

SCHOOL OF NURSING | UNIVERSITY OF ROCHESTER MEDICAL CENTER

ROCHESTER NURSING *today*



HIGH-TECH/HIGH-TOUCH

New wing ideal for today's students
Accelerated programs flourish
Entrepreneurship blends nursing, business

INSIDE:
FORD WING
DEDICATION

ABOUT ROCHESTER NURSING TODAY



ROCHESTER NURSING *today*

Fall 2006

cover photo: Antonio Barbagallo, fotoab.com

The atrium of the new Loretta C. Ford Education Wing offers a comfortable, wireless gathering place.

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Rochester Nursing Today

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MESSAGE FROM THE DEAN



Several years ago, with a strategic plan as our roadmap, we envisioned a learning environment that could bring out the best in every educator, researcher, clinician and student. It would intensify the educational experience, foster the exchange of ideas and information, and infuse the latest technology to meet the challenges and demands of preparing nursing professionals for the future of care.

On April 28, 2006, our vision became a reality as we dedicated the School of Nursing's Loretta C. Ford Education Wing. As the largest expansion in the School's history, it is a triumph for the nursing professionals of yesterday, today, and tomorrow, and – perhaps most importantly – for the countless lives they touch.

You'll find highlights of the dedication on the pages ahead. We are deeply grateful to everyone whose mark is on the growth of this School, whether it be this state-of-the-art expansion or the gift of your talents, intellect and enthusiasm. Thank you for your support as we strive to continue meeting the needs of the future while respecting and honoring our past.

This issue of *Rochester Nursing Today* also focuses on ways in which we are using technology to complement and enhance education. Those of us who graduated a decade or more ago, now living in a world of voice mail, ATMs and online shopping, may be challenged to see how increased use of technology could benefit the very personal, hands-on nurturing that has been the hallmark of nursing practice. While electronics can never replace the warmth and caring of a skilled practitioner, our Education Technology Committee is identifying and implementing ways to leverage the benefits of technology to keep nursing education on the cutting edge, interesting and accessible to today's very technologically sophisticated students. I hope you will enjoy learning how we're introducing some new technologies into our curriculum and clinical training. We are continuously in search of ways to respond to those changes while staying focused on improving the quality of life.

We've also included an update on the progress of our Center for Nursing Entrepreneurship. This innovative program, with roots in the Community Nursing Center, shows great promise as a business incubator and revenue generator, as well as a model for other university-based entrepreneurship projects.

And as you catch up on the latest School news, please be sure to read about Bradford C. Berk, MD, PhD, the new senior vice president for health sciences and CEO of the University of Rochester Medical Center and Strong Health, on page 18. Dr. Berk is a University of Rochester alumnus who most recently chaired the Department of Medicine and directed the Cardiovascular Research Institute. While we welcome Dr. Berk to his new role and are eager to work with him, we acknowledge with gratitude the many contributions of our previous CEO, C. McCollister Evarts, MD, who remains as a Distinguished University Professor.

If you were not able to join us in the spring, I hope you will plan to join us for Reunion, October 12-14. In addition to enjoying our programs and catching up with colleagues and former classmates, we'll be happy to take you on a tour of our new wing and courtyard. Watch your mail for Reunion details, or you can call toll-free at (800) 333-4428 or register online at www.urmc.rochester.edu/son/alumni/reunion.cfm.

Thank you for your continued encouragement and support.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Chiverton".

Patricia Chiverton, EdD, RN, FNAP
Dean and Professor,
University of Rochester School of Nursing
Vice President, Strong Health Nursing

SCHOOL OF NURSING CELEBRATES OPENING OF NEW HIGH-TECH EDUCATION WING

FUTURE OF CARE CAMPAIGN DONORS ACKNOWLEDGED FOR THEIR SUPPORT

The School of Nursing dedicated the Loretta C. Ford Education Wing of Helen Wood Hall on April 28, 2006 with a series of events, including a symposium, ribbon-cutting ceremony and gala banquet.

The new wing, named for **Dean Emerita Loretta**

“Lee” Ford, RN, PNP, EdD, who served as the School’s dean from 1972 to 1986 and is internationally known for creating the role of the Nurse Practitioner, is part of an \$8.1 million expansion and renovation project that will help the School of Nursing increase

student enrollment, boost technological capabilities and enhance research.

Patricia Chiverton, EdD, RN, FNAP, dean of the School of Nursing, called the new wing “a truly historic moment.”

“The Loretta C. Ford Education Wing means we

can educate more nurses and nurse leaders at the master’s and doctoral level, which ultimately means better patient care,” Chiverton said. “But it also means we will have more opportunities for unique programs and for taking business ideas for new models of care to the



Leading the Dedication Ceremony are, from left, ribbon-cutters C. McCollister Everts, MD, Congresswoman Louise Slaughter, Dean Patricia Chiverton, Dean Emerita Loretta Ford, University President Joel Seligman, former University President Tom Jackson, Future of Care Campaign Chair Robert Hurlbut, and 2006 graduate Adam Tatemann.

The Loretta C. Ford wing is a 28,000-square-foot expansion that includes four spacious classrooms, an auditorium that seats 170 people, a seminar room and an atrium. The wing's wireless and smart classroom technology and video conferencing capability will facilitate student learning. Much of the first floor of Helen Wood Hall also was renovated as part of the \$8.1 million project.

marketplace.”

Ford was humbly grateful for the honor and expressed her life-long desire to support advances in nursing education and practice.

“For years, my husband and I have invested in human resources by supporting institutions that educate nurses and teachers,” Ford said. “Frankly, I wasn’t too enamored with the idea of having my name on a building. But as (University) President (Joel) Seligman observed, ‘Named facilities are inspirations for future generations.’ So, I thought that if this educational addition to the School of Nursing improves the learning environment, attracts talented students and faculty, and demonstrates to the world that this school is a vital, energized, and growing enterprise I would be pleased.

“Actually, I have been

more than delighted with the outcome,” she added. “Since the facility has opened, several faculty have told me how thrilled they are with the new, fully equipped classrooms.”

Ford expressed her gratitude to all who were involved in the building and dedication.

“Thanks to Dean Pat Chiverton for her vision and tenacity, Robert Hurlbut, the chairman of the Future of Care Campaign for his skill in fundraising, Carole Rose whose guiding hand – and I’m sure sometimes her fist – brought the building to completion, and the Development office staff for their monumental efforts in every phase of the project,” she said.

Dedication day included a symposium on the Nurse Practitioner movement, Rochester’s role as a leader



in the movement and trends in the profession, followed by a special lunch for invited guests.

Chiverton and Ford addressed a crowd at the afternoon ribbon-cutting ceremony. Also participating were Joel Seligman, president of the University of Rochester; C. McCollister “Mac” Evarts, MD, distinguished Univeristy professor; Robert H. Hurlbut, chairman of the School’s Future of Care Campaign; U.S. Rep. Louise Slaughter,



Joanne Empey Fiaretti, B ’56, with Dean Patricia Chiverton.



From left, Mary Wilde, William Ford, Loretta Ford, Rachel Kraus and Amanda Coyle.



Karen Webb Sutherland, B ’51 (left) of the Dean’s Advisory Council presents the School’s Health and Humanity Award to Johnson and Johnson’s Andrea Higham for their Campaign for Nursing’s Future.

**ELAINE C. HUBBARD
CENTER FOR
NURSING RESEARCH
ON AGING**

Highlighting the Loretta C. Ford Education Wing celebration was the dedication of the Elaine C. Hubbard Center for Nursing Research on Aging. Described by Dean Patricia Chiverton as “a woman of warmth and extraordinary caring,” **Elaine C. Hubbard, EdD, RN, ANP**, was recruited to the School of Nursing by Ford to serve as its first associate dean of undergraduate studies, a role in which she served from 1975 to 1981.

During her tenure in Rochester, Hubbard was the

architect and first director of the School’s Community Nursing Center, which laid the foundation for today’s Center for Nursing Entrepreneurship. Hubbard’s passion for primary care and care of the elderly has been a hallmark of her career. Though she retired in 1990, she remains an active advisor, valued colleague and friend to the School.

