library in the digital age.

by Michael Wentzel

For decades, the Edward G. Miner Library has been where nursing and medical students can be found when they're not in classes. They forage in the stacks. They search for pertinent journals and reports. They study. Miner has always been a quiet place, conducive to academic pursuits. Between 1925 – the year the School of Nursing was founded – and the late '80s, Miner Library saw little change. Archival photographs of the library illustrate the solitude of study and research. The 1987 renovation that transformed the original lobby of Strong Memorial Hospital into Miner's handsome reading room did not alter the library's concentrated quiet environment.

"Think of what the world was like in 1987," said Julia Sollenberger, associate vice president and director of Medical Center libraries and technologies. "There were no electronic journals. There was no easy Internet access. There were no laptops using wireless signals. There was no collaborative learning. There was no food or drink in our library." Today, students, researchers, nurses and physicians get online access through Miner Library to journals, databases and up-to-date diagnostic information from anywhere in the Medical Center or from their homes, offices or a patient's hospital room. Laptop computers have replaced stacks of books on library tables and desks.

Miner has changed with the revolution in technology and curriculum and faces more changes to meet the needs of the diverse population it serves.

"We have become, and will remain, both a virtual and a physical library. We won't be barring our doors anytime soon," Sollenberger said. "We think of ourselves as the heart of the Medical Center, and that's the way our customers think of us as well. We are located in the middle of the Medical Center. We've been here since 1925. We are intellectually the heart of the Medical Center, and we strive to continue to be that. As the world changes and social networks and cafés are the places people want to gather, we want to be that place for collaboration and research and intellectual networking.

"We're not about just resources. We're also about education, teaching our students, faculty

and staff how to stay up to date in their field and find evidence for patient care and research," she said. "And we see ourselves continuing to expand, obviously beyond printed books and journals, but even beyond book and journal resources to other technologies that are necessary for academic pursuits, education and patient care in the Medical Center."

Beyond the reference desk

Today's nursing students boast diverse backgrounds and personal experiences. But they often share similarly unconventional schedules. Whether they are students in the School of Nursing's rigorous accelerated programs, master's students who are balancing work life with studies, or doctoral candidates, what they all need when it comes to academic resources is accessibility. "The needs of nurses and nursing students aren't that different from those of our other customers," said Sollenberger. "They do tend to be onsite less often and therefore they rely heavily on electronic resources. But they need the print resources, too, and they definitely need librarians!" Miner librarians attend meetings to learn about customers' needs for information resources. Miner's online learning support group works with faculty to develop courses on Blackboard, the online learning system used more and more in nursing and medical schools and in continuing education in the Medical Center. Miner librarians also serve as liaisons to the nursing and medical schools, departments and clinical areas.

"Awareness is key. We always offer orientation for incoming students. We want to make sure that they all know what Miner has to offer," said Mary Beth Klofas, nursing and patient outreach coordinator, who serves as liaison to the School of Nursing.

Miner staff members regularly teach classes on a variety of subjects, including using the PubMed interface, finding evidence-based answers to clinical questions, conducting better Google searches, getting the most out of Blackboard, organizing references and bibliographies, and developing information literacy skills.



Expansion plans

A quarter of a million people walk through Miner's doors each year. The switch to digital has not affected that number significantly over the past decade. But thousands more utilize the library's virtual doors, many of those nursing students.

One set of numbers clearly illustrates a singular change for Miner. In fiscal year 1990, the library subscribed to 3,120 print journals. By January 2010, Miner's print journal collection will consist of 150 core journals, while the library subscribes to almost 2,900 electronic journals.

Statistics show that Miner's resources are used heavily. In a one-year period ending June 30, 2009, electronic books were accessed through Miner more than 71,000 times. In the same period, there were more than 1.5 million articles downloaded from Miner's electronic journals and more than two million uses of databases.

Budget cuts recently have required that Miner cut some subscriptions, but the library still spends almost \$2 million annually on books, journals and databases.

"Faculty, staff and students in the Medical Center would not have the resources they need if the institution did not pay for them," Sollenberger said. "If you are on the Medical Center campus, you can get on the Web and get the publication you want, if we have a subscription. If you are off-campus, you have to go through our interface because that's how we authenticate users. People think the access must be free because they get to a journal so easily. Except for the new open-access journals, it is not free. Without the library making decisions, with faculty input, about what we should be getting, and building the interface and authentication system and bringing all the resources together so they are easy to find, people could not access these resources."

Even with the ability to access library materials offsite, Miner Library remains a popular and important place for students. But to better meet the needs of a 21st Century medical library, Miner's leadership has proposed a renovation that would expand the library from about 38,000 square feet to about 44,000.

Miner's growth is of particular importance as the School of Nursing continues to evolve with the addition of programs such as the doctor of nursing practice degree and increased enrollment with the accelerated programs. "As the school

grows and changes, what students and faculty need from the library will change. We want to be prepared to handle that growth," Klofas said.

The proposal calls for the conversion of the main reading room into a "collaborative space," where people could meet and converse and students could study 24 hours a day, seven days a week. "We believe this area with 24-hour access would be a wonderful benefit for nursing students who may be finishing a shift and beginning their studies late at night or early in the morning," Sollenberger said.

The plan also calls for recreating a "grand entrance" from the Crittenden Boulevard street level to recall when the room was Strong

Memorial's lobby and the entryway "helped define the strength and spirit of a thriving institution." This is a change that will further invite nursing students into Miner as soon as they cross the street from Helen Wood Hall.

