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Kathy H. Rideout, EdD, PNP-BC, FNAP  
Dean, University of Rochester School of Nursing

Over the last 25 years, it's been a privilege to be a part of a bright, dedicated, and compassionate family of students, teachers, scientists, and innovators at the School of Nursing, and to realize, again and again, how essential nurses are to improving the health of people across our communities.

Because I hold the pioneering tradition of the School so close to my heart, it's an even greater privilege to lead the School through a new chapter of interdisciplinary collaboration and innovation that will position us for the changes to come. Primarily, that means meeting the needs of a larger, more diverse, and complex patient population.

My top priorities are the successful preparation of highly educated, multi-talented nursing professionals, and the advancement of the science of nursing.

Our School now enjoys high enrollment across programs. In particular, the number of students in the accelerated bachelor's and master's programs

for non-nurses (APNN) will reach its capacity of 192 students across three cohorts during the next academic year. The 12-month, highly selective program continues to infuse the workforce with an exceptional and diverse pool of nursing talent. The School's master's nurse practitioner programs, health care leadership programs, Doctor of Nursing Practice (DNP), and PhD programs also remain strong. Graduation and retention rates are above 80% across programs and our pass rate for RN licensure exams is among the highest in the country.

This year, our School played an integral role in developing interdisciplinary educational initiatives within the Medical Center. Specifically, the Institute for Innovative Education (IIE) will vastly increase the opportunities nursing students have to learn alongside other health care professionals. We have also created partnerships to offer students broad clinical experiences and enhance their transition to the workforce. And, we continue to thoughtfully expand our innovative teaching strategies, such as hybrid online programming, to meet the varied needs and styles of today's learners.

In January, we opened a Center for Employee Wellness which provides wellness services to University of Rochester employees. And, with the support of federal HRSA funding, we will soon open two new school-based health centers within the Rochester City School District, in addition to the successful clinic we have operated at East High School since 1995.

Aligned with the strategic goals of the Medical Center, our five-year strategic plan was developed and finalized in 2012. It charts an ambitious, yet achievable, course.

Developing new approaches to prepare greater numbers of nurses for advanced roles in practice and research is paramount, and our plans include

creating certificate/degree programs that address specific curricular demands of the nursing workforce, and strengthening efforts to ensure the progression of students from undergraduate to doctoral programs. As we work to respond to the new ways students want to learn, we are equally dedicated to helping our faculty and staff successfully integrate novel approaches into their teaching.

In research, our rich and accomplished history of scholarship and collaboration – not only between nurse clinicians and researchers but across disciplines – has brought us to an exciting threshold.

Thanks to the wide-ranging contributions of an ever-expanding community of nursing scholars, and the close and comprehensive level of support and assistance our School provides, we are on the cusp of developing centers of excellence and advancing programs of research that contribute to a body of knowledge essential to promoting health, preventing disease, and managing symptoms across diverse populations.

Our emerging research areas of excellence include symptom identification, health promotion, health care delivery systems, and the management of chronic illness and palliative care. I'm dedicated to strengthening our mentorship programs and aligning our resources to elevate our national research presence, and look forward to the new trails we will explore together.

It's my pleasure and honor to share our progress with you on these pages.

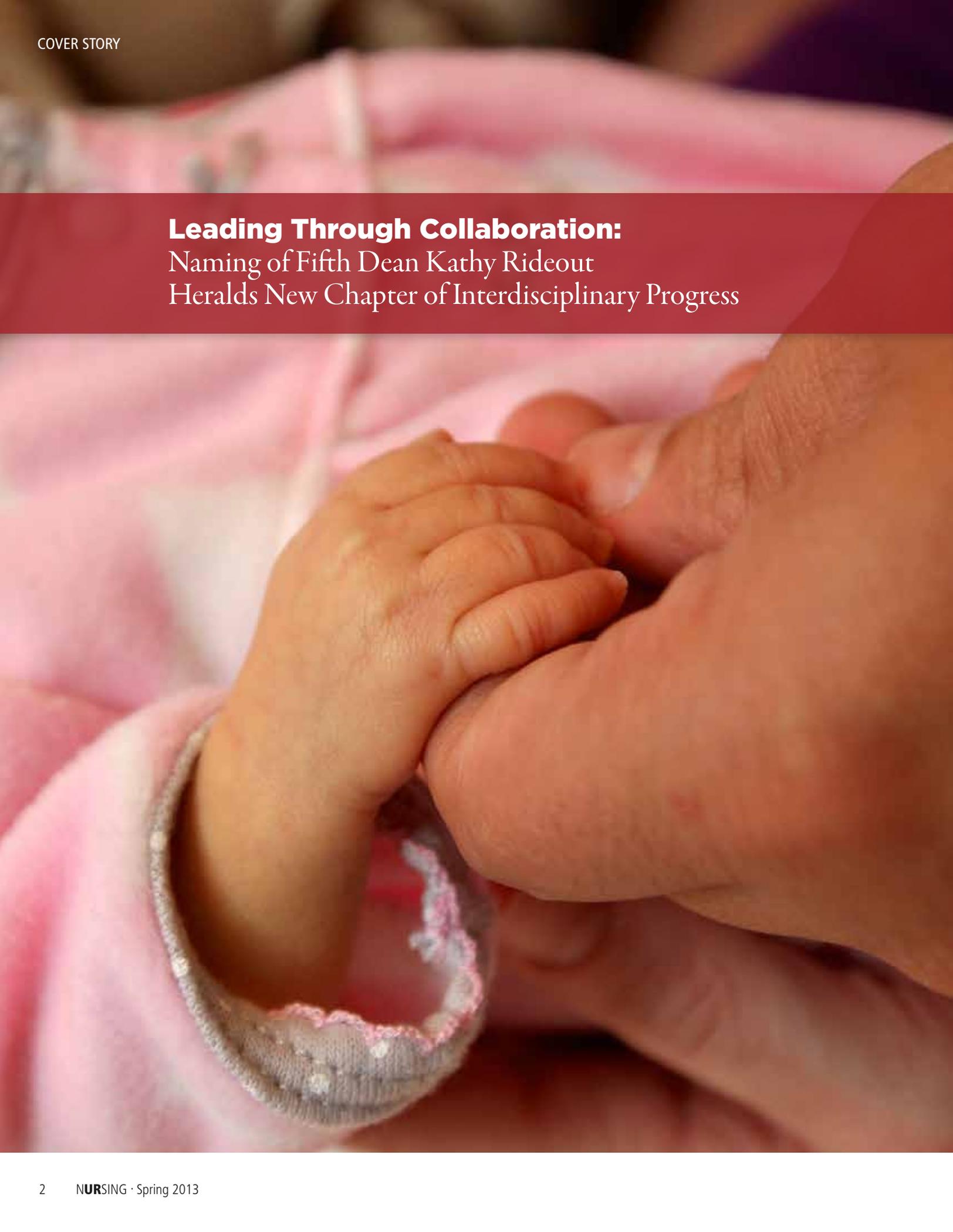


#### On the cover:

School of Nursing dean **Kathy H. Rideout** checks on one of her newborn patients, Maiya Colon, in the NICU of Golisano Children's Hospital. A pediatric nurse practitioner specializing in the care of babies with ostomies, Rideout brings a patient-centered focus and strong collaborative ability to her role as the School's fifth dean.

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**Leading Through Collaboration:**  
Naming of Fifth Dean Kathy Rideout  
Heralds New Chapter of Interdisciplinary Progress



Rideout checks on Maiya in October, with Maiya's parents Maria and Wil.



Maiya Colon at six months, after undergoing ostomy reversal surgery at Golisano Children's Hospital.

On August 31, 2012, Maiya Colon came into the world early at 33 weeks, weighing just two pounds and 12 ½ ounces. Not long after she was born, she developed necrotizing enterocolitis, a serious gastrointestinal disorder common among pre-term infants causing inflammation and destruction of the colon.

The severity of Maiya's case required life-saving surgery to remove a segment of her intestine and a temporary ileostomy (the creation of an artificial opening, or stoma, through the surface of the abdomen to evacuate feces). Thankfully, for many babies like Maiya who need an ostomy, the prognosis is very good. Most premature babies only require one for a few months during the first year of life, and in general, most ostomies are reversed by the child's first birthday.

Still, for parents, the experience is extremely frightening. And, stoma care of a premature newborn – whose skin is much thinner, more sensitive, and more susceptible to infection than that of a child or adult – requires unique expertise and education.

That's where the dean of the School of Nursing comes in.

**Kathy H. Rideout, EdD, PNP-BC, FNAP**, who was appointed as the School's fifth dean in 2012, is a pediatric nurse practitioner who specializes in the care of children with ostomies. On the floors of Golisano Children's Hospital, she expertly attends to the needs of children, and provides education, support, and comfort to worried and exhausted parents.



Following a pinning ceremony, Dean Rideout enjoys a moment with some recent graduates who benefited from the Robert Wood Johnson Foundation (RWJF) New Careers in Nursing (NCIN) scholarship program. Left to right, assistant professor of clinical nursing and director of RWJF/NCIN mentor initiatives Patrick Hopkins, DNP, RN, PNP, NNP, Romella Edgmon, RN, Jessica Gyemibi, RN, Dalia Falu, RN, Delphine Muyang, RN, Zachery Feasel, RN, and Allan Wong, RN.

“Kathy brings a patient-

“It was so scary those first 48 hours after Maiya had the surgery,” said Maria Colon, standing by her daughter’s crib in the Neonatal Intensive Care Unit. “My husband and I didn’t know what to expect, our hearts were aching, and we’re just praying everything is going to be okay. Our minds were turning with questions. But Kathy came in and set all of our fears at ease. She is so warm and easy to talk to, and took time to help us understand what was happening and

teach us what we needed to know to help Maiya. She’s the kind of person that you can just see in her eyes how much she cares. I breathed a sigh of relief having her here for Maiya, and for us.”

Colon said when she first met Rideout, she had no idea she was the School of Nursing’s new dean.

“I think it was one of the NICU nurses who said to my husband and me one morning, ‘Do you know who the nurse is taking care of you?

She’s the dean of the School of Nursing!’ All I could think of to say was, ‘What a very lucky school to have her leading it.’”

#### **A Rare Gift**

Rideout’s ability to connect and collaborate with others – patients, families, faculty, students, staff, and leaders across the Medical Center and throughout the community – is inherent to her personality and a key reason for her official



and family-centered focus and a true collaborative vision to her role as dean.”

– Bradford C. Berk, MD, PhD, University of Rochester Medical Center CEO

appointment as dean of the School in August, after one year of serving as interim dean.

“Kathy brings a patient- and family-centered focus and a true collaborative vision to her role as dean,” said University of Rochester Medical Center CEO **Bradford C. Berk, MD, PhD**, at Rideout’s investiture January 25. “This focus will remain ever-important to aligning nursing education with the demands of the health care system, and to educating the nurses of

tomorrow so that they are capable of impacting system-wide change.”