“It is my dream that the Center for Nursing Research on Aging will become a national model for scientific research that will facilitate the identification of preventive strategies and activities for groups of people,” said Hubbard. “This will require the use of



From left, Victoria Hines, Jean Garling, Dean Patricia Chiverton, Elaine Hubbard and Nancy Watson cut a ribbon to celebrate the opening of the Elaine C. Hubbard Center for Nursing Research on Aging.

existing resources, in addition to the development of some that are new and innovative, resulting in more self-care, better functioning, greater individual freedom, and less demand for health care dollars.”

The Center will bolster

the School’s long-standing commitment to serving the elderly by identifying and implementing methods of assisting older people in coping and living with the psychological and physiological changes associated with aging. **RN**



A highlight of the Loretta C. Ford Education Wing is The Jacoby Board Room.

and a representative from Senator Hillary Clinton’s office. Highlighting the ceremony was the announcement by Evarts of Chiverton’s appointment as the Pamela Klainer Chair for the Center for Nursing Entrepreneurship.

The celebration continued with a crowd of over 200 at

an evening banquet at Casa Larga Vineyards. There, the School presented its Health and Humanity Award to Johnson & Johnson Co. for its “Campaign for Nursing’s Future,” a national effort to attract more people into nursing and to develop more nursing educators.

“The completion of the



Guests celebrate at a special luncheon prior to the Dedication Ceremony.

building and its dedication in April provided an opportunity to celebrate with family and friends, former students and faculty colleagues from UR and around the nation and Canada,” Ford added. “It was a celebration to end all celebrations, starting with scholarly historical reports,

a march down memory lane with some pioneering alumni and faculty, and culminating with a Roaring ’20s dress-up party at the Casa Larga. No one could have been more pleased than my husband and I. Our heartfelt thanks to those who made all this possible.” **RN**



Above: Dedication day included a symposium on the Nurse Practitioner movement, Rochester's role as a leader in the movement and trends in the profession. The afternoon's speakers included: Julie A. Fairman, RN, PhD, FAAN, chair of the graduate faculty of the University of Pennsylvania School of Nursing; Joan E. Lynaugh, RN, PhD, FAAN, director emerita of the Barbara Bates Center for the Study of the History of Nursing at the University of Pennsylvania and her alumni panel; Carolyn A. Williams, RN, PhD, FAAN, dean of the University of Kentucky School of Nursing; and Daryl Sharp, RN, PhD, CS, NPP, coordinator of the Psychiatric Mental Health Program of the University of Rochester School of Nursing.



Above and far left: Guests celebrate at the Future of Care Gala on April 28 at Casa Larga Vineyards in Fairport.

At left: Ginny Ryan, Channel 13 news anchor, was emcee for the Gala.

Bottom: School of Nursing staff and friends dress up for the Roaring '20s spectacular occasion.



ACCELERATED PROGRAMS KEEPING PACE WITH TECH-SAVVY STUDENTS

FORD WING IDEAL FOR TODAY'S LEARNERS, TOMORROW'S NURSING PROFESSIONALS

Accelerated Program students (from left) Diane O'Shaughnessy, Tracee Tomlinson and Michael Fisher take advantage of the wireless environment while studying in the atrium of the Loretta C. Ford Education Wing.

With the largest class in its five-year history under way, leaders of the School of Nursing's Accelerated Programs for Non-Nurses are introducing advanced technologies to meet the needs of its diverse and sophisticated learners. State-of-the-art facilities in the School's new Loretta C. Ford Education Wing, are an optimal setting for tools like iPods, personal digital assistants, videostreaming, and life-like patient simulators to complement traditional teaching methods, improve access and lend flexibility

to learning.

"Technology is one method we are using to improve our learning and teaching that will ultimately improve patient outcomes," said **Rita D'Aoust, MS, RN, ACNP**, senior associate professor and director of the Accelerated Bachelor's and Master's Programs for Non-Nurses. "It also helps us stay competitive in attracting the best and brightest students to our program. Yet, even with the best technology, we're not about quickly producing a nurse, but rather developing future leaders at

the bedside, and in research and education."

Accelerated program students have degrees in non-nursing fields and participate in an intensive curriculum that leads to a bachelor of science degree in nursing and eligibility for professional registered nurse licensing examinations.

Because they come from varied backgrounds – many accomplished in other careers before making the shift to nursing – most come to the program with technology savvy. Their range of education and experience





Senior Teaching Associate Joanne E. Layton runs a training scenario using SimMan for Accelerated Program graduate Adam Tatemann.

results in a student population with a wide array of learning styles.

“Our job is to recognize that and determine how we can help them to learn and succeed in the program,” said D’Aoust. “While technology can never replace the humanistic, caring nature of nursing and nursing education, it can augment learning and help prepare students for today’s health world. In response, we started changing the way we do business by building a technology infrastructure that will allow students to access what they need wherever they are, whenever they need it, in a format that works for them.”

That infrastructure, spearheaded by an Education Technology Committee, includes an internet-based listing of educational resources for students and faculty, capability to produce or convert resources to digital media so they can be accessed by computer, computers for clinical and educational skills labs so students can watch and practice simultaneously, and enhancement of resources available through the University’s Edward G. Miner Medical Library. Additionally, wireless capabilities in the School’s new wing permit internet access with laptop computers without the need to connect to any cables or outlets.

COMPUTER CONNECTIONS

Using a computer program called “Blackboard,” students can access numerous course-related resources, including clinical guidelines, lectures, tests and class assignments, case studies and other tools, to augment their time in classes and on clinical rotations, or for distance learning.

“We are currently trialing several online lectures to help us determine where they might best be used and how they can complement other components of various courses,” said D’Aoust. “With the new wing’s fantastic technology, we can tape lectures, digitalize them and

make them available via a course Web page, so they can be watched on a computer or even an iPod,” said D’Aoust. “It’s a great resource for students who need repetition and review for exams, or who may be absent from a class due to illness or weather conditions.”

Accelerated bachelor’s student Diane O’Shaughnessy got a taste of this technology during her summer Health Assessment, Genetics, and Nursing Science courses. Class lectures were posted on Blackboard and she was able to bring a laptop to class, log onto the wireless network, download the slides at the beginning of class, and then type notes directly on her

copy of the presentation while recording the lecture on her laptop.

"This allowed me to not have to lug any notebooks or books to class...to have my entire course with me everywhere I brought my laptop," O'Shaughnessy said. "I could play back my lectures during my commute to study efficiently, search for information instantaneously using an electronic tool rather than rifling through pages and pages of paper, and save time by not having to file and keep track of a bunch of paper notes."

Faculty members are testing the use of iPods for this purpose, due to their potential to make course materials more accessible and portable.



"We're piloting the podcast idea with one clinical course this semester and will expand it to a research course in the fall," D'Aoust said. Podcasts would be digital videos of lectures or presentations that students can watch from their computers or download to an iPod to watch anywhere. "We may be among the first in the country to use iPods and podcasts in our nursing curriculum," she said, adding that iPods can help maximize the use of travel time as well as providing audiovisual learning for critical lectures.

PATIENT SIMULATION

Helping students gain valuable clinical experience are two sophisticated patient simulators that can mimic human medical conditions. They provide opportunities for student nurses to practice skills with life-like reactions, without risk.

Known as SimMan, these high-tech mannequins are programmed by faculty with patient health issues such as diabetes, breathing problems and cardiac arrest to provide student nurses with realistic scenarios to which they can respond.

"SimMan can be programmed for a cardiac arrest in which students must respond and intervene in a life-like simulation, complete with cardiac rhythms, oxygen saturation readings, blood pressure, and the like,"

said D'Aoust.

"We improve patient safety by simulating critical life-threatening experiences in the laboratory setting so the first time isn't a real-life situation. Students learn to deal with anxiety, quick decision-making, and working as part of an interdisciplinary team," she said. "Students are able to review a videotape of the scenario, review their actions, and reflect on what worked well and what could be improved. This allows the student to improve knowledge and skills while developing confidence."

The Institute of Medicine identified five competencies for the education of all health professionals: delivering patient-centered care, working as part of interdisciplinary teams, practicing evidence-based medicine, focusing on quality improvement, and using information technology.