A renovated Miner would include at least 10 group study rooms for interactive learning and a technology upgrade, including abundant electrical outlets for laptops and other devices and enhanced wireless access. The proposal also recommends the creation of a new entrance to the library from the Medical Center's South Corridor and a History of Health Sciences Suite that would better preserve, display and make available Miner's extensive collection of

rare and historic books and manuscripts. A café would also be introduced.

"Miner offers meeting places now, but our customers tell us they need something more, something different," Sollenberger said. "To support collaborative learning, we need sufficient group study areas. We want Miner to be an open and inviting place where people can come together to work and to think and to envisage the future. Those who know us and have used our services think we are pretty great. We want—we need—to keep being great. A great academic medical center needs a great library."



 **Web Extra**
nursing-magazine.urmc.edu

Researcher will help develop new insurance database



University of Rochester School of Nursing faculty member **Irena Pesis-Katz, PhD**, was named to the newly created research network that is part of New York State Attorney General Andrew Cuomo's nationwide reform of the consumer reimbursement system for out-of-network health care charges.

Speaking at the University of Rochester Medical Center Oct. 27, Cuomo provided details about the upstate research network and a new not-for-profit company, FAIR

Health, Inc. Together, these entities will develop an independent database for consumer reimbursement and a new website where, for the first time, patients around the country can find out in advance how much they are likely to be reimbursed by their insurance companies for out-of-network health care services.

Pesis-Katz has spent her career working collaboratively on research activities designed to produce and evaluate evidence-based quality improvement programs for the community. As a member of the new research consortium, she expects to establish the methodology to calculate the new usual and customary rates, provide expertise in using and analyzing claims data, and assess the impact of the new rates on utilization of out-of-network services and their costs.

"I am very excited to be a part of this team," said Pesis-Katz. "This is a wonderful chance for me to be involved in research efforts that immediately affect practice while benefiting consumers. I also think it's a valuable opportunity for the School to play a leadership role in this important aspect of health care reform." In addition to the University of Rochester, the upstate research

network includes the State University of New York at Buffalo, Cornell University, SUNY Upstate Medical University, and Syracuse University, which will serve as headquarters for the research efforts.

Cuomo's move to create a new database stemmed from an investigation by his office into how the health insurance industry reimburses consumers for out-of-network health care charges. Almost \$100 million in settlement money from health insurers will fund the new reimbursement system which Cuomo promises will bring transparency, accountability and fairness to the consumer reimbursement system.

A native of Israel, Pesis-Katz earned a bachelor's degree in health systems administration from the University of Ben-Gurion in the Negev and her doctorate in health services research and policy from the University of Rochester. While her previous research has focused largely on outcomes-based quality improvement programs evaluations, she also studies the economic impact of palliative care consultations in acute-care settings, and the role of quality of care in consumers' choice of nursing homes.

Cooperative project addresses quality at rural nursing homes

Studies show that older adults in underserved and rural communities bear a disproportionate share of illnesses and disabilities compared to their counterparts in urban areas. But a University of Rochester School of Nursing researcher believes that increasing networking opportunities and introducing advanced quality improvement (QI) methods to nursing and other staff at homes in these areas may remedy this disparity.

Tobie H. Olsan, PhD, MPA, RN, associate professor at the School, is working cooperatively with several local organizations to provide QI training at selected nursing homes. Her efforts are supported by a three-year \$513,000 training grant from the Health Resources and Services Administration, which builds upon a 2001 Institute of Medicine report linking staff involvement in QI with ensuring that more older adults have access to safe and high-quality care.

"Our project uniquely focuses on building the infrastructures and collaborative relationships fundamental to achieving excellence in resident care," said Olsan, whose grant enabled the creation of the Greater Rochester Nursing Home Quality Consortium, a forum that brings

leaders and staff from nursing homes outside of Monroe County together to exchange ideas and collaborate on implementing best practices in resident care.

While rural nursing homes have been communicating with each other, the consortium enhances these efforts with newer QI methods and resources to support staff training and coaching onsite in nursing homes. Six member homes in this first year of the grant are working with Olsan's project team on QI topics they specifically want to address through the lens of Lean Six Sigma methodologies, which use data and statistical tools to measure and improve processes, finance and clinical quality. These include prevention of falls and skin breakdown, transition of residents from hospitals to nursing homes, and improved care for residents with dementia.

The project calls for the first six nursing homes to complete their training and identified projects within 12 months. An additional six homes will be recruited and go through the same process each of the next two years. Nursing homes that complete their training will remain members



of the consortium, continuing their work and mentoring new participants.

In addition to the Greater Rochester Quality Council, an affiliate of the Rochester Business Alliance, Olsan's other co-collaborators include the University of Rochester Medical Center's Division of Geriatrics and Aging and the HRSA-funded Finger Lakes Geriatric Education Center of Upstate New York.

UR nursing professor receives lifetime achievement award

Harriet Kitzman, RN, PhD, FAAN, senior associate dean for research at School of Nursing, was awarded the Susan B. Anthony Lifetime Achievement Award for her 40-year career in academic nursing and her dedication to mentoring others in the field.

Kitzman's achievements were celebrated Feb. 4 at the 2010 Susan B. Anthony Legacy Dinner, an annual event that honors the civil rights leader's fight to gain women admission into the university more than a century ago. Sponsored by the Anthony Center for Women's Leadership and the Women's Club, the Legacy Dinner honors the activities of students, faculty, staff and alumnae who have used their abilities to help women in the Rochester community advance as leaders.

"Ms. Kitzman's trailblazing body of work and her dedication to mentoring young women in the field of nursing represent the persistence and vision of Susan B. Anthony," said Nora Bredes, director of the Anthony Center for Women's Leadership.