School of Nursing Associate Dean for Research **Harriet Kitzman, PhD, RN, FAAN**, a mentor of Rideout’s for more than 25 years, echoed that sentiment.

“Not only is Kathy widely respected across the Medical Center, but she has the rare gift of bringing professionals from all disciplines together, and uniting them toward a common goal,” said Kitzman. “With Kathy that goal is

always centered on improving care to patients. She comes to work every day realizing that the purpose of the School is to prepare nurses who will collaboratively lead the successful evolution of health care as clinicians, professors, researchers and innovators. She is dedicated to the progression of students and faculty, and preparing nurses who care deeply for patients and who are always exploring ways to do something better.”



## “Kathy’s leadership is moving the School forward”

Dean Rideout celebrates with recent School of Nursing graduates Jessica Gyemebi, RN, and Delphine Muyang, RN.

**Lissa McAnarney, MD**, professor and chair emerita of Pediatrics for the Medical Center, who worked alongside Rideout for many years in the hospital’s Pediatrics Unit, describes Rideout as a master of interdisciplinary processes.

“Kathy shares the philosophy that no ‘one’ type of health professional has all of the answers to the challenges we face, but that working together we will uncover them,” said McAnarney. “We need leaders who can work effectively with others and she is the right person at the right time.”

### A New Chapter Begins

A native of Pittsburgh, Rideout earned her bachelor’s degree in nursing from Indiana University of Pennsylvania and her master’s from the University of Pittsburgh. In 1986, she was interviewed and hired by the School of Nursing’s founding dean **Loretta C. Ford, RN, PNP, FAAN, FAANP**, as a lecturer, a connection to the School’s heritage that Rideout cherishes.

Ford continues to keep in touch with Rideout as often as once a week through emails.

“Lee always helps me find my center,” said Rideout. “We are known as a pioneering School today because of contributions like hers and I intend to honor and build on that legacy.”

Rideout earned her doctorate from the Warner School of Education in 1995 and completed ostomy specialty training in 2000.

“I recognized a need for nurses who could provide ostomy care to children, as well as much-needed education and support to their parents and to nursing staff,” said Rideout. “For me, it’s a role I absolutely love. I think of myself as a nurse first before everything, and it was very important to me that I could still practice when I became dean. Even though it’s only 10 percent of my role now, to me it’s a very important 10

percent. I always feel on hallowed ground when I am serving patients. What I learn through my clinical experiences guides every decision I make as an administrator and a mentor to students.”

Over the last 26 years, Rideout served as an associate professor of clinical nursing and in administrative roles of increasing responsibility, before being named associate dean for academic affairs in 2005.

At her investiture, University of Rochester President **Joel Seligman** stated that Rideout has shown her ability to build strong and diverse educational programs at both the undergraduate and graduate levels, is regarded for supporting the development of clinical and research faculty, and is a strong proponent of interprofessional education. Programs such as the School’s accelerated programs for non-nurses (APNN) and Doctor of Nursing Practice (DNP) programs have flourished under her leadership, drawing students from across the country and around the world.

In addition, she has nurtured the development of innovative learning strategies such as hybrid online course programming.

“The School’s academic success is also closely tied to the student support initiatives developed under her guidance that foster positive, lasting faculty-student relationships and develop in students a connection to the School and a commitment to lifelong learning,” said Seligman. “Kathy makes the progression of students a top priority, understanding that the expectations are high for today’s nursing graduates.”

Rideout’s emphasis on student support initiatives continues to translate to high retention and graduation rates – above 80% across all programs – and near-perfect pass rates on licensing exams. Her direction was also critical to the School earning five consecutive rounds and more than \$650,000 in funding from the Robert Wood

Johnson New Careers in Nursing Program, one of only three schools in the country to earn this distinction.

Over the past year, she has led the development of the School’s five-year strategic plan, which charts a course for how the School will grow and innovate to meet the complex needs of health care reform and be continually well-positioned to attract top students and faculty.

“I have seen first-hand how Kathy’s leadership is moving the School forward with innovative approaches to educate the next generation of nurse leaders,” said **Roger Friedlander**, chair of the School of Nursing National Council and member of the University of Rochester Board of Trustees. “Her commitment to enhance the research mission is evident in her vision to develop research areas of excellence to address the nation’s most pressing issues: symptom management, health promotion, health care delivery systems, and the management of chronic illness and palliative care. Nurse scientists have a huge role to play in these areas, and we are going to continue to lead the way.”

Add to this the fact that Rideout is the kind of dean of who goes out of her way to stop and talk to students in the hallways and stairwells of the School.

Ever-graceful under pressure, she is also blessed with an ability to defuse stressful situations with an engaging smile, a joke, or an easy laugh.

“She has all the qualities of a person who was born to lead,” said **Patricia Chiverton, EdD, RN, FNAP**, the School’s third dean. “She is thoughtful, fair, kind and always guided by her faith and strong values. She never stumbles.”

with innovative approaches to educate the next generation of nurse leaders.”

– Roger Friedlander, chair of the School of Nursing National Council and member of the University of Rochester Board of Trustees



“What I learn through my clinical experiences guides every decision I make as an administrator and a mentor to students.”

– Kathy H. Rideout, EdD, PNP-BC, FNAP,  
dean, University of Rochester School of Nursing

Below, Kathy Rideout speaks at her investiture in January.



## New Institute Will Develop and Oversee Education Across Medical Center

# Team Players

The successful evolution of health care will depend on a new generation of multidisciplinary health care providers and their ability to collaborate and communicate easily and effectively across diverse settings to provide high quality patient- and family-centered care.

To accomplish this, the University of Rochester Medical Center has created the Institute for Innovative Education (IIE) to identify common educational priorities across the institution and develop a strategic plan for the Medical Center's educational missions. The School of Nursing has played an integral role in the creation of the IIE.

The IIE board of directors, consisting of key leaders from the Medical Center, will serve as a "think tank" to identify educational needs across the Medical Center and lead initiatives to address those needs. The board's first task is the development of the Medical Center's educational strategic plan by May.

The IIE board includes: **Mark B. Taubman, MD**, dean of the School of Medicine and Dentistry; **Kathy H. Rideout, EdD, PN-BC, FNAP**, dean of the School of Nursing; **David R. Lambert, MD**, School of Medicine senior associate dean for medical student education; **Diane Hartman, MD**, School of Medicine senior associate dean for graduate medical education; **Edith M. Lord, PhD**, senior associate dean for graduate education; **Janine R. Shapiro, MD**, School of Medicine associate dean for faculty development; **Kathy Parrinello, RN, PhD**, chief operating officer of Strong Memorial Hospital; **Patricia Witzel, RN, MS, MBA**, chief nursing officer of Strong Memorial Hospital; **Bill Passalacqua, MBA**, School of Medicine senior director of finance; and **Sarah E. Peyré, PhD**, director of the Center for Experiential Learning; and **Pamela Herendeen, DNP, RN, PNP, BC**, School of Nursing associate dean for education and student affairs.

## What is the Institute of Innovative Education?

**Taubman:** The issue here is that the pace of change in information and technology, and in the way we have to deliver health care, is tremendous. We want a body that allows us to intelligently disseminate information and educate our entire workforce on what we need to do to be good doctors and nurses, and provide care for patients. Given the kind of changes we face, it no longer makes sense for the medical school to be educating independently from the nursing school, independently from the curriculum we have for our residents and fellows, or independently from what the hospital staff and docs are learning. It doesn't work. There is teaching and training we have to do across the entire system.

**Peyré:** The IIE is a mechanism for us to come together as a larger health care professional community to learn and train together around educational issues that we all face. The IIE board of directors will identify educational training needs for the URMC campus as a whole, and develop interprofessional- and technology-driven educational initiatives to strengthen and complement our existing educational programs.

## What programs should the institute address?

**Taubman:** Take new technology as an example. The hand-held portable ultrasound looks like a PDA and gives far more information than you can get with a stethoscope. You can see a baby, see a stone, or see the heart beating, and you can transmit what you see electronically. Let's say we go to a portable ultrasound. You can't just teach 100 medical students how to use it. You have to teach residents, fellows, attendings and other physicians. Electronic records are another example. It doesn't work unless 100 percent know how this works. We will need a body that figures out the way we can teach most efficiently how we want it used. We need a mechanism by which we can educate essentially 20,000 people across our system.



**Rideout:** When health care providers from different disciplines – nurses, physicians, social workers, nutritionists, pharmacists and others – work well together as a team it has been shown to decrease the length of stay for patients and increase the quality and safety of their care. The very best path to having teams of providers work well together is to have them educated together.

**Taubman:** We need to cut costs. We need to create a model that will be efficient and of high quality, and that will require teams. Everybody is struggling with how to educate people to prepare them to be part of teams. Our education system has been built in silos where doctors learn to be doctors, nurses learn to be nurses. There might be places where they interact, but if you are going to create a hospital where people's skills are not duplicative and are used efficiently, you have to train people to work in teams.

**Lambert:** Additional programs I would like to see include public health and health care economics to understand the evolving medical landscape and how this influences what physicians and nurses do on a daily basis. This would include how we can impact individuals and populations in a high-yield, cost-effective manner. This would help us all do better at prevention. Understanding things such as costs of interventions and medications would give us a better appreciation for the financial costs, and the costs to a family unit that disease and illness bring to patients and society.

Four members of the board – **Taubman**, **Rideout**, **Lambert** and **Peyré** – discussed the institute for **NURSING**.



**Rideout:** The goal is that the institute will initially support and focus on three key critical educational areas which are health care economics, patient- and family-centered care, and quality and safety.

**Will simulation be a major part of the institute's work?**

**Taubman:** Simulation will be a major area for the institute and the Center for Experiential Learning. Every health care provider needs some kind of simulation for training. Medical students increasingly are being taught with simulators. Certainly, as the number of hours they can spend in the hospital decrease, and the number of hours patients spend in the hospital decrease, it becomes more important that you provide other ways for them to see the kinds of patients and cases they need to see. Simulation is being used more to train residents, fellows, and doctors on how to do procedures. It is being used to help train people how to work in teams and deal with crises. From an economic and efficiency point of view, having every individual group in the Medical Center come up with a simulation plan doesn't make a lot of sense. It makes a lot more sense for a body that oversees this to say, 'we don't want 22 simulation programs that don't talk to each other.' We want to make sure that we are not wasting money or duplicating services.

**Would the institute oversee all areas of education across the Medical Center?**

**Peyré:** No. The institute will identify educational needs that all of our areas might share and then develop curricula that are complementary to the education and training programs already in place.

**Lambert:** The institute would set priority areas for education across the Medical Center and facilitate their delivery. Each area or school would determine its own curriculum with some reflection on Medical Center priorities.