"Simulators can extend critical thinking development and skills by presenting serious or uncommon medical problems, and allowing them to develop completely," said **Brian Thomas Graves, RN, MS, ACNP, APRN-BC**, senior teaching associate and director of the Acute Care Nurse Practitioner Program. "Even if errors in management are made, students can experience first-hand all possible outcomes instead of just reading about the consequences of patient management in a textbook or

hearing about the experience second hand from a clinical instructor, said Graves. This exposure offers a broader and more consistent training program that will result in a more highly trained, developed, and skilled nurse or nurse practitioner entering the workforce."

The School collaborates with nursing practice at Strong Memorial and Highland hospitals to use this technology for student training, nursing orientation and continuing education.

POINT-OF-CARE TECHNOLOGY

During the summer of 2006, the School introduced the use of personal digital assistants, or PDAs, in clinical training. These hand-held electronic devices put resources like drug handbooks and clinical laboratory reference values and interpretations at instructors' fingertips while they are teaching at the bedside.

Clint Taft, MS, RN, instructor of clinical nursing, was introduced to the PDA while teaching at Monroe Community College. "Students used it to look up their patients' diagnosis, medication, nursing process information, diagnostic testing and many other things," said Taft.

In time, PDA technology will be more widely used to enable students to enter data for patient assignments while



'ON DEMAND' LECTURES: Check us out online

To view a sample School of Nursing lecture online, please visit <http://video.son.rochester.edu/Genetics-Lecture/>

in clinical, and later upload it to their computers for use in their training.

"In the ICU, the PDA has really changed the way I practice nursing," Taft added. "There are times that text books are not available on the unit and looking up information becomes difficult, to say the least. With a PDA, valuable information is literally at your fingertips. Many of my colleagues ask to use it for their patient assignments, and physicians

have asked to borrow it as well."

A STEP AHEAD

"One thing is clear about today's students," said D'Aoust. "As soon as we integrate a new technology into our program, it is consumed, so we are challenged to continue thinking about and planning for the next step so that, in addition to attracting students to our excellent programs and renowned faculty, we

draw them in as a technology center that is always a step ahead."

On the horizon are advances in telehealth that are likely to expand at the School as diagnostic abilities advance and technological solutions are employed to combat the nursing shortage.

"These initiatives are only the beginning. We need to develop an education technology or simulation technology center for use with all levels of nursing



education, including nurse practitioners and continuing education, to best prepare our nurses for the future of care," D'Aoust added. **RN**

ACCELERATED PROGRAMS GROW, ATTRACT DIVERSE STUDENTS

Since it first enrolled students five years ago, the School of Nursing's Accelerated Programs have blossomed in size and reputation. In May, its largest class – 123 students – embarked on their journey to an accelerated bachelor's degree.

D'Aoust and her colleagues have consulted nationally with other nursing schools interested in launching accelerated programs. And Rochester's program continues to attract high quality, diverse applicants from across the country and from a wide range of educational and career backgrounds.

"We have students applying to this program from every occupation

imaginable," said **Elaine M. Andolina, MS, RN**, director of Admissions for the School of Nursing. "Some of our recent graduates include a Roman Catholic priest, a private investigator, a retired lieutenant colonel from the Air Force who had flown 48 missions in Desert Storm, a Chinese neurologist, and a woman who was her dissertation shy of a PhD in neuroanatomy. Students come from a variety of places, too, including India, Hawaii, Ethiopia, Canada, California. They come to us with master's degrees in education, divinity, chemical engineering, anthropology. Together they bring a wealth of perspectives to us and for each other."

"In a short time, our program has achieved national recognition," said D'Aoust, crediting the School's alumni and donors who have embraced

it with their support and encouragement. "We could not operate these programs without having those resources.

"We are particularly grateful for the support of the Helene Fuld Health Trust grant, HSBC Bank USA, Trustee, the single-most important source of scholarship funds for our accelerated students."

In addition, a nursing education grant from the United States Department of Health and Human Services, Bureau of Health Research and Service Administration, has been instrumental in providing resources for curriculum development in the Accelerated Nursing Program, such as the education technology initiatives. However, further support is needed to continue the work that has been initiated.

The best way to appreciate

the diverse backgrounds of the School's accelerated students is by getting to know them. Here are a few of their stories.

Mike Fisher

When Mike Fisher joined the School of Nursing in 2004, it was to apply his computer science degree and experience as a system administrator and Web developer. Originally from the Cleveland, Ohio area, Fisher moved to Rochester in 1997 to earn a bachelor's degree from Rochester Institute of Technology.

"At the time, I pictured myself spending my career working with computers and thought it would suit me well," said Fisher. "But after awhile I found out that was a wrong perception. Working at the School of Nursing, I have developed a greater understanding of how my work can be more

customer focused. I've had the opportunity to participate in groups that are looking at technology for educational purposes, and it helped me to see how my technology background, combined with nursing training, could have endless possibilities."

Fisher's computer background has been essential to the expansion of computer technology at the School, according to D'Aoust, who asked Fisher to consider enrolling in the program, to enhance his ability to apply technology in nursing settings.

"For example, with our patient simulator...rather than simply programming it for scenarios and case studies, I will understand their complexities and the possible responses to them," Fisher said.

Fisher is continuing in his position at the School while enrolled in the accelerated bachelor's degree program as a part-time student.

A beneficiary of the Fuld Scholarship program, after completing his nursing degree Fisher plans to use his combined degrees to help the School develop better processes for integrating nursing and technology.

Diane O'Shaughnessy

After 15 successful years in a fast-paced business world, Diane O'Shaughnessy was ready to start over. Economic and personal factors led the single mother to a career counselor with the goal of finding meaningful work with the flexibility to be home when her son and daughter got off the school bus.

An exemplary student, O'Shaughnessy earned an associate's degree in electrical engineering from Rochester Institute of Technology, and a bachelor's in biology from SUNY Empire State College. For 10 years she worked at automating human resources systems for Bausch and Lomb before launching a consulting career. When economic pressures resulted in the loss of her largest contract, she faced the prospect of extensive travel and endless hours to keep her business afloat.

Sessions with a career counselor reignited her faded interest in medicine.

"Nursing really seemed to fit my needs at this point in my life," O'Shaughnessy said. She took prerequisite classes to test the waters at various nursing programs in Rochester.

"I was very impressed with the University of Rochester and the Accelerated Program was a good fit for my needs. It's competitive and very intense but I liked the fact that I don't have to go for four years without working."

O'Shaughnessy found nursing appealing also because it would give her an "opportunity to make a difference in the world." She hopes to work as an intensive-care nurse and eventually continue school to become a nurse anesthetist.

With the first few months of the program under her belt, O'Shaughnessy is certain she's made the right decision for her future.

"It took some guts, but I'm so glad I did it now. I love it. It's very competitive

and the caliber of students in the program is incredible; it's a very intelligent, driven group."

O'Shaughnessy is benefiting from partial funding through the Fuld Scholarship program.

Adam Tatemann

Recent graduate Adam Tatemann embarked on a six-month ICU orientation at Highland Hospital after completing his accelerated bachelor's degree in May 2006. The Vermont native earned a bachelor's in biology from the University of Vermont, where he was originally enrolled as a pre-med major in a clinical neuropsychiatry track.

Tatemann worked in Oregon for two years with children with autism, providing instruction on social skills, academics skills, and coping techniques. Following that, he moved to New York to work with autistic youth, providing individualized instruction using applied behavioral analysis.

Taking a break from that, Tatemann worked for a while as a carpenter before enrolling in a psychology program at SUNY Brockport. After giving thought to long-term career goals, he decided that nursing would provide challenging opportunities and good job security and enrolled in the Accelerated Program.

"It was an adjustment but I found my previous education and work experience prepared me well," said Tatemann. "I enjoyed learning in an environment

of students from various backgrounds, where people approach problems from different perspectives. It was a rigorous full-time program and sometimes tough but I am very excited to be in the nursing profession."

Tatemann's goals include gaining experience in a wide range of nursing disciplines, earning an advanced degree, and eventually teaching at the university level and publishing original research.

Tracee M. Tomlinson

As an economics major at Spelman College in Atlanta, Georgia, Tracee M. Tomlinson became involved in health advocacy in her community and learned of the great need for nurses. As a member of SHAPE, Student Health Associates and Peer Educators, she was exposed to health care fields. With guidance and support from Spelman's career planning office, Tomlinson considered a career in nursing and began researching nursing education programs.