Kitzman is best known for her extensive contributions to research on home-visiting preventive intervention for young families, an intervention that has captured national and international interest. "The work is about women, families, and most importantly the science related to the health and development of infants and children," Kitzman said. She also noted that she has been pleased to spend her career at Rochester

because the University, which offers "extensive resources for research and teaching with opportunities for rich discourse among scholars and professionals," has been a wonderful place to do this work.

Kitzman joined the University staff in 1967 and earned a doctorate from the School of Nursing in 1984. For the past seven years, she has served on the Rochester Clinical and Translational Science Institute's Executive Committee, providing the organization with her experience in clinical and community health research. She also continues to work toward improving the health of women and children through studies of childhood asthma and childhood injuries. Throughout her career, Kitzman has received many honors for her research and teaching, including induction into the American Academy of Nursing. The AAN advances health policy and practice through the generation, synthesis and dissemination of nursing knowledge. AAN's 1,500 members are nursing's most accomplished leaders in education, management, practice and research.

Dean awarded tenure

Kathy P. Parker, PhD, RN, FAAN, professor and dean at the School of Nursing, was awarded tenure by the University of Rochester Board of Trustees, effective Jan 1. In announcing this accomplishment, **Bradford C. Berk, MD, PhD, CEO**, University of Rochester Medical Center, and **Mark B. Taubman, MD**, dean, University of Rochester School of Medicine and Dentistry, said:

"Kathy has proven herself to be a visionary leader, an excellent teacher and an accomplished researcher. We appreciate the significant contributions she has made since she became dean in 2008, and are confident that she will continue to foster excellence in nursing education in Rochester."

Loretta Ford honored with Dean's Medal

Loretta Ford, RN, EdD, PNP, FAAN, FAANP, former dean and professor emerita in the School of Nursing, was recognized this past fall for her commitment and service to the University. Ford, who received the Dean's Medal, is widely recognized for helping found the nurse practitioner model and for implementing the unification model of nursing education at Rochester.



Bill and Loretta Ford stand with Josh Boyer and his grandfather, Chuck.



Kathy Parker presents Loretta Ford with the inaugural Dean's Medal.

Artistic expression of nursing honored

Cathy Peters RN, MS, APRN-BC, assistant professor of clinical nursing, has been honored for her artistic and historical work, a memorial collage titled "Homage to New York," created after her volunteer experience following the events of September 11. As a psychiatric nurse, Peters counseled workers from lower Manhattan, and family and friends of the deceased. She created the collage as a way of sharing her experience with colleagues at a trauma conference in 2002.

Peters' work has become part of the permanent collection of the New York Historical Society, which houses materials that document the history of the United States as seen through the prism of New York City and the State of

New York. In addition, a recording of her 9/11 volunteer experience will be included in the oral history section of the Library of Congress and in the 9/11 memorial currently under construction.

In the fall of 2009, Peters received the New York State Nurses' Association Media Award, which recognizes writers, photographers, visual artists and other creative individuals/organizations who have made a significant contribution in portraying the mission and realities of nurses and nursing in print and electronic media.

A limited edition print of "Homage to New York" is on display in the School of Nursing. Check out nyhistory.org for more information on the New York Historical Society.



Want to stay up to date on all that's happening at the University of Rochester School of Nursing? Sign up at Facebook now and let us know you "like" us. We will be updating the page with news, upcoming School and alumni events, links to national and local stories about nursing, and photos.

Join us!

First annual Capstone Project Day shows progression

Students in the doctor of nursing program celebrated their First Annual DNP Capstone Project Day on Nov. 4. Thirteen students at various stages of the program presented summaries of their work thus far to DNP and School of Nursing leadership.

"It was a very rewarding day," said **Daryl L. Sharp, PhD, APRN, BC, FNAP**, director of the DNP program. "It's been wonderful to see the progression of the work. Moreover, it was a bonding experience for this group, and I sense very helpful for those who are earlier in the program to get an idea of where they are headed and how it all takes shape."

The PhD program hosts something similar. During PhD Research Day, which began in 2008, students who have not yet defended their dissertation research proposals present their ideas and get feedback.



The first group of DNP students to participate in Capstone Day are (from left to right, back row): David Goede, Holly Brown, Georgia Lowmaster-Csont, Carolanne Bianchi, Linda Andreesen, Kamila Barnes, Terri Glessner and Julie Salo; (from left to right, front row): Lee Castellano, Patrick Hopkins and Pam Brady.

Kudos

FACULTY

Margaret-Ann Carno PhD, MBA, RN, CPNP,D, ABSM, FNAP, was named the chair of the newly created RSRB Board #5, a biomedical board that will include pediatric, surgery, orthopedic and dermatology research.

Carole Farley-Toombs, MS, RN, NEA, BC, was voted president-elect of the 2009 American Psychiatric Nurses Association Board of Directors and Nominating Committee.

Sheldon D. Fields PhD, RN, FNP-BC, AACRN, DPNAP, FAANP, was elected to serve as chair of the HIV Prevention Trials Network (HPTN) Black Caucus. He will be working with the HPTN network to assure the inclusion of ethnic minorities in their trials. He has also been elected special projects chair of the Black Gay Research Group, an interdisciplinary group of Black gay scholars dedicated to advancing an agenda for research, policy and service in the interest of Black gay men.

Susan W. Groth, PhD, RN, WHNP-BC, received a notice of award from the National Institute of Nursing Research for her K Award, "Limiting the Phenotypic Effect of Pregnancy Related Weight Gain." Groth also received notification of funding from the National Heart

Lung and Blood Institute for her grant proposal, "Electronically Mediated Weight Interventions for Pregnant and Postpartum Women." She is a co-investigator on this project.

Gail L. Ingersoll, EdD, RN, FAAN, FNAP, was named chair of Board 1 of the Medical Center's Research Subjects Review Board. In March, the *Rochester Business Journal* honored Ingersoll with a 2010 Health Care Achievement Award.