**Taubman:** We're not interested in micro-managing our schools.

**How will the institute foster innovation?**

**Lambert:** The institute will foster innovation not only through the education programs that are created, but also in the assessment and evaluation tools that are developed. The goal is to return to fundamental concepts, demonstrate how they are applicable to a changing health care environment, and assure they are not just achieved but that they excel.

**Peyré:** The institute will foster innovation through the interprofessional make-up of the board and the integrated approach to addressing educational issues. Unique to our structure, we are able to create and implement educational programming, and overcome traditional barriers that exist at other academic medical centers.

**Taubman:** We will look in all directions for innovation. We will bring in people from places that are doing innovative things, particularly in technology, to tell us what they are doing. We want to encourage and incentivize people at every level to come to us with ideas.

**What do you see ahead for the institute?**

**Rideout:** The synergy and shared sense of mission and purpose that now exists across the Medical Center – between the School of Medicine and Dentistry, the School of Nursing, Strong Memorial Hospital – gives us an opportunity to be at the forefront of the effort to create effective and sustainable interprofessional education initiatives. We are one of only a handful of Medical Centers across the country to enjoy this level of collaboration. In addition to the strong partnerships we share, we have the infrastructure and technological resources in place to be the gold standard for how interprofessional education is provided. I know we can really become a model for how the next era of health care providers can, and should, be educated together.

# A New Chapter Begins

Pediatric nurse practitioner **Kathy H. Rideout, EdD, PNP-BC, FNAP**, was officially installed as the fifth dean of the School of Nursing during a January 25 investiture ceremony, attended by faculty and staff from throughout the School, colleagues from across the Medical Center, and longtime friends and supporters of the School. The ceremony was led by University of Rochester President **Joel Seligman** and University of Rochester Medical Center CEO **Bradford C. Berk, MD, PhD**.

In her remarks, Rideout acknowledged the foundation created at the School by its four previous deans:

**Loretta C. Ford, Sheila Ryan, Patricia Chiverton, and Kathy P. Parker.**

*Citation*  
*Investiture Ceremony*  
*University of Rochester School of Nursing*  
*January 25, 2013*

*Kathy H. Rideout*  
*Dean*

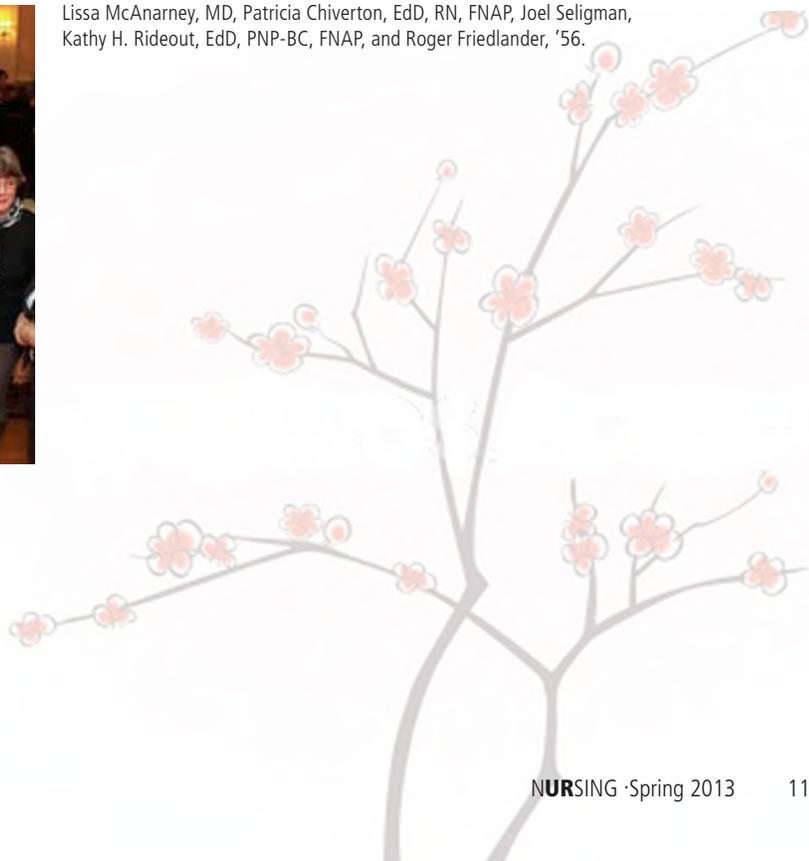
*Kathy H. Rideout embodies the University of Rochester School of Nursing's unification model of practice, education, and research. A pediatric nurse practitioner at Golisano Children's Hospital, the former Associate Dean for Academic Affairs has used her clinical experience to launch and champion some of the School's most progressive academic initiatives. She brings a patient-centered focus to educating the nurses of tomorrow.*  
*Dean Rideout is known for her dedication to progressive education and her ability to foster collaborative partnerships across the Medical Center and within the community. With an eye on the future, she is also staunchly dedicated to securing the resources and facilities necessary to propel the School's research mission forward.*  
*The Accelerated Programs for Non-Nurses (APNN) and Doctor of Nursing Practice (DNP) programs have flourished under her leadership, drawing students from across the country and around the world. As Associate Dean, Kathy Rideout led the creation of the Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program, which has provided more than \$650,000 to support students enrolled in the School's APNN. The program has offered hundreds of students an efficient route to RN licensure and given health care providers a much-needed supply of skilled, highly motivated, and diverse nurses.*  
*Dean Rideout worked as an advanced pediatric nurse at Strong Memorial Hospital before joining the School of Nursing faculty. After earning her doctorate from the Warner School of Education, she completed ostomy nurse specialty training in 2000. A fellow of the National Academies of Practice in Nursing, she is an active member of the Deans Nursing Policy Coalition, which brings a powerful, united voice to national issues affecting nursing education.*  
*During her year as interim dean, she recognized and seized emerging opportunities in health care reform for the nursing profession. Dean Rideout led the collaborative development of the School's five-year strategic plan, which charts a course for the School to remain at the forefront of nursing practice, education, and research.*  
*There is no individual better prepared to lead the School of Nursing during this transformative period than Kathy Rideout. We welcome our colleague and trusted friend as the fifth dean of the School of Nursing.*



Trish Lalonde, RN, Chrisanne Mansfield, RN, MS, and Amy Roth, RN, pediatric nurse leaders at Golisano Children's Hospital, with Kathy Rideout.



Lissa McAnarney, MD, Patricia Chiverton, EdD, RN, FNAP, Joel Seligman, Kathy H. Rideout, EdD, PNP-BC, FNAP, and Roger Friedlander, '56.



## **Robert Wood Johnson Foundation Scholars: Answering a Call, Enriching the Profession**

**Victor Hernandez.**

**Bill Clark.**

**Sharon Lawson-Davis.**

They represent just three of the 65 University of Rochester School of Nursing students in the School's accelerated programs for non-nurses who have proudly received Robert Wood Johnson Foundation/New Careers in Nursing scholarships during five consecutive years of funding since 2008.

Like all RWJF/NCIN scholars, each of their stories is unique. They hail from different backgrounds and regions, are diverse in age, gender, ethnicity, and culture, and bring an array of personal and professional experiences and interests to the nursing field.

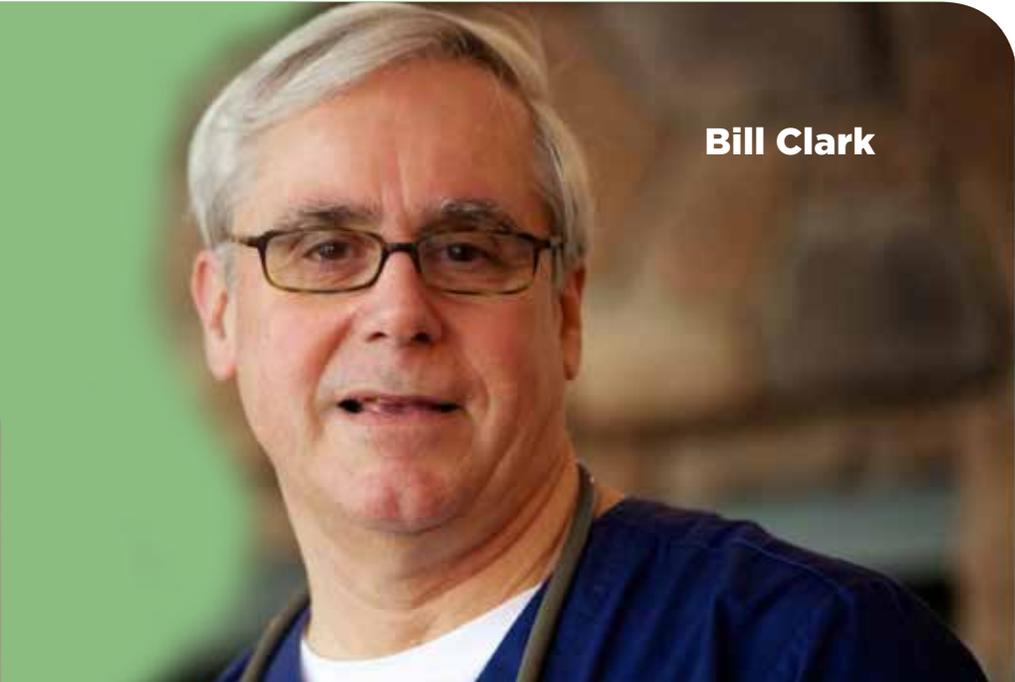
What unites them is a desire to apply their gifts and talents to benefit the lives of others through the art and science of nursing.

Over the last five years, the School's exemplary Robert Wood Johnson Foundation scholars have accomplished this and more, confidently stepping into new roles here and across the country as nurse clinicians, teachers, researchers, and leaders. With a lifelong commitment to learning and continual progression, and sensitivity to the complex needs of a diverse American population, they are role models for future generations of nurses, leaving an inspirational trail for others.

**Sharon Lawson-Davis**



**What unites them is a desire to apply  
their gifts and talents to benefit the lives  
of others through the art and science  
of nursing.**

A portrait of Bill Clark, a middle-aged man with short, graying hair and glasses. He is wearing a blue scrub top over a white t-shirt. The background is a blurred indoor setting, possibly a hospital or office. The image is framed with rounded corners and a green-to-white gradient overlay on the left side.

**Bill Clark**

A portrait of Victor Hernandez, a young man with short dark hair, smiling. He is wearing a white lab coat over a white t-shirt. On his lab coat, there is a circular logo for the University of Wisconsin-Milwaukee School of Nursing and a name tag. The background is a blurred clinical setting with a computer monitor and another person in the distance. The image is framed with rounded corners and a yellow-to-white gradient overlay on the left side.

**Victor Hernandez**

## Becoming Victor Hernandez: From Cuba to the U.S. to Pursue A Dream

With its tropical weather, miles of sandy-white beaches, and ecological wonders to explore, the seaside resort town of Varadero, Cuba is a choice vacation spot for more than 1 million tourists a year – primarily Europeans and Canadians. But the realities of Cuban life stand in stark contrast to the paradise that foreigners enjoy.