"I was impressed with all the University of Rochester had to offer me; it pretty much sold itself to me," Tomlinson, a Fuld Scholarship-supported student, said. "It turns out it was one of the best decisions I have ever made. I really love the program."

Tomlinson hopes to focus her nursing career on women's health care and eventually plans to pursue her studies to become a family nurse practitioner.

Her long-term nursing goal is to complete a doctoral program. **RN**

CENTER FOR NURSING ENTREPRENEURSHIP MERGES NURSING AND BUSINESS

It was a grassroots idea: a nursing faculty practice that targeted specific community health needs and built programs and services to meet those needs. First and foremost, it was an innovative way to improve health outcomes. Secondly, it was a way to stretch nursing beyond traditional settings and into new business ventures. In time, the School of Nursing's Center for Nursing Entrepreneurship was born.

Leading the way in this effort today are **Donna Tortoretti, RNC, MS, CMAC**, chief executive officer, and a seasoned group of faculty and staff with excellent clinical practice, entrepreneurial and business skills.

The Center – the first of its kind in the nation – now consists of several sustainable businesses, a research and development center, and a business incubator.

“We take business concepts, flesh them out in terms of business viability, incubate them, and when they're ready to leave the



Donna Tortoretti

nest, we give them wings,” said Tortoretti.

The CNE's most recent success and first spin-out corporation is the National Forensic Nursing Institute, an engine for economic growth and expanded opportunities for nurses as well as other health care professionals. “We brought in the concept of a company whose focus would be forensic nursing, with the mindset that it could be a profitable business venture. After a year of hard work, it has become the successful hallmark for the Center in the entrepreneurial marketplace,” said Tortoretti.

ORIGINS IN COMMUNITY NURSING CENTER

In the mid-1990s, the idea

of a faculty practice for the School of Nursing's instructors moved from a traditional focus to one that could provide the same health interventions in the community but be sustainable at the same time.

“We were looking to establish new models of care that would expand upon routine disease state management by providing a basis for community health promotion and individual predictive health risk reduction,” explained School of Nursing Dean **Patricia Chiverton, ED, RN, FNAP**. “Arising from that goal was the School's Community Nursing Center.”

The Community Nursing Center has since grown into nine distinct lines of business. Among them are the Center for Lifelong Learning, Passport Health, Health Checkpoint, Nutrition and Weight Management Center, Influenza and Pneumonia Prevention Program, School-Based Health Services, Health Care Consulting and Community Practice Partnerships, Telehealth and Practice Enhancement Services, in addition to the National Forensic Nursing Institute.

“Over the years, program surpluses from the CNC have helped fund the School of Nursing's initiatives,” Chiverton said. “However, like most businesses, the



From left, Pamela Smith, William Russell, Mark McNaney and Eva Bellis review business results in the Center's high-tech conference room.



Marlene Downs, associate director for Health Checkpoint, demonstrates the benefits of health maintenance and use of the kiosk to Karen Kirkey.

CNC is subject to the same dynamics as the market. Most notably, we have had several consecutive years when flu vaccine has been in tremendously short supply. We were required to execute a modified plan to sustain our business operations and thanks to a resourceful team that can think quickly on their feet, we were able to overcome these obstacles and continue to provide a needed service to the community.”

With an eye toward business volume, capacity utilization and breakeven analyses, Tortoretti, and the Community Nursing Center staff have recently managed to generate surpluses across

all business lines for the first time since the CNC’s inception.

“This has all been possible with the entrepreneurial spirit, professional talents and ingenuity of our highly dedicated team.” Tortoretti said. “This has been an extraordinary year!”

RECOGNITION BY KAUFFMAN FOUNDATION

Late in 2003, the Ewing Marion Kauffman Foundation recognized the University of Rochester by awarding the School of Nursing, The Warner School, the College of Arts, Sciences and Engineering

and the Eastman School of Music with \$3.5 million in grants. This award was given to only eight institutions of higher learning across the United States to engrain entrepreneurship into their academic programs.

“We are proud to be the first school of nursing to receive Kauffman Foundation funding,” said Tortoretti. “The Foundation has recognized the value of nurse entrepreneurship, and we have responded by restructuring the Community Nursing Center into the Center for Nursing Entrepreneurship.”

UNIQUE PARTNERSHIPS

Through the years, partnerships have evolved from practice contracts for faculty to several businesses whose scope spans the region, with offices in Rochester, Canandaigua and Syracuse. “We are now reaching a national level with our corporate wellness program, Health Checkpoint. This is a health promotion program with a focus on business return-on-investment via leveraging human capital. Our collaborations extend beyond nursing and health care. We are in the midst of establishing national and international partnerships

with respected leaders in the areas of academics, business and entrepreneurship,” said Tortoretti. “We are actively involved with the Center for Aging Services Technologies (CAST) in Washington, DC, and through our involvement in the American Telemedicine Association are collaborating with Living Independently, the developer of QuietCare®, to study and evaluate new models of care across the aging spectrum. And our work with Medifacts International has positioned us on the global stage.”

“The Center for Nursing Entrepreneurship is proud to have a wealth of involved alumni and friends who serve on the Center’s Advisory Board, and project steering

committees and who have been active in our recent spin-off, as well,” said Chiverton.

“Our relationships with the community and the School’s alumni are significant to our success,” added Tortoretti. “With Pam Klainer’s direct involvement in planning and funding, the Center was able to establish an endowed chair position.

NEXT STEPS

The Center for Nursing Entrepreneurship is currently undergoing a rebranding effort and Web site development, funded by a John and Jayne Summers Foundation grant.

“We could not be successful without the continued interest,



William Russell, director of Passport Health, conducts a meeting with travel medicine clients.

involvement and investment of our alumni and friends,” Chiverton said. “They are the foundation to our establishing both the Center for Nursing Entrepreneurship and our recent building renovations and expansion.”

“The future is wide open and we are only limited by our imaginations,” Tortoretti said. “We want to become a vital part of the effort aimed at refueling the economic engine of our community and country. When an idea is presented to our board, we work with the sponsor to develop it along traditional business planning criteria. However, that’s where the ‘traditional’ part ends. Once conceived and incubated, a business blossoms and the

originator is transformed into an entrepreneur. We couldn’t have been happier to spin-off the National Forensic Nursing Institute, and provide support to the Entrepreneur and founder, **Russell Rooms, MSN**. The timing was perfect.”

“I see a solid framework on which to expand,” said Tortoretti. “The CNC and now the Center for Nursing Entrepreneurship has proven it can be successful – programmatically, operationally and financially. But the key to every successful business is basic ‘blocking and tackling.’ We are in the business of business, and are creating opportunities for students, faculty, alumni.” **RN**



Pamela Smith, director of the Center for Lifelong Learning, reviews upcoming courses with Margaret Miller.

SCHOOL WINS ESA GOLD AWARD

The University of Rochester School of Nursing is the only nursing school in New York state to earn an Empire State Gold Award, which recognizes innovation and growth at the School. Empire State Advantage, Inc. is a public/private partnership formed under the auspices of the Governor's Office to help build economic competitiveness and improve the quality of life in the state.

"We found a visionary leadership team, a collaborative culture, and a well-prepared faculty that is focused on student success," said George Hansen, executive director of Empire State Advantage (ESA). ESA conducts on-site reviews of organizations and businesses that are based on national quality standards.

"We found strong community and alumni support, extensive partnerships and a high level of financial responsibility and stability," Hansen said. "And we found a history over recent years of innovative new programs and growth that will position the School of Nursing as a vital resource in improving healthcare delivery, both within and beyond the greater Rochester community."

The Empire State Gold Award was presented to **Joel Seligman**, University

president, and **Patricia Chiverton, EdD, RN, FNAP**, dean of the School of Nursing, at a ceremony in April.

Gold certification is awarded to educational organizations that have outstanding leadership and highly effective programs and practices that have been refined and improved over time, according to ESA. The expectation is that performance results across key areas, including student achievement, staff effectiveness, operational efficiency, and financial results, show overall positive trends and favorable comparisons against goals and external benchmarks.