Laurie Kopin, RN, MS, ANP, was notified of her selection as a fellow in the National Preventive Cardiovascular Nurses Association.

Dolores Krebs, NP, clinical associate faculty member, was a member of the New York State Committee with the Department of Criminal Justice Services. The committee created a training video, "A Body of Evidence: Using the NYS Sexual Offense Evidence Collection Kit," which was recently honored with an international award.

James McMahon, PhD, received a notice of award from the National Institutes of Health – National Institute of Child Health and Human Development for his R01, "HIV Risk Behavior of Adult Minority Heterosexual Men in New York City." The project focuses on basic epidemiological and behavioral research on risk factors associated with secondary transmission of HIV among seropositive adult African American and Latino self-identified heterosexual men in New York City.

Hyekyun Rhee, PhD, RN, PNP-BC, received a notice of award from the National Institute of Nursing Research for her R01, "Developing an Automated Symptom Monitoring Device for Adolescents with Asthma."

Madeline Schmitt, PhD, RN, FAAN, FNAP, served as distinguished visiting professor and interprofessional education expert for the Arizona Telemedicine program at the Dedication Day events for the new T-Health Institute on the Phoenix campus of the University of Arizona School of Medicine on Oct. 23.

Mary Tantillo, PhD, was notified of her selection as the 2010 recipient of the Academy for Eating Disorders Meehan-Hartley Award for Public Service and/or Advocacy. The awards ceremony will take place during the AED 2010 Salzburg International Conference on Eating Disorders in June.

Nancy M. Watson, RN, PhD, FGSA, was appointed to the National Advisory Board for the Study of Disparities in Incontinence and Perineal Skin Damage in Nursing Home Elders, University of Minnesota.

Two faculty pairs were selected for the CTSI Writing Curriculum for Mentors and Their Trainees: **Susan W. Groth PhD, WHNP-BC**, with **Dianne Morrison-Beedy, PhD, RN, WHNP-BC, FNAP, FAANP, FAAN**, as her mentor, and **Irena Pesis-Katz, PhD**, with **Bethel Powers, PhD, RN**, as her mentor.

STUDENTS

Awards were presented to the following individuals at the University of Rochester School of Nursing Convocation on Sept. 1, 2009: **Krista Scorson** and **Yena Kim** each received the Eleanor Hall Award. **Sonja Kreckel** received the Loretta C. Ford Fellowship. **Susan Lowey** received the Jill Thayer Award. **Ellen Volpe** received the Katharine Donohoe Scholarly Practitioner Award. **Amanda Young** received the Clare Dennison Prize.

Susan W. Blaakman was notified that she is the recipient of a 2009 Presidential Scholar American Nurses' Foundation grant award.

Christine Boev, a PhD student in the School of Nursing, is the recipient of the American Association of Critical Care Nurses/Sigma Theta Tau critical care grant award for her dissertation proposal, "Nurses' Perception of Work Environment and Nurse-Sensitive Patient Outcomes in Critical Care."

Shannon Gianotti, a graduate of the School's master's and accelerated programs, has been selected by the Awards Committee of the Nurse Practitioner Association New York State as recipient of the Sandra F. Shaw Outstanding NP Student of the Year Award. She has also been selected for the Greater Rochester chapter of the NPA Student Award.

Carla Jungquist received notification that her submission to American Academy of Sleep Medicine has been accepted, and she was invited to participate in the 2010 AASM Young Investigator Research Forum in April in Bethesda, Md.

Jamie L. Oliva received the Sigma Theta Tau Graduate Scholarship Award for 2009-10, and **Amanda Young** received the Sigma Theta Tau Undergraduate Scholarship Award for 2009-10. Both awards were presented at the School of Nursing Alumni Luncheon on Oct. 9.

Five students in the School's accelerated program, **William Clark, Marlana Fisher, Samantha Jones, Nicolas Nguyen** and **Allison Seiden** were honored for their winning submissions to the Robert Wood Johnson Foundation (RWJF) New Careers in Nursing "I Believe This about Nursing" essay contest. Students who participate share their personal stories about why they wanted to become nurses, what they have learned, who has inspired them or what they want to contribute to the profession. They are also asked to share how the RWJF NCIN scholarship program has helped them.

Go to **NURSING** online for a link to these students' award-winning essays.



Berk returns as CEO, Taubman named dean



Bradford C. Berk, MD, PhD, returned as full-time CEO of the University of Rochester Medical Center March 1, while **Mark B. Taubman, M.D.**, began serving as the tenth dean of the University of Rochester School of Medicine and Dentistry.

"I am excited to return as CEO, and I'm immensely grateful to all those who maintained the Medical Center's progress in my absence,"

Berk said. "This experience has provided me with a fresh view of what it's like to be a patient. There are huge opportunities for us as an institution and an organization. I'm very energized by the great things we can accomplish at the Medical Center."

The former chair of the Department of Medicine, Taubman began serving as acting CEO of the Medical Center when Berk suffered a serious spinal cord injury on May 30, 2009. As

Berk returned as CEO, Taubman became dean of the medical school and remains a pivotal member of Berk's leadership team.

"Mark has performed admirably over the last several months as acting CEO. He has not only maintained the Medical Center's forward momentum, he also has led the Medical Center's leadership team in solving some challenging issues," said University of Rochester President **Joel Seligman**. "I wholeheartedly support his selection as dean of the medical school."

Taubman came to the Medical Center as chief of the Cardiology Unit and Paul N. Yu Professor of Medicine in February 2003. He became chair of the Department of Medicine and Charles E. Dewey Professor of Medicine in May 2007. As chair of Medicine, he directed the largest single department in the Medical Center. He has more than 120 publications, chapters and scholarly writings to his credit.