Under the country's totalitarian regime, Cubans live and raise their families within a pervasive culture of surveillance and fear, where every individual's activity and expression is closely monitored and controlled by the state. Almost all Cubans live below United States poverty standards, scraping by on governmental rations of food, gas, electricity, water, and housing. Regardless of an individual's level of education or occupation – choices that are also made by the government – every Cuban citizen earns an average income of about \$5-\$10 a month, enough to buy very little, and support a meager quality of life. Many Cubans strive to earn more for their families, not by becoming doctors or lawyers, but by working in tourism – the only area with access to dollars and an opportunity to turn a profit.

Growing up in Varadero, **Victor Hernandez** was slightly more fortunate than most because his father worked in the tourism business, and it would have been relatively easy for him to follow the same path. But he had always dreamed of something more.

"I was a hard-working, serious and ambitious student, good in the sciences, and for as long as I can remember, I really wanted to work in health care," said Hernandez. "But in Cuba, you can have a passion for something and it doesn't matter. The government gives you a few options but then decides what you are going to be. For most people, it's easy to lose the ability to see or want anything differently. You just accept things. But I had a voice inside me pushing me to reach further. I had to listen to that voice."

When he graduated from high school and completed his required year of military service, he realized his chance of a rewarding health-care career in Cuba was slim, and began to explore the dangerous option of fleeing to the U.S. to get his education.

He was alone among his friends.

"Not many of them were thinking like me because the process is designed to reduce your exposure to other things and to keep you from dreaming big," said Hernandez. "And also, no one wants to leave their families, every person, and every place you have known and loved since you were young. It is so hard to think of leaving that for the unknown."

Keeping his plans a secret initially from his parents, Hernandez sought guidance and advice from his paternal grandmother.

"She had been to the U.S. four times and often talked about it," he recalled. "She said, 'I really wish you could go to a university there, Victor, you have a lot of potential.' She even anticipated scholarships for me. She really knew me, understood me, and believed in me."

Making the trip safely to the U.S. required financial support, however, and it was Hernandez' uncle in Miami, Javier Hernandez, who made that possible.

"I could not have done it without what my uncle did for me in supporting and arranging my trip from Cuba to Miami and helping me get safely on my feet there," he said. "Once I told him this is what I really wanted to do, and there was no turning back on my decision, he didn't ask any questions. He just put everything in place. It's an extraordinary gift he gave me."

When the plans were made, Hernandez took the next emotional step of breaking the news to his parents and siblings. It was especially hard on his father who had always thought his son would follow him into the family business.

"My father and I had just finished jogging along the beach when I told him," said Hernandez. "We look and act a lot alike, and are very strong-minded, expressive, and persistent when we want something. So when I started talking I asked him, 'please don't stop me, just let me finish what I have to say,' and it was the first time he ever let me finish. I just asked him if he really wanted my future to be wondering every single day what might happen, and never feeling safe, and always feeling worried and under the control of someone else. Did he really want that for me? Did he really want that for my son someday? All he asked me is, 'are you sure?' And when I said 'yes,' that was all he needed to hear."

Hernandez' mother told him she knew the day was coming.

"Moms know you the best," said Hernandez, tearfully recalling their exchange. "I was expecting her to cry but she didn't...probably because she didn't want me to."

His younger brother, only 9, was the last to know.

"I kept it secret from my brother until five days before I was ready to leave because I didn't want him to be sad," said Hernandez. "I was trying to protect him. But when I told him, he was upset. He said he wished he would have known sooner so we would have spent more time together. That was very hard...and I do look back now and wish I would have done that."

With a tourist visa in hand, Hernandez left Cuba legally, boarding a plane at night for Antigua and Barbuda with a round-trip ticket. But he was not to return. After a few days there it was arranged for him to fly to the Virgin Islands and then enter the U.S. through the immigration office on St. Thomas, where he was protected by the Cuban adjustment law, and permitted to enter the states.

"I was 18-years-old, and didn't speak a word of English," he said. "It would have been very bad for me getting caught, but I was young and confident and it was probably a good thing I didn't realize how dangerous it was."

Touching U.S. soil was an experience he'll never forget.

"Once I experienced freedom I knew I was right about what I did," he said. "The feeling is indescribable. I remember saying to myself, 'Now, I am going to be the Victor Hernandez I was meant to be.'"

In Miami, Hernandez stayed with his uncle for 10 months, working part time to buy gas and food while studying to learn English at Miami-Dade College. He also prepared for, and earned, his U.S. citizenship.

Not knowing what area of health care he wanted to focus on, he enrolled in a smattering of courses at Florida International University (FIU), and eventually began working toward a bachelor's degree in Biology. Eager to start a career, he also enrolled in a licensed practical nurse (LPN) program through the Robert Morgan Educational Center.

“I fell in love with nursing right away,” he said. “I had a great instructor and role model who inspired me and I was very excited by all of the opportunities there are in nursing now, and the good quality of life you can make for yourself and your family as a nurse.”

Halfway through his LPN program however, his uncle divorced and returned to Cuba, leaving Hernandez on his own. But he forged on to earn his BS and land his first job as an LPN in an assisted living facility by February 2011. Still, he had bigger goals.

“I knew I wanted to continue on and get my RN but I didn’t want to waste any time, so I started to look at schools with accelerated programs,” he said.

Rochester was one of three he liked.

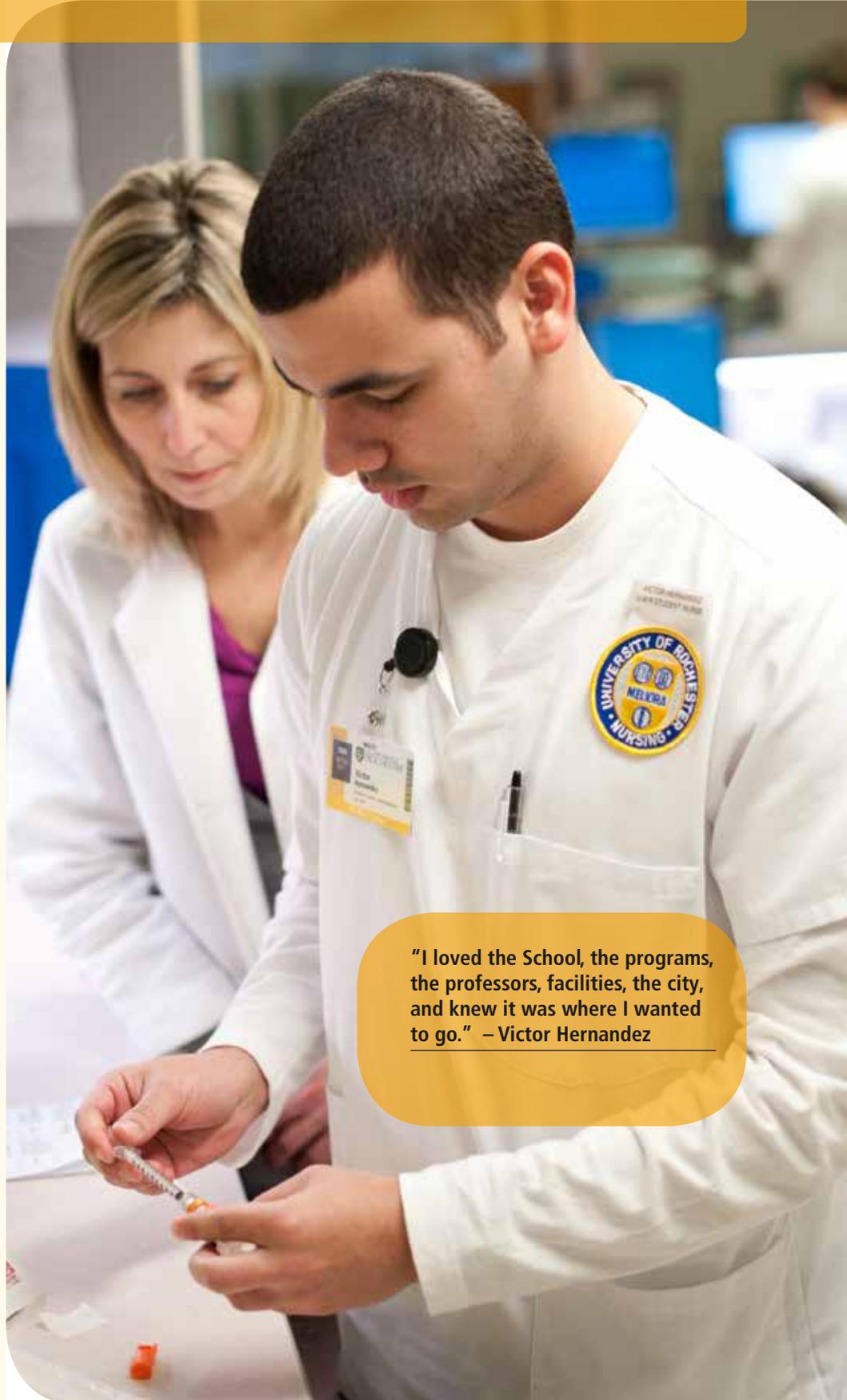
“I loved the School, the programs, the professors, facilities, the city, and knew it was where I wanted to go,” he said. “My father has always been helping with my tuition as much as he can along the way, but I couldn’t have afforded it without the scholarship from the Robert Wood Johnson Foundation. That’s what finally made it possible for me.”

In the summer, he drove a U-Haul truck filled with his belongings 1,400 miles to Rochester, towing his car behind. Now happily situated in an apartment, the 24 year-old is gradually adjusting to the northern temperatures and the snow-belt city culture where he’s “learning English much faster than I did in Miami.”

Most of all, he’s feeling right at home as a second-semester student in the accelerated program, with his eyes set on graduation in August 2013. His goal is to become a nurse anesthetist, and perhaps one day a professor.

“This program is very hard, that is true, but it’s doable because there is so much support from the teachers and the other students, that it’s like a family,” said Hernandez, who was able to enjoy a long-awaited visit home to Cuba to see his own family over the December holidays.

“I love the food, the weather, and the people in Cuba, I miss them very much, but here in the United States is where I want to stay and make my home, and start my family,” he said. “This is where I was able to become my true self.”



**“I loved the School, the programs, the professors, facilities, the city, and knew it was where I wanted to go.” – Victor Hernandez**

## Sharon Lawson-Davis: From Law Practice to Nursing Practice, Devoted to Helping Others

After more than 17 years of practicing law and working her way up to become partner of a highly successful firm in Greensboro, N.C., **Sharon Lawson-Davis, RN**, made a startling announcement.

"I told my two partners I was leaving to become a nurse," recalled Lawson-Davis. "They looked at me like I had lost my mind."