After extensive self-assessment, the School applied for certification in the summer of 2005, according to **Bethel Ann Powers, RN, PhD**, professor of Nursing and associate director of the School's Office of Evaluation. Powers spearheaded the application process, which involved focus groups, composed of faculty and staff members, which assessed the School's performance in the key areas of: ability to lead the education community, create and deliver value, and achieve results and improve.

The application was followed by a site visit in the fall of 2005 by an ESA review team of seasoned experts with varying backgrounds and

vast experience within and outside of health care. The team performed a thorough, objective assessment and gave immediate feedback, including recommendations for improvements, according to Powers. Site-visit findings then were presented to, and further evaluated and scored by, a judging panel of ESA senior reviewers.

"They kept us in suspense," Powers said. "But they eventually came back with a lengthy report and the good news. It was a process in which everybody was engaged and brought us all together in very important ways. It gave us a common set of organizational objectives, which everyone had a stake in, and we're very proud and pleased with such a great result our first time out."

NEW HEALTH PRACTICE RESEARCH PHD REACHES BEYOND NURSING

The School of Nursing has gained approval to broaden its clinical research doctorate program, opening up PhD opportunities to masters-prepared physical therapists, occupational therapists and social workers and creating a PhD in Health Practice Research.

"Nursing as an academic field has reached a level of maturity that has much to

offer its siblings in allied health professions," said **Margaret H. Kearney, PhD, RN, FAAN**, director of the School's PhD and MS/PhD programs. "This step to broaden the admission criteria for the PhD and rename the program field to Nursing/Health Practice Research is a response to both a national direction and a local need. It provides an exciting opportunity for inter-professional dialogue and collaborative research, both of which have been called for by the nation's health authorities."

In its application to the State Education Department, which was approved in July 2006, the School cited these reasons for expanding the PhD program:

- Inter-professional education and research strengthens health care delivery and reduces medical errors
 - Many health professionals are interested in studying health and illness in individuals and families
 - At least one other prestigious school of nursing has admitted non-nurses to its PhD program
 - The School offers health-focused research training that is not nursing-specific
 - The School's faculty is prepared to mentor and support both nurses and other health professionals
- "The School is committed to expanding

and strengthening its PhD program as we expand our research-active faculty,” said Kearney. “We are excited to be able to enrich the experience of all our students by including other professionals in the classroom.”

SCHOOL ANTICIPATING LAUNCH OF DNP

The School of Nursing hopes to enroll its first Doctor of Nursing Practice (DNP) students in less than a year, keeping pace with a national trend, led by the American Association of Colleges of Nursing. The DNP is aimed at preparing nurses to practice at the most advanced level of nursing practice, oriented toward improving outcomes of care and committed to a career in practice or in service leadership. AACN predicts that DNP will be required credentials for nurse practitioners, clinical nurse specialists, nurse anesthetists and nurse midwives by 2015.

Chairing the project at the School of Nursing is **Daryl Sharp, PhD, RN, SC, NPP**, who has directed extensive work exploring and creating a DNP program that will reflect the unique strengths of nursing education in Rochester.

The School's faculty approved a DNP proposal in spring 2006, putting the framework in place so

that course requirements and descriptions can be established. Sharp said the goal is to complete the course proposal and gain approvals from the University and New York state in time to launch it in January 2007.

Societal trends have created the impetus for this new level of practice nursing. These trends include the shift toward an information society, an aging and more diverse population, the spiraling complexity and chaos of the health care delivery system, health care workforce shortages, and increasing educational demands.

“We need to develop a DNP program that informs health care and that equips nurses with greater knowledge and skill sets, so they can be at the table where health care solutions are created,” said Sharp.

The DNP is targeted at preparing advanced practitioners who provide direct, hands-on care as well as those who provide indirect care to:

- critically evaluate the evidence base for care and to facilitate the translation and integration of research into clinical practice;
- deliver such care;
- set health care policy;
- lead and manage clinical care units and health systems;
- develop interdisciplinary

- standards;
- solve health care dilemmas; and
- reduce disparities in health care delivery.

This practice doctorate is an alternative to a PhD, and one that is distinctly different yet complementary to that research-oriented doctorate. “The two have been described as natural allies whose expertise will complement and support each other's efforts to advance evidence-based practice and to improve health care outcomes,” Sharp noted.

The University of Rochester has a long tradition of spearheading progress in nursing education. “We are especially well equipped to inform the continued evolution of advanced nursing practice through the DNP,” Sharp said.

Hallmarks of the Rochester DNP will be the use of the unification model and self-determination theory to guide its framework. “Our challenge is to create Rochester's response to where the nation is going with this trend,” said Sharp. “We are at the forefront in a new movement in clinical nursing education. There's no template, no set formula for creating this, which makes it very exciting.”

Sharp cites great colleague support for the progress made to date on creating the DNP. “There are more than

30 people whose fingerprints are on Rochester's DNP. That's part of its strength. You can't launch something this substantive with just one or two people; you need to bring all the resources to bear to design a program that will succeed.”

Along with developing a solid curriculum, Sharp said they are addressing ways to make the program student-friendly, recognizing that many candidates will be actively practicing nurses. Consideration is being given to create a partnership-based curriculum with possible online and part-time options that are sensitive to the needs of students. DNP students will be required to complete approximately two years of post-master's coursework.

“A thoughtfully designed and skillfully delivered DNP program will equip expert practitioners in nursing to competently and confidently tackle the myriad health care problems facing our society,” said Sharp.

CHILD/ADOLESCENT PSYCHIATRY NP PROGRAM BEGINS

After two years of planning, the School of Nursing this fall is launching two master's degree programs aimed at serving a growing demand for child mental-health practitioners. Nurses seeking advanced mental-health education can choose

from the Child/Adolescent Psychiatric Mental Health Nurse Practitioner program (C/A NPP), or an expanded program of study in behavioral and mental health within the Care of Children and Families/Pediatric Nurse Practitioner (CCF/PNP) program, according to **Pamela Herendeen, MS, RN, PNP**, director, Care of Children and Families Program and associate professor of Clinical Nursing.

With support from the New York State Office of Mental Health, the School had impetus to develop programs that could meet the area's burgeoning mental health needs of children and adolescents, according to **Janiece DeSocio, PhD, NPP, CS, RN**, assistant professor and coordinator of the new Child/Adolescent Psychiatric Mental Health Nurse Practitioner program.

A planning group of nursing faculty from both the psychiatric and pediatric nurse practitioner programs, and various advanced-practice nurses working in psychiatry and pediatrics gathered to create a program of study for baccalaureate prepared nurses seeking graduate degrees and advanced practice nurses pursuing post masters education. The programs may be completed through two years of full-time study, or through extended

part-time study. The goal is to fill an urgent need for practitioners trained to identify and evaluate mental health disorders in children and adolescents, and provide timely intervention. Coursework will be shared between the new Child/Adolescent Psychiatric Mental Health Nurse Practitioner program and the expanded Pediatric Nurse Practitioner program. Although pediatric nurse practitioners receive some mental health education in traditional PNP programs, this content is not enough to meet today's demand.

"Pediatric nurse practitioners traditionally are not equipped to provide the level of care that is needed today, and many have sought extra coursework in behavioral health so they can be better prepared to manage these issues in children. These new programs are in direct response to that demand," said Herendeen.

Statistics are alarming, DeSocio noted. A National Institute of Mental Health study of the prevalence of mental disorders for all ages noted that half of all who have mental disorders begin to show symptoms before age 14, and 75 percent begin by age 24.

"What we know now is that the onset of mental health disorders is much earlier than we'd ever imagined and that symptoms

of adulthood illnesses can begin long before an illness is diagnosed and treated," said DeSocio. "When untreated, people are more likely to develop other major problems later in life."

Training a corps of nurse practitioners to recognize and intervene earlier might help stem the tide of major psychiatric problems in adulthood. Issues that emerge during childhood include anxiety disorders, impulse control disorders such as ADHD, depression and eating disorders.

"Now that we know that symptoms are emerging much earlier, we have the ability to recognize them and intervene. But we must have practitioners properly trained to do that," she said.