Go to **NURSING** online to find a link to a moving story about Dr. Berk's personal journey over the last year.



URMC revises bed expansion plans

The University of Rochester Medical Center has begun plans to add inpatient beds for at least 30 adults to the James P. Wilmot Cancer Center, a move that will address the critical shortage of space for Rochester's hospitalized patients. Once building designs are finalized and approved by the University trustees, construction could begin this summer on three new floors—one to house hospitalized patients undergoing cancer treatment, plus two unfinished floors for future expansion of research or patient care services within the Cancer Center.

The Cancer Center addition is the first phase of the Medical Center's strategic plan to increase its capacity to care for adult patients, modernize and expand its Golisano Children's Hospital, and provide much-needed space for imaging technology. Next, Strong Memorial Hospital anticipates constructing additional space for pediatrics and imaging, although plans for this second phase are not yet finalized. The new, two-step plan achieves the objectives of the Medical Center's originally proposed PRISM plan, but opens adult beds sooner while incurring less debt.

"Upon urging URMC leaders to consider all practical alternatives, I'm pleased to say that they have responded with an approach that's practical

and forward-thinking," said University President **Joel Seligman**. "Together, this two-phase plan represents the most ambitious project in the University's history and sets the stage to update the entire patient care facility."

The Cancer Center addition is expected to cost approximately \$45 million. Patients could begin occupying the new unit by early 2012 – sooner than what was expected with the originally proposed PRISM tower.

The artist's rendering at right shows the three additional floors which will be constructed to accommodate inpatient cancer care and more translational research space.

Diversity event looks at Native American health issues



Veronica Reitter (above, top), a staff member at Ganondagan State Historic Site, concluded an afternoon diversity event at the University of Rochester School of Nursing by sharing Native American tales with faculty, staff and students.

With an eye kept on improving health particularly for at-risk populations, the School of Nursing joined with the Friends of Ganondagan to present an afternoon devoted to exploring aspects of the history, culture and changed lifestyles that have led to an epidemic of obesity and diabetes among Native Americans.

“Reclaiming Our Health, Native Style” opened March 15 with a traditional Thanksgiving address delivered by G. Peter Jemison, Ganondagan State Historic Site director and a distinguished artist, historian, and Seneca leader. Jemison provided background on Ganondagan before attendees watched the documentary *Bad Sugar*, which looks at the causes and effects of diabetes within two Native American communities.

Local Haudenosaunee (Iroquois) offered personal commentary after the video including Stephanie Waterman (Onondaga), assistant professor, at the Warner Graduate School of Education; Veronica Reitter (Seneca), interpreter and staff member at Ganondagan; and Kelly Keemer, R.N. (Seneca), a graduate of the University of Rochester School of Nursing’s accelerated nursing program and staff nurse at Strong Memorial Hospital, who is also a member of the Young Spirit Dancers group.

Following a showing of *Reclamation* – a video produced by Jemison that documents a local Seneca’s experience losing 100 pounds – the day concluded with Haudenosaunee storytelling by Reitter.

“We were so happy to offer this cooperative experience to our faculty and staff,” said **Mary Dombeck, PhD, APRN**, professor and co-chair of the School’s Dean’s Advisory Council for Diversity and Inclusiveness. “We want to raise people’s awareness of the cultural history of native people and the injustices that changed their lifestyles. Moreover, diabetes and obesity are problems not just for Native Americans but for all of us. These are relevant topics that need to be explored, especially in a nursing school.”



REUNION 2009 { Oct. 8-11, 2009 }



Harriet Shaefer Siegel, Sue Klopp Burggraaff, and Maryann Salisbury



A family enjoying Reunion Weekend in Everts Lounge.



School of Nursing students at Class Dinner.



Susan Boulay, Carol Markham, and Nancy Rich Van Hooydonk



Francine McCarthy with SON students at Class Dinner.



Jeanne Scott Hoose and Brenda Eves Lingg at the Alumni Luncheon.



Dean Parker presents Patricia Ng with the Class of '59 Award with Connie Leary.



Alums were treated to simulation demonstrations and tours.



Don Vair and Elizabeth W. Smith at the Dean's Diamond Circle Dinner.



Alumni take a tour of the University of Rochester Medical Center.



Chuck Boyer with his grandson, Josh.



Ruth Bishop Rodger greets a friend at the Alumni Luncheon.



Louise Holmes, Connie Leary, and Roberta Abrams* at the Medallion Ceremony.



Jane Tuttle poses with Sigma Theta Tau Scholars.



Pamela Smith, Elaine Andolina and Pamela Herendeen attend the Lifetime for Nurses panel discussion.



Online now!

See the exclusive
School of Nursing
Reunion 2009
slide show.

 **Web Extra**
nursing-magazine.urmc.edu

* Deceased

Fostering friendship over 50 years



As first-year nursing students, the young women who would become the Class of '59 quickly found common ground. The rigor of their studies, the pressure of being in life-and-death situations all too soon, and the shared laughter that came with living together in Helen Wood Hall all bonded this group to one another with a strength that time has not diminished.

Today, these alumnae continue to support each other through life's ups and downs. Using the Internet, they reach out to classmates battling health challenges, they send flowers to others who have lost spouses, and they commit to getting together in person every five years, a tradition they started with their first five-year reunion.

They began gathering for three-day weekends. Erie Canal cruises, winery tours and visits to the George Eastman House are just a few of the activities they planned through the years. Eventually, they began incorporating elements of the School's reunion into their weekends, though they retained their traditions: always a trip, a potluck dinner and a brunch before bidding each other farewell.