These would not be the last of the quizzical expressions Lawson-Davis would field during the next few years of her journey. But hers was not a decision made lightly. It was the thoughtful outgrowth of years of personal and professional experiences, self-evaluation, and a longing to make a meaningful difference in people's lives.

"I had reached what some might describe as the pinnacle of my career as a lawyer, but I just wasn't getting a sense that I was helping people the way I wanted to," Lawson-Davis said. "While settling cases, I often felt I was helping from a distance, and more for the financial gain of clients, rather than getting to the root of problems. There was a real sense of discontent in me. I realized I needed to figure out what would make me happy. I had to get myself right."

Growing up in Queens, Lawson-Davis was an only child and high-achieving student who dreamed of becoming a lawyer.

"Law appealed to me because I enjoyed debating and speeches, and was passionate about issues," she said. "I also saw it is a way to help the underprivileged, which was important to me."

So, after earning a bachelor's degree in International Studies from Long Island University, she went on to earn her law degree from Howard University in 1994.

Over the next decade, she worked as a paralegal, a criminal and family law attorney, a contract manager in procurement, and a pharmaceutical consultant, before being named assistant public defender in Charlotte, N.C.

Then her mother became ill.

"She was diagnosed with dermatomyositis and later developed pulmonary fibrosis which caused serious scarring of the lungs," said Lawson-Davis, who said the doctors initially gave her mom a life-threatening prognosis and placed her in hospice. "I took a leave of absence to care for her and then I set about trying to find her nursing care in the home for the times when I couldn't be there."

What she discovered was a lack of well-organized, high-quality, in-home nursing care in the Charlotte area.

"I realized that a reliable system was needed not only for my mom but for so many others with chronic diseases and conditions," said Lawson-Davis.

Rolling up her sleeves, she opened a Home Helpers franchise, a licensed home health care agency. She managed everything from personnel and client recruitment, to operational policies, licensure requirements, payroll, accounting, and marketing. The agency quickly grew to include three registered nurses and 18 certified nursing assistants.

"It was a labor of love," she said. "I first had to learn everything I could about nursing, which I really enjoyed. I decided that everyone I hired had to first work with my mom. That was my business philosophy: treat everyone like they are my mom."

Although Lawson-Davis returned to practicing law, the two-year experience of running a home care agency remained with her and would shape her later choices.

After her work for the public defender's office, she delved into private practice, specializing in criminal and family law, as well as civil litigation. She was hired to the firm of Browne, Flebotte, Wilson, Horn & Webb, PLLC in Charlotte, before branching out again and being named partner with Gray, Johnson & Lawson, LLC, in Greensboro, where she remained, working long hours, through 2011. The busy firm became especially trusted and well-respected within Greensboro's African-American community.

"At this point I was in my late thirties, successful, happily married, proud of what the firm had accomplished, but I was looking hard at my career and really questioning whether I wanted to spend the rest of my life as an attorney," she said. "I began to ask myself, 'What is my legacy going to be?' All I knew about nursing were the observations I had made in my home health agency, but I kept coming back to the thought of nursing as serving people in a direct way. That's what I wanted to do."

With the support of her husband and mother, Lawson-Davis began looking at nursing schools, quickly narrowing her search between two top schools offering accelerated nursing programs

– the University of Rochester and Johns Hopkins University.

"Rochester's smaller size really swung the decision for me," she said. "And, after reading through the stories of the other Robert Wood Johnson Foundation (RWJF) scholars, I felt Rochester was truly invested in diversity and in encouraging nurses toward advanced roles. When I learned that I had received an RWJF scholarship, I saw it as another sign that I had made the right decision."

Taking a leave of absence from her firm, and leaving her husband temporarily behind with his job in North Carolina, she moved with her mom and dog to the Rustic Village Apartments in Rochester and began her first days in nursing school in June 2011.

"From day one, it was harder for me than law school ever was," she recalled. "I had to study twice as hard, learning things I had never done



before. I spent seven days a week studying. It was the only way I could keep up.”

During the second week of classes, she met assistant professor of clinical nursing **Patrick Hopkins, RN, DNP, C-PNP, NNP**, who serves as mentor to the RWJF scholars.

“If I had any doubts at that point, they were gone,” Lawson-Davis recalled. “He really inspired me to trust myself and keep going.”

She found additional support from other faculty and from a diverse family of students, all with wide-ranging backgrounds and experiences.

**“Rochester’s smaller size really swung the decision for me. And, after reading through the stories of the other RWJF scholars, I felt this was a school truly invested in diversity and in encouraging nurses toward advanced roles.”**

**– Sharon Lawson-Davis**

“I thought I was an overachiever-type until I came here and saw there were so many ambitious, top-performing students, with a strong sense of maturity, all dedicated to working hard,” she said. “At the same time it’s an atmosphere of constant support. I never felt alone in what I was doing.”

Upon graduation in 2011, Lawson-Davis was eager to begin her career, but was concerned about the nursing job market in New Jersey, where her husband had newly been promoted.

But after three months she was hired by East Orange General Hospital in Essex County, a 250-bed free-standing community hospital serving a predominantly minority population. Lawson-Davis was assigned to the medical-surgical oncology unit.

“From the very first day I knew I had done the right thing,” she said. “It was stressful, self-sacrificing, exhausting work, often with no bathroom breaks all day. But I left every single day knowing I had made a difference in someone’s life, just being able to smile with

patients, hold a hand, and be the one to make them feel better.”

In addition to her bedside role, Lawson-Davis began volunteering for unit-based and hospital councils focused on ways to improve models of nursing and benefit the quality of patient care. Among her accomplishments, she developed a system for assigning patients to nurses based on acuity level, which led to a fairer distribution of patient assignments and supported nurses in their efforts to maintain consistently high levels of patient care. She also implemented a team nursing model which improved teamwork and communication with patients.

Other unit-based projects led by Lawson-Davis included the development of a standardized hourly rounding tool for nurses and patient care technicians, and a nursing hand-off tool to ensure that patient information was well-communicated between shifts. She also led a subcommittee that used evidence-based practice to select and implement a fall-risk assessment tool hospital-wide. Additionally, she served as an advisor to nursing leadership on nursing issues such as staffing, education, retention and new graduate hires.

Within eight months, Lawson-Davis was promoted to the role of performance improvement coordinator for the entire hospital, where she now works closely with nursing department managers, clinical coordinators, and staff to implement and monitor performance improvement processes and monitor nursing performance. Additionally, she co-chairs the hospital’s nursing performance improvement/peer review council and assists the hospital’s quality director in regulatory compliance preparation. Already, results of her collaborative work include improved quality scores and stricter adherence to the hospital’s quality processes.

“Everything I do is to elevate the standard of nursing care at East Orange and make sure we’re providing the highest quality care to patients,” she said. “I ensure that the nurses have what they need and that their voices are being heard. It’s wonderful because the management is open to new ideas, and I always believe there’s a way to do something better. Even though I’m not directly caring for patients, my role is helping all of the patients in the hospital. There’s no place I’d rather be.”





Inside the Elizabeth G. and Jennifer J. Hildebrandt Hospice Care Center in Greece, N.Y., the patient stories are never easy to hear:

- A 23-year-old man with terminal brain cancer struggling with anger about his prognosis;
- A 35-year-old mom with incurable liver disease trying to find a way to explain and say goodbye to her three small children;
- A beloved elderly patriarch and war veteran leaving behind a devoted, grieving wife of 61 years, and a lifetime of memories in the hearts of their children and grandchildren.

Working in hospice care, and experiencing death and loss on a daily basis, would seem to try anyone's capacity for heartache.

Yet this is precisely where **Bill Clark, RN**, wants to be.

"I know this is where I was meant to be and where I truly belong," said Clark, 64, a husband, father of three, and grandfather of five. "There is no way around feeling sadness here sometimes, but more so, every day I'm uplifted by playing an intimate role in the lives of patients and families and helping them through the most difficult time of their lives. That's a privilege. For me and my personality, it's just the perfect fit."

## Bill Clark: Finding His Calling in Hospice Care

“What they did was take me from where I was and build on my strengths,” he said. “The faculty really saw my core abilities and what I might be capable of, and they nurtured that.” — Bill Clark

Clark’s personality in a nutshell, is all about relationships. Energetic, talkative, and easy-going, with a fast wit and jovial, unassuming nature, he’s the kind of person you instantly feel comfortable around.

These are the same qualities that made him a successful school teacher, administrator, and eventually, an associate superintendent for 36 years within the Merrick Public School District in Nassau County, Long Island, where he lived and raised his own family.

“Running a school district is very people-oriented, fast-paced, it requires a lot of energy, ability to think on your feet, and resolve tough situations with families, students, and teachers,” he said. “That was what I enjoyed about it most, and thrived on. I was fortunate to have a good career, but I always had something tugging at me.”

With a master’s degree in deaf education from Columbia University and a doctorate in educational administration from Hofstra University, Clark said he had thought occasionally about stepping into a health-care career, but it wasn’t until after he retired from the school district and moved with his wife Pat to Rochester in 2006, that he seriously began exploring the idea.

“We came up to Rochester to be near our grandchildren, and for the weather of course,” joked Clark, whose daughter went to Nazareth College before settling with her husband and two children in the area. “Right away I began to do some educational consulting work on the side, but realized I just wasn’t enjoying it like I wanted. I finally said, “No, if I’m ever going to do something different with my life, now is the time to do it.”

He applied that same year to the accelerated program at the University of Rochester School of Nursing, with his sights set on becoming a hospice nurse. He was not only accepted but became one of the first ten students at the School to receive a scholarship from the Robert Wood Johnson Foundation.

“Becoming a hospice nurse was my goal from the beginning,” he said. “I knew it would be a long road to get there and believed that’s where I’d eventually find my niche. But it was still a leap of faith to make such a radical change in career direction. Receiving the scholarship was a wonderful boost to my energy and confidence that I was making the right choice.”

Once enrolled in the accelerated program, Clark said he was pleased to find an environment that appreciated what he brought to the profession as an older adult without any nursing experience or education.

“What they did was take me from where I was and build on my strengths,” he said. “The faculty really saw my core abilities and what I might be capable of, and they nurtured that.”

After graduating and earning his RN licensure, Clark worked as a nurse within Unity St. Mary’s Hospital traumatic brain injury unit “with some unbelievable preceptors,” he said. “What I learned there convinced me even more that I wanted to work in hospice.”

Being hired as a nurse at the Hildebrandt Hospice Care Center nearly two years ago was the culmination of hard work and the beginning of a new chapter for Clark.

Designed and furnished like an elegant residence or hotel, and staffed by professionals

and volunteers uniquely educated and experienced in the care of the dying, the 11-bed facility embodies the hospice mission of providing comfort and dignity at the end of life. Visiting hours are unlimited and all family members, including children and pets, are welcome.