A national shortage of child and adolescent mental health professionals is projected by the year 2020. "It's a gap that nurse practitioners can help to fill," said DeSocio.

SCHOOL AMONG HANDFUL IN NATION TO EARN GAANN GRANT FOR PHD STUDY

The School of Nursing learned in April 2006 that it is one of only 14 schools in the nation to receive a GAANN grant to support PhD study for nurses planning to become nursing faculty.

Graduate Assistance in

Areas of National Need is a US Department of Education grant program to increase the availability of faculty in the sciences. Through lobbying efforts of the American Association of Colleges of Nursing and other groups, this opportunity was made available to schools of nursing for the first time in 2006.

"The award is based heavily on the quality of the PhD program, which speaks well of the track record of the PhD program at the School of Nursing," said **Margaret H. Kearney, PhD, RN, FAAN**, director of the School's PhD and MS-PhD programs.

The Rochester GAANN Nursing Scholars program is funded for three years for an expected total of \$506,688 and will provide tuition, fees, and cost-of-living stipends for students who demonstrate strong academic potential and financial need. Five students who demonstrated financial need, academic promise, and the intention to become nursing faculty will receive this funding in 2006-2007. In addition to the requirements of the PhD program, they will take a course and seminar in 2007-2008 to strengthen their teaching knowledge and skill. Full-time study and good progress toward program completion are requirements for continued support from this grant.

UNIVERSITY OF ROCHESTER NAMES BERK NEW MEDICAL CENTER CEO

An alumnus renowned for his research into the causes of cardiovascular disease has been selected as the new senior vice president for health sciences and CEO of the University of Rochester Medical Center and Strong Health. **Bradford C. Berk, MD, PhD**, previously chair of the Department of Medicine and director of the Cardiovascular Research Institute, assumed the post on August 1.

"Brad Berk is an internationally respected scientist, academic administrator, and educator-clinician who has deep roots in Rochester," said University of Rochester President **Joel Seligman**, who announced Berk's appointment on July 10. "He has an outstanding track record of building and integrating research, teaching, and clinical programs, and he impressed the search committees with his understanding of how to accelerate the progress of this Medical Center."

"It is a great honor to accept this position as senior vice president and CEO of the University of Rochester Medical Center," Berk said. "I have been given many opportunities by the University of Rochester and



feel that this is my chance to contribute to its future."

Berk's selection came after a national search chaired by Seligman and involving a main search committee plus four advisory committees. "I deeply appreciate the participation of dozens of individuals throughout the University in this pivotal appointment for both the University and the Rochester community. Their perspectives have led to the selection of a candidate that will help to lead this University, its medical center, and indeed our community to an exciting and productive future," Seligman said.

Distinguished University Professor and outgoing Medical Center CEO **C. McCollister Evarts, MD**, agreed. "As a Rochester native and an alumnus of this Medical School, Brad understands our culture and values. He appreciates how this institute interfaces

with the community. I am convinced that this Medical Center is poised for greatness, and Brad Berk is the ideal person to lead us there."

Before returning to the Medical Center in 1998 to serve as chief of Cardiology and director of the newly formed Center for Cardiovascular Research (now known as the Cardiovascular Research Institute) in the Aab Institute for Biomedical Sciences, Berk held academic appointments at Harvard Medical School, Emory University, and University of Washington in Seattle. Under his leadership, the Cardiovascular Research Institute has thrived, now drawing more than \$12 million in research grants annually.

Under Berk's leadership, the Department of Medicine has enjoyed similar growth, with the recruitment of 84 new faculty members that has helped to drive a 15 percent annual growth in research revenues and a doubling of patient-care revenues. Berk has led an expansion of cardiac patient care services, launching a successful heart transplant service, expanding programs to treat deadly arrhythmias, establishing strong regional services, and adding new preventive cardiology programs. He also developed new Hospital Medicine and Geriatric Medicine divisions, and

boosted access to cardiology, pulmonary, nephrology, and rheumatology programs by moving them to offsite locations.

Berk has been continuously funded for 20 years by the NIH for his cardiovascular research. With nearly 250 papers, books, chapters, and other publications to his credit, he is frequently invited to present his scientific work nationally and internationally. Berk has received many honors, including membership in Alpha Omega Alpha honorary society, the Robert Kates and Doran Stephens Memorial Prizes in Research, the American Society for Hypertension's Marion Young Scholar Award, the American College of Cardiology's Young Investigator Award, and the American Heart Association's Established Investigator Award; he was also named an American Heart Association Katz Prize finalist, and received the Russell Ross Lectureship Award from the American Heart Association.

Among Berk's first tasks will be the completion of a comprehensive strategic plan for the University of Rochester Medical Center that integrates the research, teaching, patient care, and community health missions.

RN

SCHOOL OF NURSING WELCOMES NEW FACULTY



Denise Côté-Arsenault, PhD, RNC, IBCLC, FNAP, was named associate and Brody Professor at the School of Nursing.

Côté-Arsenault most recently served as an associate professor at the University at Buffalo School of Nursing and has also been on the faculty at Syracuse University for 19 years.

After earning her bachelor's and master's degrees at Syracuse University, Côté-Arsenault obtained a PhD in Nursing at the University of Rochester and completed a postdoctoral fellowship at the Center for Women's Health Research at the University of Washington in Seattle.

Primarily focused on research, Côté-Arsenault is designing a randomized clinical trial to test the efficacy of a caring-based intervention for women after perinatal loss. She is at work

on manuscripts describing the findings of her longitudinal study, "Threat Appraisal, Coping, and Emotions in Pregnancy after Perinatal Loss."

"I am very honored and excited to be joining the University of Rochester nursing faculty as an endowed professor," said Côté-Arsenault. "I will be joining a most impressive group of nurse researchers with whom I hope to learn and collaborate; in addition there are several individuals across the UR campus who have related interests in the mental health of pregnant women. Interdisciplinary collaboration opportunities are one of the reasons I chose to move to UR."



Janiece DeSocio, PhD, NPP, CS, BC, has been appointed assistant professor of Psychiatric Mental Health Nursing at the School of Nursing and coordinator of the new Child/Adolescent Psychiatric Mental Health

Nurse Practitioner program.

DeSocio also practices as a child/adolescent psychiatric mental health nurse practitioner at the Kartini Clinic for Disordered Eating in Portland, Oregon. She recently held a faculty position in the Child Psychiatric Mental Health Nurse Practitioner program at Oregon Health and Science University.

While serving as director of nursing for the Children's Department of the Menninger Clinic in Topeka, DeSocio realized the importance of research to improve clinical practice and relocated to Rochester to pursue her PhD in Nursing and post-graduate education as a family psychiatric mental health nurse practitioner at the University of Rochester. While in Rochester, DeSocio held positions as nurse manager for the Strong Memorial Hospital Child Adolescent Psychiatric Unit and health care leader for Hillside Children's Center.

DeSocio has been instrumental in developing the new child and adolescent psychiatric nurse practitioner programs at the School and will be teaching the child psychiatric diagnosis course online in fall 2006.

"It feels wonderful to be returning to join the faculty at the University of Rochester, and to be part of developing new educational technologies

that will prepare nurse practitioners to intervene in the mental health problems of children and adolescents."



Brian T. Graves, RN, MS, ACNP, APRN-BC, was named director of the Acute Care Nurse Practitioner Program and senior teaching associate at the School of Nursing.

Graves earned a bachelor's degree in biology at Hartwick College before completing his bachelor's and master's at the University of Rochester. He is currently in the dissertation phase of his PhD.

Graves teaches in the graduate program and is also a clinical instructor in the undergraduate Accelerated Program.

Graves practices per diem for the Inpatient Hospital Medicine Division at Strong Memorial Hospital and is working with Anthony Pietropaoli, MD, on a clinical research study titled "Estrogen and the Pathophysiology and

Outcomes of Sepsis.”

“I am very honored and excited to be joining the University of Rochester School of Nursing faculty,” said Graves. “Though I have been affiliated with the School in a student role since 1993, it is a privilege to now be considered a faculty member and I look forward to pursuing my research, clinical and teaching interests here long into the future.”



Lisa H. Norsen, RN, MS, has been appointed director of the Adult Nurse Practitioner Programs and assistant professor of Clinical Nursing at the School of Nursing. She is also a member of the Dean’s Advisory Council.