In October, this gregarious group returned to the University of Rochester School of Nursing to celebrate their 50th reunion. "We pick up like

we've never been apart," said Connie Leary. "We were not only classmates and friends, we were each others' teachers. We lived and breathed and suffered together. We became a family."

Like a family, they have had their losses. To honor those classmates and friends who have died, the Class of '59 started an endowed award that is given annually. "To represent our class we wanted something special and lasting, something that would allow us to support the School and those who want to be nurses," said Leary.

The Class of '59 Award is unique in that the recipients have been able to use it as they wish. "Some have written us to say that they used it to pay off utility bills or to pay for gas to get to class. Others have used it for child care," said Leary. "We feel like in this way we are truly enabling an education. It is a tangible way to show the School of Nursing what it has meant to us, what it has given us."

The Class of '59 record of giving is as notable as their enduring kinship. As a group, they can proudly boast almost 100 percent participation.

Many things in the field have changed since this group of women graduated. Today's technology provides student nurses with new platforms for learning. The Class of '59 saw this firsthand when they toured the simulation labs

in October. But the key things about nursing remain the same. Evidence of that can be seen in the recipients of the award bearing the name of the Class of '59.

"They all have the compassion you need to have to be a good nurse," said Leary. "You can be smart and perceptive, but you also have to be compassionate. The students we have honored share the desire to make the nursing experience better for patients. They may say it or pursue it in different ways. But they all want the same thing."

The Class of '59 Scholarship is given in memory of the following alumnae.

Roberta B. Abrams
Susan Weiderbrand Coda
Carol Grounds Dodge
Elaine Trad Farrell
Irene Bagneshi Frediani
Judith Stewart Grant
Edwina Koniski Kassy
Florence Walker Koniski
Delores Farnella Reedy
Carol Wadsworth Russ

Aiding the evolution of nursing inspires this alum to give

Some things in life have just felt like a “natural choice” for **Cathy Peters, MS, APRN-BC, NPP**. The first was pursuing a career in nursing. “Many of my relatives are physicians and nurses. I’ve had a lifelong interest in health care,” she said.

Peters earned a master’s degree as a family health nurse clinician from the School of Nursing in the early 1980s. Throughout her career, she’s had an interest in the mind-body connection of patient care, and she completed a post-master’s degree in psychiatric-mental health nursing in 2000. She is currently a primary clinician in the comprehensive psychiatric emergency program at the University of Rochester Medical Center. Since 2002, Peters has maintained an appointment at the School of Nursing as assistant professor of clinical nursing, and also serves as assistant clinical professor, adjunct faculty, in the division of medical humanities of the School of Medicine and Dentistry.

For Peters, including the School in her estate planning was also a natural choice.

“The School of Nursing has been such a large part of my life,” she said. “I have grown and

blossomed in the context of both education and career. My professional relationship with the School, in collaboration with my work at the Medical Center, has provided a platform for so many opportunities: mentoring students, publishing, and now as a board member of Sigma Theta Tau International Honor Society for Nursing.

“Colleagues and I have discussed our legacy—you know, the kind of mark we want to leave on the world. For me, there is no better way than to encourage the advancement of others in the form of student scholarships,” she said.

“I’ve had the good fortune to be part of the School under the leadership of three outstanding women: Loretta Ford, Pat Chiverton and Kathy Parker,” said Peters. “I am in awe of their impact on the evolution of nursing, and I want to be part of maintaining that momentum by supporting the School of Nursing in my will.”

In response to those who may ask how they can help, Peters suggest the following: “Consider how the School has impacted your life and career, and how you can impact the lives of

future generations of students. Give the gift of opportunity.”

For a confidential conversation or more information about ways in which you may support the School of Nursing through your will, please contact Marianne Virgilio in the University Office of Trusts and Estates at 585-273-1167 or e-mail her at mariannevirgilio@rochester.edu.



Cathy Peters (second from left) is pictured with (from left to right) Cynthia Jean Gibson, Ponrathi R. Athilingam, Jane I. Tuttle, and Dean Kathy P. Parker at the 2009 Sigma Theta Tau Membership Induction Ceremony.

“I am in awe of their impact on the evolution of nursing, and I want to be part of maintaining that momentum by supporting the School of Nursing in my will.” — *Cathy Peters*



The Epsilon Xi chapter of Sigma Theta Tau International Honor Society of Nursing held its annual induction on March 21.

New Members Inducted in 2010

Graduate Students

Meghan Aldrich
Paula Neil
Krista Scorsone
Wende Tefel

RN to BS Students

Virgina Cartwright
Maxine Fearington
Heather Green
Regina LoMaglio
Jessica Mosher
Nancy Rogers
Jessamine Scipione

Accelerated Students

Erin Andrews
Anna Asiama
Colleen Barron
Tiffany Basamon
Lisa Cary
Suzanne Chase
Katelynn Clark
Kiersten Coon
Diana Davis
Hannah Dominick
Kathleen Dorn
Lindsay Eisemann
Sara Fagan
Theresa Foita
Jenna Gonillo
Rebekah Hunter
Neha Jha
Rebecca Johnson

Jayme Jones
Samantha Jones
Holly Long
Vernita Louison
Sandra Mandell
Anne McCully
Jack O’Connor
Kathleen O’Neill
Sheila Ostly
Alison Perry
Jacqueline Peters
Jennifer Richard
Andrea Silvis
Christina Skifstad
Gemma Smith
Margaret Stein
Shannon Strauss
Mary Sullivan
Margaret Welker
Aaron Williams



Below is an excerpt of a letter sent from Doctor of Nursing Practice student Terri Glessner to a donor whose contributions to the School of Nursing and those of so many others support Glessner and students like her.