“There are no extraordinary measures made to extend life for the patients here, but rather, my nursing focus is on intensive symptom management and helping patients who have unrelenting pain or agitation through proper medication regulation,” he said. “There is also family teaching going on constantly. My role is to assure the patient’s comfort, and that of the family, and to enable family members to spend meaningful time with their loved ones, secure in knowing they’re in experienced, compassionate hands. Time and again, what we see is that patients know when the family is ready to let go, and will wait until then before they depart.”

Some patients, said Clark, may require hospice care for three months, others for only three days, some as little as three hours.

With every passing, an imprint is left.

“Death is a part of life,” said Clark, who now works as an adjunct clinical instructor to students at the School of Nursing, where he imparts his knowledge of end-of-life care. He also teaches a course in educational administration as an adjunct online professor at Stony Brook University.

“I do my best to put any sad feelings I have in a separate compartment, so that I don’t take them home with me, and that’s crucial,” he said. “What I gain in return is a deeper appreciation of how important our relationships on this earth are, and to always try to bring a piece of yourself, and simple kindness, to every life you touch.”

## *The Benefits of Exercising Your Brain: Young Investigator Vankee Lin Seeks Ways to Prevent Cognitive Decline and Dementia*

School of Nursing research associate **Feng (Vankee) Lin, PhD, RN**, begins many of her presentations by showing a video clip of 86-year-old Japanese sushi chef Jiro Ono masterfully preparing culinary delights and demonstrating his laser-sharp memory, lightning speed, precision, and artistry.

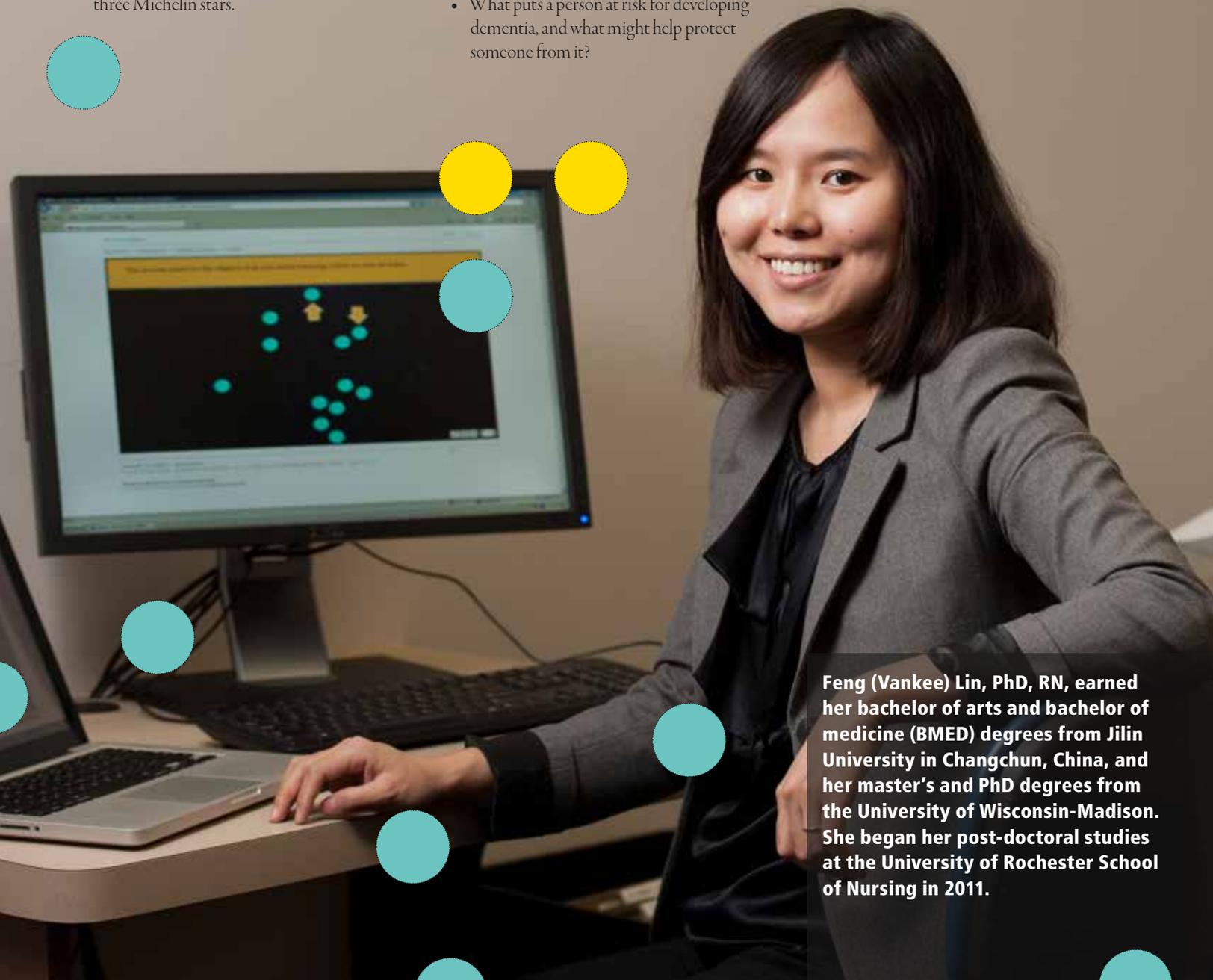
The subject of a 2011 documentary, Ono works seven days-a-week perfecting his craft, and is regarded as the world's greatest sushi chef—the oldest one in history to hold three Michelin stars.

Lin doesn't show the clip to make her audience hungry, but rather, because Ono's superb cognitive and physical abilities help to crystallize some of the burning questions driving her research.

For example:

- Why do so many men and women lose their cognitive abilities as they age, while others are able to retain, and even expand them, well into their twilight years?
- What puts a person at risk for developing dementia, and what might help protect someone from it?

- Are there specific activities and interventions that can be proven to slow or prevent cognitive decline?
- Could “exercising the brain” be one of the keys to avoiding or prolonging dementia's onset, and perhaps even keep patients from progressing to the late stages of Alzheimer's disease?



**Feng (Vankee) Lin, PhD, RN**, earned her bachelor of arts and bachelor of medicine (BMED) degrees from Jilin University in Changchun, China, and her master's and PhD degrees from the University of Wisconsin-Madison. She began her post-doctoral studies at the University of Rochester School of Nursing in 2011.

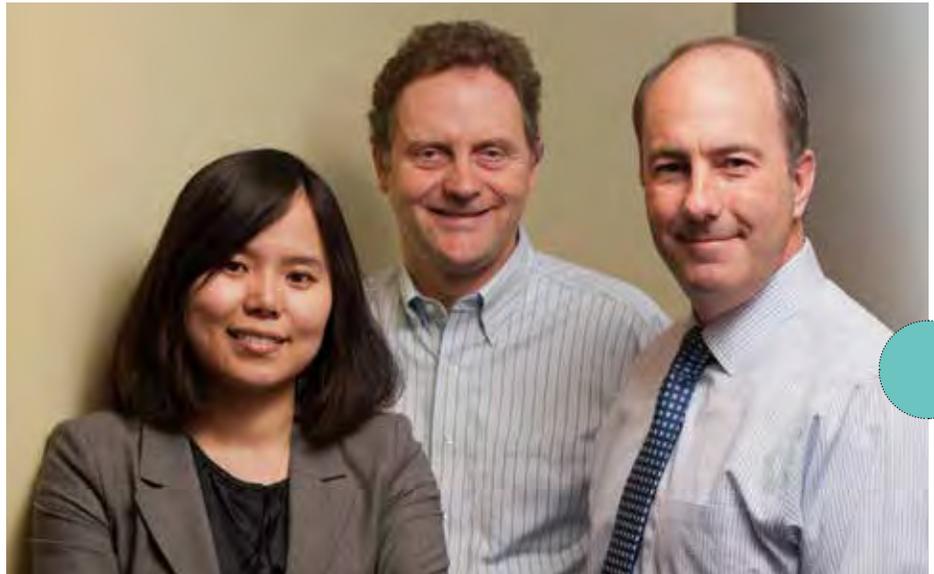
Our brains can always be made new. With this exciting truth in mind, our goal is to develop interventions for those individuals newly diagnosed with cognitive decline that will give them the best chance to reach a trajectory free from advanced disease.

“We do know that just because a person is advancing in age does not mean that they are going to experience cognitive decline,” said Lin. “Even for those in the early stages of dementia, new neurons within the brain are still able to grow, and the brain has the capacity to expand.”

While there is, as of yet, no cure for Alzheimer’s disease and the many related causes of dementia, Lin is one of the University of Rochester Medical Center researchers at the forefront of developing promising new therapies to diagnose, track, slow, or prevent its progression.

In only her second year of post-doctoral training, she has first-authored seven publications that have significantly expanded the level and breadth of understanding about cognitive impairment, and is now actively exploring the role of non-pharmacologic, multi-model interventions that may not only work to slow or prevent cognitive decline, but improve the everyday functioning for people at risk of dementia.

In pursuing her area of research, Lin collaborates with a multidisciplinary team of clinicians – from specialty areas including neurology, psychiatry, geriatrics, neuropsychology – within the Medical Center’s Memory Care Clinic, located at Clinton Crossings. The clinic serves as a foundation for efforts to improve and expand the care to patients with memory disorders and their families.



Lin with two of her mentors and collaborators, psychiatrist Anton P. Porsteinsson, MD, and neurologist Mark E. Mapstone, MD, at the URM Memory Care Clinic.

Lin believes computerized cognitive training may be an important way to slow, or even prevent, the onset of dementia. In February, she earned a two-year KL2 Career Development Award from the University of Rochester Medical Center Clinical and Translational Science Institute to support her pilot study which will explore the potential of computerized cognitive training to prevent cognitive and functional decline in adults diagnosed with mild cognitive impairment (MCI).

“Based on my research and experience, I believe that computerized cognitive training may improve neuroplasticity – the ability for the brain to develop new neurons or enhanced connections between neurons,” said Lin. “It has also been shown to speed up visual processing and sharpen visual precision. Computerized cognitive training can also be done very safely, and is enjoyable, cost-effective, and flexible for patients. Plus, it can be tailored to an individual’s personal interests.”

#### DEFINITIONS

### Mild Cognitive Impairment

Mild cognitive impairment (MCI) is an intermediate stage between the expected cognitive decline of normal aging and the more serious decline of dementia. It can involve problems with memory, language, thinking, and judgment that are greater than normal age-related changes. Individuals with mild cognitive impairment may be aware that their memory or mental function has “slipped,” and their family and close friends may also notice a change. Generally, however these changes

aren’t severe enough to interfere with day-to-day life and usual activities. Mild cognitive impairment may increase a person’s risk of later progressing to dementia, caused by Alzheimer’s disease or other neurological conditions. But some people with mild cognitive impairment never get worse, and a few eventually get better.