A PhD candidate, Norsen most recently served as clinical chief for Adult Nursing Services at Strong Memorial Hospital. She earned her bachelor’s and master’s degrees from the University of Rochester.

Norsen will oversee the

Adult Nurse Practitioner Programs and will also teach in the Accelerated Programs. Her research focus is in models and outcomes of nurse practitioner practice.

“I am delighted to join the School of Nursing faculty,” Norsen said. “I have been affiliated with the School for many years, first coming to UR as an undergraduate student in 1973. During these many years, I have watched with great pride as the School established a national reputation in education, research and practice. I am excited to join a renowned faculty, known for innovative thought, entrepreneurial spirit, and cutting-edge program development, and I look forward to a mutually rewarding and enriching experience.”



Ying Xue, DNSc, RN, has been appointed assistant professor at the School of Nursing.

A native of China, where she completed her bachelor’s and master’s degrees, Xue

earned her doctoral degree at Yale University and did a post-doctoral fellowship at the Center for Health Outcomes and Policy Research (CHOPR) at the University of Pennsylvania.

Xue’s interests include outcomes research on nursing workforce and palliative care. She successfully analyzed the National Home and Hospice Care Survey 2000 and examined factors associated with the use of hospice home care versus traditional home care among terminally ill patients. She was awarded the Anthony DiGuida/Delta Mu Research Prize, the only award for doctoral nursing students, at Yale’s commencement in 2005.

She strengthened her outcomes research skills as a post-doctoral fellow, gaining valuable experience through participation in cutting-edge research projects and working with an expert research team directed by Linda Aiken, RN, PhD at CHOPR.

“I am very excited starting my first job in the United States at the School of Nursing,” said Xue. “I have heard so many good things about the School. I would love to be one of the members to continue carrying its tradition of excellence.”

KUDOS

Michael H. Ackerman, DNS, RN, CS, FCCM, FNAP, professor of Clinical Nursing, and **Sheldon D. Fields, PhD, RN, APRN, BC, FNP, AACRN, FNAP, FAANP**, assistant professor, were inducted in June 2006 as Fellows of the American Academy of Nurse Practitioners.

Brian T. Graves, RN, MS, ACNP, APRN-BC, senior teaching associate and director of the Acute Care Nurse Practitioner Program, received the AACN Phillips Medical Systems Outcomes for Clinical Excellence Research Grant of \$10,000, plus funding to attend and present his dissertation work at AACN’s National Teaching Institute and Critical Care Exposition in 2007. Graves also received the 2005-2006 Epsilon Xi chapter of Sigma Theta Tau International Research Grant Award.

Susan Groth, PhD, RNC, WHNP, OB/GY-C, assistant professor, graduated from the 2006 Summer Genetics Institute at the National Institute of Nursing Research, National Institutes of Health. The SGI is a competitive summer research training program designed to provide a foundation in molecular genetics for clinical practice and the research laboratory.

Harriet Kitzman, RN, PhD, professor, associate dean of Research, and director of the Center for Research and Evidence-Based Practice, received the first Suzanne Feetham Nurse Scientist Family Research Award at the Eastern Nursing Research Society. The award recognizes a family nurse researcher in its broadest context, such as research relevant to individuals, families and their communities, health systems, the environment, as well as social and health care policy.

Joanne Layton, MS, RN, APN, senior teaching associate, won the Dean's Excellence in Teaching Award, presented in May 2006.

Sally Norton, PhD, RN, assistant professor; **Kathy Rideout, EdD, APRN, BC, PNP**, associate dean for Academic Affairs; and **Daryl Sharp, PhD, RN, CS, NPP**, director of the Psychiatric/Mental Health Nurse Practitioner Program will be inducted as Distinguished Practitioners by the National Academies of Practice-Nursing, at the annual meeting in November.

Cathy Peters, MS, RN, NP, assistant professor, earned the University of Rochester Faculty Creative Excellence Award for her essay,

"Visual Prayers." In clinical practice, Peters and her team received the Innovations in Community Scholarship Award to fund the project, "Quality Improvement in Child and Adolescent Inpatient Psychiatry through Family Partnership." As project manager, she will present the findings at the American Psychiatric Nurses Association national conference in October.

Char Smith, MEd, MS, WHNP, BC, assistant professor of Clinical Nursing and Highland Hospital director of education, has earned a National Nursing Staff Development Organization Research Grant Award to support her research project, "Comparison of Web-Based Instructional Design Strategies in a Pain Management Program for Nursing Professional Development."

Jane Tuttle, PhD, RN, professor, was reappointed to a second term on the American Nurses Credentialing Center's content expert panel for the Family Nurse Practitioner certification exam.

Kathleen Utter King, CNM, MS, senior associate, received the Ada Sue Hinshaw Award in 2004 from the American Nurses

Foundation, funded by the Friends of the National Institute of Nursing Research. Hinshaw was the first NINR director. The award was in support of her research project, "Genetics of Gestational Diabetes: A Case Control Association Study."

Mary Wilde, RN, PhD, associate professor, was awarded a \$7,500 Hollister Continence Grant from the Wound, Ostomy, Continence Nursing Society to support a research study being conducted with co-investigator, Kathryn Getliffe, from the University of Southampton, England, in partnership with the Visiting Nurse Service of Rochester and Monroe County.

FACULTY AND STAFF AWARDS

Receiving *Fall Hero Awards* were **Charlotte Torres, EdD, RN, CS, FNP** (faculty), and **Kendra Adams** (support staff); *Spring Hero Awards* were given to **Jane Tuttle, PhD, RN** (faculty) and **Marjorie Vandenberg**, clinical site and preceptor coordinator (support staff). Year-end awards were presented as follows:

Outstanding Scholarly Practitioner: **Charlotte Torres, EdD, RN, CS, FNP**
Most Promising New Investigator: **Margaret-Ann Carno, PhD, MBA, RNC, CCRN**

Outstanding Faculty Colleague:

Bethel Ann Powers, RN, PhD

Professional Advancement Award:

Daryl Sharp, PhD, RN, CS, NPP

Outstanding Staff Award:

Carole Rose, Administrator, Business Operations

The newest annual award, *The Mary Dombeck Diversity Enhancement Award*, was awarded this year to **Mary Dombeck, PhD, DMin, RN**, for whom it was named.

Carol Root, academic operations and PhD program support coordinator, was honored for 25 years of service, with a special *Staff Contribution Award*, and gifts toward pavers engraved in her honor to be placed in the new Helen Wood Hall courtyard. Root has served in a number of roles over her career, and her "institutional memory" for decisions and practices in the School is an invaluable resource. Root is known for her good humor and flexibility, as well as her wide-ranging skills, including developing spreadsheets, supporting PhD students, maintaining the School's archives, and writing an annual nursing training grant. RN

CLASS NOTES

ROCHESTER NURSING CLASS NOTES

PROFILE

CAROLYN FRIEDLANDER: A MODEL FOR ALL NURSES

By Michael Wentzel

After having three children and getting her youngest to the lively age of four, **Carolyn Friedlander** had a new goal.

"I missed nursing so much, I wanted to get back to it," she recalled.

Friedlander did return to nursing. The year was 1968 and she found herself deeply involved in the creation of a new profession that had not yet earned an official name – nurse practitioner.

"It was very satisfying and very rewarding," she said. "It was an extraordinary opportunity to do what I love to do – work with kids. It was a new role and it had no definition. It just grew and I grew in skills and knowledge."

Friedlander, who was born and raised in Rochester, graduated from Cornell University with a bachelor of science degree in nursing. She had worked for about a year when the first of her three children was born. She stopped working as a nurse for nine years as her family grew.

She eased back into nursing, working part time at Genesee Hospital. But she



soon learned of a research project being conducted by Evan Charney, MD, a pediatrician and, at that time, a member of the faculty at the University of Rochester Medical Center. Charney and **Harriet Kitzman, RN, PhD**, now the Loretta C. Ford Professor of Nursing, were investigating whether nurses could be trained to perform many of the primary tasks of well-child visits normally done by physicians.

Friedlander was one of five nurses initially chosen for the project. They trained every day for more than five months at the Medical Center under Kitzman's guidance.