As a current student of the Doctor of Nursing Practice (DNP) program at the University of Rochester School of Nursing, I would like to thank you for your continuing support of our school and your last gift of \$1000. Your annual support provides students like me with scholarship monies and the educational tools needed for today's learning environment. Your gift will keep our school at the forefront of nursing education.

Here is my story...

I have been pursuing my passion for nursing since 1984. Having earned my master's in nursing, I am now completing my doctorate in nursing practice with clinical and program work centered around enhancing the safety of our patients while they are in our care. I am currently the nurse manager of the cardiothoracic intensive care unit, CT step-down unit and the perfusion team at Rochester General Hospital, and was an original community member of the task force that led to the development of the School of Nursing DNP program.

Your support has been paramount in helping me transition into one of today's nursing leaders. The nursing scholarship fund has helped me achieve both personal and professional goals and assisted in my development as a nursing leader and patient safety advocate.

Your support is vital to the future success of the School and students like me. Thank you for your continuing support!

Sincerely,
Terri Glessner

Donor Report News

We are excited to announce that this year we are trying something new: putting the "Report on Giving" online. This will allow us to include more School of Nursing news and features in the pages of the magazine and save on production costs. As soon as the listings are available, donors will receive postcards in the mail with the Web address. The cards will explain how to request that a printed version be mailed to you if that is your preference.

Update us!

We want to know what's happening. Send **NURSING** the latest news on your career advancement and honors, publications and family. Please include pertinent information as well as class year and degree and a way to reach you with questions. We also invite you to submit photos from significant events you'd like mentioned in Class Notes. We will feature as many as space allows. We accept color or black-and-white prints, or high-resolution digital images.

E-mail news and digital photos to Susan_Fandel@urmc.rochester.edu. Mail news and photos to **NURSING**, c/o Susan Fandel, 601 Elmwood Ave., Box SON, Rochester, NY 14642.

Class notes

1970s

Nancy Heller Cohen '70 went on to earn a master's degree in nursing from the University of California–San Francisco. After working as a clinical nurse specialist, she retired to write full-time. She made her publishing debut writing romance novels under the pen name Nancy Cane. Her first book, *Circle of Light*, won the Holt Medallion Award. After four books in this genre, Nancy switched to mysteries to write the popular *Bad Hair Day* series as Nancy J. Cohen. This humorous series features hairdresser Marla Shore, who solves crimes with wit and style under the sultry Florida sun. Active in the writing community and a featured speaker at libraries and conferences, Nancy is listed in *Contemporary Authors, Poets & Writers*, and *Who's Who in U.S. Writers, Editors & Poets*. Nancy's next release, *Silver Serenade* is scheduled for release in July. It can be purchased at all major online booksellers.

1980s

Patricia Tabloski '80 has published a second edition of *Gerontological Nursing* (Pearson Education). The text offers nursing professionals evidenced-based information on the care of older people in a variety of health care settings.

1990s

Yvonne Dobbenga Rhodes '91 has published an article, "Responding to Amniotic Fluid Embolism," in the *AORN Journal*, the publication of the Association of Perioperative Registered Nurses. She is a maternal-child health clinical nurse specialist in the Washington Hospital Healthcare System in Fremont, Calif.

Deceased alums

The School of Nursing expresses sympathy to the loved ones of our deceased alumni.

Abrams, Roberta (Busky), '59N, Dec. 7, 2009.
Farmington Hills, Mich.

Albone, Joan (Petrie), '42N, July 31, 2009.
Rochester, N.Y.

Arnold, Judith, '81, '82N (MS), Sept. 7, 2009.
Albany, N.Y.

Asmuth, Helen (Reusch), '38N, Aug. 20, 2009.
Rochester, N.Y.

Barclay, Dorothy (Roediger), '36N, Jan. 28, 2008.
Lodi, Calif.

Barfield, Ann E. (Long), '48N, March 24, 2009.
Oakwood, Ga.

Beck, Lena (Briggs), '30N, Oct. 16, 2003.
Airfield, Conn.

Beebe, Mary (Welch), '32N, Nov. 22, 1999.
Syracuse, N.Y.

Camp, Carol (Forsberg), '57N, Jan. 8, 2010.
Rochester, N.Y.

Eckler, Harriet (Telander), '52N, March 4, 2009.
Ontario, N.Y.

Farkas, Anne G. (Bergstedt), '67N, Dec. 29, 2009.
Rochester, N.Y.

Farrell, Elaine (Trad), '59N, April 30, 1996.
Utica, N.Y.

Fetzner, Charlee Carol, '01N, May 21, 2005.
Pittsford, N.Y.

Freeman, Ruth E. (Peterson), '47N, Nov. 6, 2007.
Melbourne, Fla.

Gleaton, Dorothy (Strauch), '43N, April 23, 2009.
Sacramento, Calif.

Goossen, Grace E. (Hubbard), '45N, '53, May 6, 2009.
Stevensville, Md.

Gunn, Jane (Lefever), '60N, April 22, 2006.
New London, N.H.

Hogan, Rita Margaret, '72N (MS), July 4, 2009.
Farmington, Conn.

Izzo, Verna (Bean), '51N, Sept. 20, 2009.
Red Creek, N.Y.

Kass, Dorothy (Guenther), '55, '56N, Jan. 7, 2010.
Pompton Plains, N.J.

Knobel, Phyllis (Norman), '47N, May 25, 2009.
Saranac Lake, N.Y.

Kondrath, Gus George, '00N, Oct. 11, 2007.
Victor, N.Y.

Lofthouse, Eleanor M., '39N, '48, Aug. 25, 2009.
Rochester, N.Y.