### Dementia and Alzheimer’s Disease

The term dementia refers to a clinical presentation of a set of symptoms, not a disease itself. In other words, when an individual is said to have

dementia they are exhibiting certain symptoms. The most prominent symptom of dementia is memory difficulty, as well as problems in at least one other area of cognitive functioning, including language, attention, problem-solving, spatial skills, judgment, planning or organization. These cognitive problems are a noticeable change compared to a person’s cognitive function earlier in life, and are severe enough to get in the way of normal daily living, such as social and occupational activities. With a thorough screening including blood tests (to rule out other causes of dementia such as

vitamin deficiency), a mental status evaluation, neuropsychological testing, and sometimes a brain scan, doctors can accurately diagnose the cause of the dementia symptoms in 90 percent of the cases. Alzheimer’s disease can only be diagnosed with complete accuracy after death, using a microscopic examination of brain tissue, which checks for plaques and tangles. Although Alzheimer’s disease accounts for nearly 70-80 percent of cases of dementia, other disorders that cause dementia include vascular dementia, Parkinson’s disease, dementia with Lewy Bodies and Frontotemporal dementia.

“She is accomplishing absolutely phenomenal work for a young researcher, and her work is directly translatable to helping patients and families who are coping with a devastating disease.” —*Harriet Kitzman, PhD, RN, FAAN.*

Those taking part in Lin’s study will complete computerized training programs of increasing degrees of difficulty that simulate real-world activities of daily living such as grocery shopping, cooking, driving, and budgeting. Lin believes this type of training, based on real-world experiences, may amplify the cognitive and functional outcomes of patients with MCI and ultimately slow their progression to dementia.

Working closely with scientists from neurology, psychiatry, and brain and cognitive science departments to test her approach, she will also expand the understanding of the underlying visual and neural mechanisms involved in computerized training.

“Vankee is truly one of our rising stars of research at the School of Nursing,” said School of Nursing senior associate dean for research **Harriet Kitzman, PhD, RN, FAAN.** “She is a thoughtful and meticulous collaborator who is able to draw brilliant connections and chart new paths from previous research, and then build on that evidence to lead innovative studies of her own. She is accomplishing absolutely phenomenal work for a young researcher, and her work is directly translatable to helping patients and families who are coping with a devastating disease.”

The timeliness and importance of Lin’s research is without question.

Currently, one in eight individuals age 65 and older is estimated to have Alzheimer’s disease

(the most common cause of dementia), a total of about 5.3 million Americans. Additionally, about 15 million Americans are caring for a person with Alzheimer’s. In terms of health care dollars, Alzheimer’s disease accounted for \$200 billion in 2012. That amount is projected to reach \$1 trillion in 2015. In the Finger Lakes region alone, as many as 25,000 people are estimated to suffer from the disease.

“One of the most pressing issues currently is that far too many people with Alzheimer’s disease are not diagnosed until their symptoms have become severe,” said Lin, who adds that brain illnesses can influence the gradual deterioration of everything in the body, and have begun to emerge as one of the leading causes of mortality.

“If we can find a way to delay the onset of dementia for a person by one year, we have the potential to reduce the total number of patients with dementia by half.”

One of Lin’s early pilot studies was considered a “breakthrough” by reviewers because it was one of the first to focus on how patients understand, perceive and cope with an initial diagnosis of MCI.

“The results provided some valuable insights from the patient’s perspective,” said Lin. “It shows how patients’ better understanding of their issues can affect their decision to seek early intervention, and ultimately achieve better outcomes. I believe there remains a great deal

more we can do from a health-care perspective and patient-educational perspective to promote earlier detection and intervention, and that continued research can support and energize this effort.”

While researchers have identified some of the potential risk factors for developing dementia (family history, vascular disease, high blood pressure, diabetes, depression and alcohol use, among them), Lin is particularly interested in contributing to the growing volume of research that demonstrates how factors such as social engagement, physical exercise, and mentally stimulating activity may protect against it. She looks forward to sharing the outcomes of her computerized cognitive training study and to leading further studies in these areas in the years ahead.

“What drives me in my research is the idea of being able to develop a broad, evidence-based set of tools that individuals and families will have to draw from in their fight against cognitive decline and the development of dementia,” said Lin. “I’m so passionate about this field of nursing research because the needs are very urgent due to our aging population, and it truly requires a multidisciplinary approach. There are so many exciting opportunities to collaborate. Working together, I think we are on the threshold of developing interventions that will not only prevent the loss of information processing capacity, but enhance brain capacity.”

“If we can find a way to delay the onset of dementia for a person by one year, we have the potential to reduce the total number of patients with dementia by half.”

—*Feng (Vankee) Lin, PhD, RN*



*Shirley McQuilkin*

# Staying Spunky

**“MY MOTHER** was fun-loving and spunky. She used to do things that would’ve horrified her if I did them—like ride a motorcycle. It’s because of my mother, Shirley McQuilkin, that my husband T.C. and I decided to support scholarships for nursing students and research on aging. We’re investing in the people at the University who can address serious issues facing the elderly. In addition to offering support today, we’ve planned for the future by making a bequest intention. My mom’s spirit lives on in our hearts. We’re glad to know that the gifts she inspired will live on as well.”

*—Pam McQuilkin Lewis ’62, pictured (right) with T.C. Lewis ’60*



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All gifts count toward *The Meliora Challenge*, a University-wide fundraising Campaign that was launched in October 2011 and runs through June 30, 2016.



## Did You Earn A Degree from the School of Nursing in the Last 10 Years?

The University of Rochester Office of Alumni Relations is continually working to update its confidential database of School of Nursing alumni, particularly those graduates from the last 10 years, so that we can keep in better touch with you. If you earned a degree from the School between the years 2002 and 2012, please take a few minutes to complete the Alumni Information Update questionnaire that is now accessible on the School of Nursing website:

**[son.rochester.edu/alumni/update](http://son.rochester.edu/alumni/update).**



SCHOOL OF  
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MEDICAL CENTER

## Faculty, Student and Staff Awards and Honors

### Linda Andreessen

Recipient, 2012 Jeanne Grace Award for Excellence in Evidence-Based Practice, "Catheter-associated Urinary Tract Infection Prevention Program," Sigma Theta Tau International (STTI) Epsilon Xi chapter

### Noelle Andrus

Recipient, 2012 Certificate of Excellence, Association for Prevention Teaching and Research (APTR) and the APTR Healthy People Curriculum Task Force (HPCTF), in collaboration with the Association of American Colleges and Universities (AACU), for her case study and online modules released in fall 2011, related to the teaching of prevention, population health, and public health

### Michael Arena, Sarah Howie, Jody Mosher, Teresa Powell, and advisors Christine O'Brien, David Goede, Janet Grillo and Denise Harris

Recipients, 2012 Leadership Poster Award for Nursing Leadership Internship website, Sigma Theta Tau International (STTI) Epsilon Xi chapter

### Jeffrey Atwood

Recipient, 2012 Mary Reding Eckl Award

### Trevor Balstra

Recipient, 2012 Clare Dennison Prize

### Carolanne Bianchi

Recipient, 2012 Mary Dombeck Diversity Enhancement Faculty Award, School of Nursing

### Pamela Brady

Recipient, 2012 Mary Dombeck Diversity Enhancement Faculty Award, School of Nursing

### Margaret-Ann Carno

Fellow, American Academy of Nursing, 2011

### Julie Christensen

Recipient, 2011 Rochester Business Journal Forty Under 40 Award

### Eric Dellerba

Recipient, 2012 Paul Burgett Nursing Student Life Award

### Brenda Evarts

Recipient, 2012 Outstanding Staff Colleague, School of Nursing

### Eileen Fairbanks

Recipient, 2012 Outstanding Faculty Colleague, School of Nursing

### Dalia Falu

Recipient, Health Resources and Services Administration (HRSA) Nursing Scholarship Program award for full tuition for the Accelerated Bachelor's Program for Non-Nurses (ABPNN).

### Carole Farley-Toombs

Recipient, 2011 Behavioral Health Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

### Marie Flannery

Recipient, 2012 Promising New Investigator, School of Nursing

### John Garza

Recipient, Student Nurse Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

### Susan Groth

Fellow, American Academy of Nurse Practitioners (AANP), 2012

Recipient, Center for Community Health mini-grant to support her project titled "Building Partnerships in the Rochester Obstetrics Community"

### Emily Hauenstein

Fellow, American Academy of Nursing, 2012

### Emily Hauenstein

Recipient, 2012 Diversity/Equity Award for Outstanding Leadership in Promoting Culturally Sensitive Mental Health Services, International Society of Psychiatric Nurses

### Orlando Harris

Recipient, 2012-13 Student Fulbright Scholarship, to support dissertation research in Kingston, Jamaica, focused on the HIV prevention needs, and social and cultural determinants of HIV risk, among young Jamaican men who have sex with men.

### Pam Herendeen

Recipient, 2012 Pediatrics Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

Recipient, 2012 Outstanding Scholarly Practitioner, School of Nursing

### Gail Ingersoll

Recipient, 2011 Research/Nurse Author Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

### Margaret Kearney

Recipient, 2012 Professional Advancement Award, School of Nursing

Editor-in-Chief, 2012

*Research in Nursing & Health (RINAH)* academic journal

### Harriet Kitzman

Recipient, 2011 Legend in Nursing Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

### Danielle Lazzaro

Recipient, 2012 Dorothea Lynde Dix Prize

### Sharon Lessard

Recipient, 2012 Dean's Teaching Award for Excellence

### Feng (Vankee) Lin

Recipient, 2011 Sigma Theta Tau International Small Grants award for her proposal titled, "Role of Mental Fatigue in Engagement in Cognitively Stimulating Activities in Community-Dwelling Older Adults with Cardiovascular Disease Risk Factors." Co-investigators are Jill R. Quinn, and Mark E. Mapstone, PhD

Recipient, 2012 Young Investigator Award, American Neuropsychiatric Association

**Feng (Vankee) Lin**

Recipient, grant to attend 2012 Summer Research Institute in Geriatric Mental Health, Seattle, Wash., National Institute of Mental Health

Recipient, 2013 KL2 Career Development Award, to support her study, "Role of vision-based computerized cognitive training in preventing cognitive and functional decline in older adults with mild cognitive impairment," University of Rochester Medical Center Clinical Translational Science Institute

**Nomvuyo Mahlangu**

Recipient, travel award from the University of Rochester Developmental Center for AIDS Research (D-CFAR), to fund completion of her dissertation project titled "Understanding Sexual Abstinence and HIV Risk Reduction Strategies in South African Adolescent Girls."