"The idea was train people to do that work in order to free up physicians for patients who required greater skills," Friedlander said. "Harriet brought in speakers and specialists. She would ask what we wanted to do or tell us what we needed to learn. She was a marvelous teacher. She had the vision, like Evan, to make this come alive."

Friedlander, who received a diploma from the School of Nursing in 1968, joined the Elmwood Pediatric Group as what was then called a child-health nurse. For about two years, Charney and Kitzman studied the performance of this new kind of nurse and measured the satisfaction of patient, parent, practitioner and nurse. Their study was published in December 1971 in the *New England Journal of Medicine*. Even today, it is cited as one of the first studies and one of the most important randomized trials of nurse practitioners in private practice. It helped pave the way for the development of the profession. Now, nurse practitioners are involved in almost every field of medicine.

"I don't think for an instant I did it," Friedlander said. "Evan and Harriet had the vision. Their timing was right and health care needs were growing. I loved medicine and loved pediatrics but I had no idea where this was going. I didn't think it would go where it has gone. Today, there is no limit in the opportunities. If someone is going into nursing, I always encourage them to think about becoming a nurse practitioner. It is a role that encourages independent thinking and management far beyond the traditional role of nurse that I was trained for."

RN

1944

June Monks, B '44, was recently widowed when her husband, Bill, passed away in 2005 on his 85th birthday. She writes that she "is grateful for 60 years of marriage and feels truly blessed. We have three wonderful sons: a doctor, a lawyer, and a computer wiz, and five grandchildren. I just spent a couple of hours reading our 1944 class yearbook. It took me back to our preliminary days, graduation, and such wonderful memories. We sure learned a lot and none of us have lost our touch. We were all A+ nurses! Regards to all."

1976

Kathleen Patricia Collins Insel, PhD, RN, MS '76, completed her PhD in 1993 at the University of Arizona. Following post-doc, she was on faculty at the University of Texas Health Science Center at San Antonio and is now at the University of Arizona College of Nursing.

Linda Nelson Yong, BS '76, MS '84, has been living for two years in Ndu, a small town in the Republic of Cameroon, West Africa. Her husband, a native of Cameroon, is a teacher at the seminary there, and she is schooling their elementary-aged children. She works as

a school nurse where her top priorities are preparing a required HIV/AIDS class for all the students, and planning against an invasion of bird flu.

1977

Christopher (Kit) L. Bakke, B '77, asks, "Did you know that Louisa May Alcott, of *Little Women* fame, was a Civil War nurse at the Union Army Hospital in Washington, DC?" Bakke invites readers to learn more in his book, *Miss Alcott's E-mail*. See www.kitbakke.com for details.

1997

Roslyn Russell Patterson, BSN '97, received her master of science in Nursing with emphasis on Nursing Education from East Carolina University, Greenville, NC, on May 6, 2006.

1998

Rebecca (Becky) Marie Griggs, BS '98, moved to Richmond, VA, in 2005 and is working on her master of science degree in Nurse Anesthesia at Virginia Commonwealth University.

2006

Ann M. Leonhardt, MS '06, is a nurse leader at Strong Memorial Hospital. She won the Academy of Medicine Nursing Award for a paper titled, "Role and Scope of the Adult Nurse Practitioner," a rewrite of the role paper for her class last year.

If you would like to share your news, please fill out the "What's Happening" form found on page 25. Or, e-mail your request to sonalumni@admin.rochester.edu. We are eager to hear from you!

DECEASED ALUMNI

Janis Louise Fagerstrom, B '45, died on May 22, 2006. She is survived by her husband, Seth, of 58 years.

Anne Larkin Gardner, DPL '60, BS '83, died on April 6, 2006 at the age of 70. A loyal supporter of the School of Nursing, she was the wife of Dr. John H. Gardner.

Jean S. Gaudio, B '40, passed away on July 3, 2006.

Carol Helling, B '60, died on May 6, 2006, after a long battle with cancer. As the first of her classmates to pass away, many have contributed gifts to the School of Nursing in her memory.

Patricia A. "Pat" (Magin) Hritz, B '57, passed away May 9, 2006.

Sallie Shafer Jackson, BS '40, '41, died on March 30, 2006, at the age of 87. She was predeceased by her husband of 39 years, Dr. William Manning Jackson of Rochester.

Inez Miller, B '38, passed away on April 25, 2006.

Mary E. Moynihan, MS '81, passed away unexpectedly on February 17, 2006.

Edna Muntz, HNR '99, a graduate of the University of Rochester Class of 1933, died peacefully on April 3, 2006, at age 94. Through her 25+ years of dedication and loyalty as Registrar for the School of Nursing, Muntz became an integral part of its history. "Her commitment to collecting, preserving and often setting straight the records of the School was a great service to students, faculty, alumni, administration and the world

at large," recalled Dean Emerita Loretta C. Ford, RN, PNP, EdD. "All of us owe her a deep debt of gratitude and affection. She and I were friendly well beyond her retirement until the end of her life. Throughout our many visits and mail messages, she remained interested and loyal until the end."

Jennie Lynn Santiago, RN, died suddenly, November 27, 2005, at the age of 24. She was a student in the School of Nursing's RN-to-BS-to-MS program and a nurse at Strong Memorial Hospital.

Mabel Wadsworth, B '31, died on January 1, 2006, in Bangor, Maine.

Helen Welch, B '47, passed away on May 5, 2006, in Nutley, NJ.

Virginia Ann M. Zimmerman, B '48, died on July 22, 2006.

Rochester Nursing Today apologizes for any omissions or errors to this page and invites readers to inform us of alumni deaths so they may be included in future issues. Please submit information to:
*Office of Alumni Relations and Development
School of Nursing
300 East River Road,
P.O. Box 278996
Rochester, NY 14627-8996*

PLANNED GIVING

GIFT RECOGNIZES SERVICE TO NURSING PROFESSION

Joanne Empey Fiaretti, RN '56, followed in her mother's footsteps when she joined the nursing profession. Her husband, Don, also served in the field of nursing as an RN. In honor of Joanne's 50th Reunion, and in recognition of both her and her mother's service to the profession, Joanne and Don established a generous bequest to the School of Nursing. The Fiaretti Classroom is part of the new Loretta C. Ford Education Wing of Helen Wood Hall.

"This was something that we very much wanted to do," Joanne said. "It is not a financial burden since we are



able to preserve our assets to meet our needs in the future and, through the bequest, will make the gift when we no longer need to use those funds. Staff members were very helpful in providing information on various giving

options so we could select what worked best for us."

Bequests allow School of Nursing donors to give in ways that may not be feasible during their lifetimes. Because of the charitable estate-tax deduction, a bequest in any of these forms can reduce the tax burden of your estate:

- A specific bequest directs that the School is to receive a specific piece of property.
- A general bequest directs that the School receive a specified dollar amount.
- A residual bequest is used to give the University all or a portion of whatever remains after all debts,

taxes, expenses, and all other bequests have been paid.

- A contingent bequest takes effect only if the primary intention cannot be met. This can ensure that property will pass to the School rather than unintended beneficiaries, including the government.

For more information about how to include the School of Nursing in your will, or for other gift-planning ideas, contact the Office of Trusts and Estates by calling (800) 635-4672, or visit our Web site at www.rochester.plannedgifts.org.

WHAT'S HAPPENING?

Please send us information about your career advancements, papers, honors received, appointments and family updates. Please indicate names, dates and locations. Your news will appear in the first available publication from the receipt of your information. Photos are welcome and may be used as space permits. Please print clearly.

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Degree/Year of Graduation _____

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Position(s) _____

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GRADUATION



New graduates Nicole Trieste and Tamara Wright.



Student Nurses Association Recognition Award winner Elizabeth Kawana celebrates with her father Richard Kawana.



From left are faculty members Maria Marconi, Sally Fletcher, Sheldon Fields and Margaret Lash.



Robert Joynt, MD, Distinguished University Professor, Professor of Neurology, Neurobiology and Anatomy, gave the commencement address.



School leaders and distinguished guests stand to welcome the Class of 2006.



Charlotte Torres (left) embraces R.N.-to-B.S. graduate Colleen DeCarlis.



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