McClurg, Helen (Matthews), '47N, Jan. 16, 2009.
Rochester, N.Y.

Moir, Marian (Rahr), '45N, June 1, 2009.
Willoughby, Ohio.

Naruse, Suzanne, '47, '48N, June 28, 2008.
Orange, Calif.

Nicholas, Anne L., '97N, Aug. 30, 2009.
Penfield, N.Y.

Olivey, Della (Ziegler), '36N, Dec. 20, 2009.
Cayuta, N.Y.

Poling, Marilyn M. (McGinn), '61N, Jan. 15, 2009.
Bethesda, Md.

Rowley, Ruth (Adams), '32N, March 3, 2009.
Glendora, Calif.

Ruch, Margaret (McGlashan), '37, '38N, Dec. 27, 2009.
Milwaukee, Wis.

Selden, Dorothy (Taylor), '46, '47N, '65N (MS),
June 27, 2009.
Omaha, Neb.

Smith, Nancy (Wickson), '46, '47N, Aug. 3, 2008.
East Amherst, N.Y.

Sutton, Ann Marie, '89N (MS), Aug. 8, 1997.
Penn Yan, N.Y.

Taylor, Margaret (Smith), '46N, Sept. 16, 2009.
Osterville, Mass.

Vannoy, Nancy (Weyrick), '54N, Aug. 12, 2009.
Zephyrhills, Fla.

Wilson, True, '31, '32N, Aug. 17, 2009.
Clearwater, Fla.

Brooke S. Paquin, student and nurse at Highland Hospital



The University of Rochester School of Nursing lost one of their own when master's student and Highland Hospital nurse **Brooke Paquin, RN**, died following a traffic accident Dec. 10 in North Carolina. Also killed in the crash was Paquin's boyfriend, Tristan Hanna, RN, also a nurse at Highland.

Paquin, 32, was a 2008 graduate of the School of Nursing's accelerated program and was enrolled in the School's Adult Nurse Practitioner program. She began her career as a patient care technician at Highland Hospital in 2005 and

later worked as a nurse in Highland's emergency department.

"Both [Brooke and Tristan] were at the beginning of careers in nursing and had already begun to make a difference in the lives of those they helped, their colleagues and friends," said University President **Joel Seligman**.

Paquin graduated from the State University of New York at Geneseo with a business degree. She worked for a company in Boston for several years but wasn't happy, said her mother, Patti Paquin, RN, a nurse at Strong Memorial Hospital for 17 years.

"She was fascinated with nursing stories and decided nursing was for her," Paquin said. "She was such a compassionate and caring person. Her patients in the emergency department wrote her thank-you notes. She was one of those special people."

Kathy P. Parker, dean of the School of Nursing, said: "Brooke's passing is such a tragedy and has been felt deeply by her extended family of fellow students, faculty and staff here at the School of Nursing. She clearly had a passion for nursing, and her pursuit of a master's degree is evidence of her heartfelt desire to advance both the profession and patient care."

"Her patients in the emergency department wrote her thank-you notes. She was one of those special people." — *Patti Paquin, about her daughter, Brooke*

Donations in Paquin's memory may be made to the Brooke Starr Paquin Scholarship Fund at the University of Rochester School of Nursing. This scholarship will support an individual who truly wants to become a nurse but without generous support couldn't otherwise do so. Contributions can be sent to the School of Nursing Alumni and Advancement Center, 300 E. River Rd., P.O. Box 278996, Rochester, NY 14627.

Myrtle "Kitch" Aydelotte, friend of School

The School of Nursing lost a dear friend and supporter when nursing leader and innovator **Myrtle "Kitch" Aydelotte, RN, PhD**, passed away on Jan. 7 at the age of 92.

Aydelotte, who served in the Army Nurse Corps during World War II, had a long and distinguished professional career, including positions as founding dean and professor at the University of Iowa College of Nursing, director of Nursing at the University of Iowa Hospitals and Clinics, and as executive director of the American Nurses' Association in Kansas City. A prolific author and recipient of numerous awards, Aydelotte was involved with many professional organizations. She was a member of the National League for Nursing, served for a time as CEO of the American Nurses Association, and was a past president of Sigma Theta Tau International Honorary Society for Nursing. Aydelotte, who was also named a Fellow of the American Academy of Nursing, is considered a national authority on societal change and its effect on health care delivery.



Aydelotte moved to Rochester following her retirement to be near family. While in the area, she developed strong ties to the School of Nursing and became close friends with many faculty and staff members. She was revered for her contributions to the field of nursing and will be missed by many.

Donations in Aydelotte's memory may be made to the University of Iowa School of Nursing, University of Iowa Foundation, P.O. Box 4550, Iowa City, IA 52244, the University of Rochester School of Nursing, Office of Development, 300 E. River Rd., Box 278996, Rochester, NY 14627, or the St. John's Home Foundation, 150 Highland Ave., Rochester, NY 14620.

"Nursing encompasses an art, a humanistic orientation, a feeling for the value of the individual, and an intuitive sense of ethics, and of the appropriateness of action taken." — *Myrtle Aydelotte*



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On the cover: **Paula Neil** (left) is pursuing her PhD at the School of Nursing. **Holly Brown** (right) is a Doctor of Nursing Practice student at the School. The doctoral program each has chosen reflects their respective goals and professional interests and aspirations.

Cover photo:
Marten Czamanske, mcphotography.com

NURSING: Spring 2010

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SAVE THE DATE!

Join us in Rochester for Reunion Weekend, held concurrently with the University's Meliora Weekend. Alumni and friends will have the opportunity to enjoy a wide array of world-class programming!

For more information, visit our website at www.son.rochester.edu/alumni/reunion.html