**Danielle Mandig**

Recipient, 2012 Mabel Sine Wadsworth Award

**Heather Martin**

Recipient, 2012 Research Poster Award, "Milk and Molasses Enemas," Sigma Theta Tau International (STTI) Epsilon Xi chapter

**Heather Menchel**

Recipient, 2012 Leadership Faculty Award for Excellence in Leadership

**Maureen Metzger**

Recipient, 2012 Distinguished Abstract Award, "Patients' and Family Members' Perception of Palliative Care in Late-Stage Heart Failure Care," Eastern Nursing Research Society (ENRS)

**Maureen Metzger**

Recipient, 2012 Third Place Award, Doctoral Paper Presentation, "Patients' and Family Members' Perceptions of Palliative Care in Late-Stage Heart Failure Care," Eastern Nursing Research Society (ENRS)

**Maureen Metzger**

Recipient, 2012 Dissertation Award, "Patients and Family Members' Perceptions of Palliative Care in Late-Stage Heart Failure," Sigma Theta Tau International (STTI) Epsilon Xi chapter

**Michelle Miller**

Recipient, Elizabeth Clinger Young Award

**Marian Moskow**

Recipient, 2012 Outstanding Staff Member, School of Nursing

**Marian Moskow**

Recipient, 2012 Mary Dombeck Diversity Enhancement Staff Award, School of Nursing

**Christina Newton**

Recipient, 2012 Sarah and Ernest Taylor Memorial Nursing Award

**Sally Norton**

Fellow, American Academy of Nursing, 2012

**Sally Norton, Craig Sellers**

Recipients, 2012 Jeremy Klainer Endowed Dean's Discretionary Award

Helena Temkin-Greener, principal investigator, and co-investigators **Sally Norton,**

**Craig Sellers and Tobie Olsan**

Recipients, Patient-Centered Outcomes Research Institute (PCORI) grant for "Improving Palliative and End-of-Life Care in Nursing Homes."

**Adam Peery**

Recipient, 2012 Louise Wilson Haller Memorial Prize

**Jamie Oliva**

Recipient, 2012 Research Award, "Helper T-Cells and Chronic Graft-Versus-Host Disease," Sigma Theta Tau International (STTI) Epsilon Xi chapter

**Tobie Olsan**

Recipient, 2012 Geriatrics/Long Term Care Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

**Deborah Phillips**

Recipient, 2011 Leadership Award, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

**Kathy Rideout**

Recipient, 2011 Dr. Margaret D. Sovie Award for Advanced Practice, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

**Craig Sellers**

Recipient, 2012 Outstanding Scholarly Practitioner, School of Nursing

**Daryl Sharp**

Recipient, 2012 Health Care Achievement Award, Rochester Business Journal

**Mary Tantillo**

Recipient, 2012 John Romano Award, Mental Health Association

Recipient, 2012 Otto Thaler Memorial Award for Outstanding Contributions to Residency Education, Department of Psychiatry

**Kim Urbach**

Recipient, Health Resources and Services Administration (HRSA) grant to support capital construction of a School-Based Health Center at Monroe High School to be developed in 2014 in collaboration with the Rochester City School District. This will be the third School-Based Health Center to be operated by the School of Nursing's Center for Nursing Entrepreneurship, under the direction of Lisa Norsen.

**Amy Vierhile**

Recipient, 2012 Sovie Award for Advanced Practice, Genesee Valley/Finger Lakes Division March of Dimes Nurse of the Year Gala

**Isa Weiser**

Recipient, 2012 Margery Fancher Daly Memorial Prize

**Joseph Wlostowski**

Recipient, 2012 Registered Nurse Award

**2011-12 Faculty Publications**

**Linda Andreesen**

Andreesen, L., Wilde, M.H., & Herendeen, P. (2012). Preventing Catheter-Associated Urinary Tract Infections in Acute Care: The Bundle Approach. *Journal of Nursing Care Quality*, 27(2), 139-145. doi:10.1097/NCQ.0b013e318248b0b1.

**Elizabeth Anson**

Li, H., Powers, B.A., Melnyk, B.M., McCann, R., Koulouglioti, C., Anson, E., Smith, J.A., Xia, Y., Glose, S., & Tu, X. (2012). Randomized controlled trial of CARE: An intervention to improve outcomes of hospitalized elders and family caregivers. *Research in Nursing and Health*, 35, 533-549. DOI: 10.1002/nur.21491.

### Carolanne Bianchi

Olsan, T.H., Bianchi, C.A., White, P., Glessner, T., & Mapstone, P.L. (2011). Finding electronic information for health policy advocacy: A guide to improving search results. *Journal of the American Academy of Nurse Practitioners*, 23, 648-658.

### Susan Blaakman

Halterman, J.S., Rieckert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S., & Borrelli, B. (2011). A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma*, 48(5), 523-530.

### Judith Brasch

Smith, J.A., Wilde, M.H., & Brasch, J. (2012). Internet Recruitment and Retention for a Six Months' Longitudinal Study. *Journal of Nursing Scholarship*. First published online May 2, 2012. doi: 10.1111/j.1547-5069.2012.01446.x. PDF.

### Ding-Geng Chen

Chen, D. G., Sun, J., and Peace, K.E. (2012). Interval-Censored Time-to-event data: Methods and application. Chapman and Hall/CRC. Biostatistics Series.

Lin, F., Chen, D.-G., Vance, D., & Mapstone, M. (2012). Laboratory- and Real World-Based Speed of Processing in Community-Dwelling Older Adults. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, doi: 10.1093/geronb/gbs075.

Lin, F., Friedman, E., Quinn, J., Chen, D., & Mapstone, M. (2012). Effect of Leisure

Activities on Inflammation and Cognitive Function in an Aging Sample. *Archives of Gerontology and Geriatrics*. First published online: February 27, 2012. doi.org/10.1016/j.archger.2012.02.002.

Yu, L., Yu, R., Liu, L., & Chen, D.G. (2012). Extended Quasi-Likelihood with Fractional Polynomials in the Frame of the ATF model. *Statistics in Medicine*, 31(13), 1369-1379.

Samawi, H.M., Dunbar, M., & Chen, D-G(D). (2012). Steady-state Ranked Gibbs Sampler. *Journal of Statistical Computation and Simulation*, 82(8), 1223-1238. <http://psychogerontology.oxfordjournals.org/cgi/reprint/gbs075?ijkey=YvzdyfaTFleK8Q&keytype=ref>.

Samawi, H.M., Dunbar, M., & Chen, D-G(D). (2012). Steady-state Ranked Gibbs Sampler. *Journal of Statistical Computation and Simulation*, 82(8), 1223-1238.

Stein, K.F., Corte, C., Chen, D., Nuliyalu, U. & Wing, J. A randomized clinical trial of an identity intervention for women with eating disorders. *European Eating Disorder Review*. Article first published online: 27 Sep 2012. DOI: 10.1002/erv.2195

### Julie Christensen

Christensen, J.J., Humiston, S.G., Long, C.E., Kennedy, A.M., DiMattia, K., & Kolasa, M.S. (2012). Assessing the Acceptability and Feasibility of a School-located Influenza Vaccination Program With Third-Party Billing

in Elementary Schools. *The Journal of School Nursing*, first published on July 11, 2012. DOI: 10.1177/1059840512452667

### Denise Côté-Arsenault

Côté-Arsenault, D., & Denney-Koelsch, E. (2011). My baby is a person: Parents' experiences with life threatening fetal diagnosis. *Journal of Palliative Medicine*, 14(12). DOI: 0.1089/jpm.2011.0165.

### Hugh Crean

Crean, H. F. (2012). Youth activity involvement, neighborhood adult support, individual decision-making strengths, and early adolescent delinquent behaviors: Testing a conceptual model. *Journal of Applied Developmental Psychology*, 33(4), 175-188. First published online June 15, 2012. doi:10.1016/j.appdev.201204.003.

### Jane DeLuca

DeLuca, J. M., Kearney, M. H., Norton, S. A., & Arnold, G. L. (2012). Internet use by parents of infants with positive newborn screens. *Journal of Inherited and Metabolic Disease*, epub ahead of print, doi: 10.1007/s10545-011-9449-7.

Gramling, R., Norton, S.A., Ladwig, S., Metzger, M., DeLuca, J., Gramling, D., Schatz, D., Epstein, R., Quill, T., & Alexander, S. Direct Observation of Prognosis Communication in Palliative Care: A Descriptive Study. *Journal of Pain and Symptom Management*, Online ISSN 0885-3924, 10.1016/j.jpainsymman.2012.02.004. <http://www.sciencedirect.com/science/article/pii/S0885392412001522>.

## Faculty Have Strong Presence at Eastern Nursing Research Society (ENRS) Conference

Several School of Nursing faculty attended and presented at the Eastern Nursing Research Society (ENRS) 25th annual conference, "Nursing Research: A Bridge to the Future of Healthcare," April 15-17, 2013 in Boston.

Papers were presented by assistant professor **Marie A. Flannery, PhD, RN, AOCN**, assistant professor **Susan W. Groth, PhD, RN, WHNP-BC**, assistant professor **Elizabeth LeCuyer, PhD, RN, PMHNP-BC, ARNP, CS**, associate professor

**Sally A. Norton, PhD, RN, FNAP, FPCN, FAAN**, and assistant professor **Irena Pesis Katz, PhD**. Doctoral student **Jennifer Mammen, MSN, NP-C**, presented a poster. Dean **Kathy H. Rideout, EdD, PNP-BC, FNAP**, associate dean for research **Emily J. Hauenstein, PhD, LCP, RN, FAAN**, and professor, vice provost and University dean of graduate studies **Margaret H. Kearney, PhD, RN, FAAN**, also attended the conference.

Kearney received an ENRS award for being one of the top 20 sustained and influential nursing leaders.

The conference provides significant educational and networking opportunities and is a significant platform for nurse scientists to share information on how nursing research is being conducted and applied to promote high quality, interprofessional health care for diverse populations.

**Jane DeLuca**

Gramling, R., Norton, S.A., Ladwig, S., Metzger, M., DeLuca, J., Schatz, D., Gramling, D., Epstein, R., Quill, T., Alexander S. (2012). Forecasting and Foretelling: Association Between Expected Survival Time and Characteristics of Prognosis Communication in Palliative Care Consultations (Abstract #316-C), *The Journal of Pain and Symptom Management*, 43(2), p. 348.

**Mary Dombeck**

Quinn, J.R., Schmitt, M.H., Baggs, J.G., Norton, S.A., Dombeck, M.T., & Sellers, C.R. (2012). Family members' informal roles in end-of-life decision making in adult intensive care units. *American Journal of Critical Care*, 21(1), 43-51.

**Marie Flannery**

Jungquist, C.R., Flannery, M., Perlis, M.L., & Grace, J.T. (2012). Relationship of Chronic Pain and Opioid Use with Respiratory Disturbance During Sleep. *Pain Management Nursing*, 13(2), p. 70-79.

**Susan Glose**

Li, H., Powers, B.A., Melnyk, B.M., McCann, R., Koulouglioti, C., Anson, E., Smith, J.A., Xia, Y., Glose, S., & Tu, X. (2012). Randomized controlled trial of CARE: An intervention to improve outcomes of hospitalized elders and family caregivers. *Research in Nursing and Health*, 35, 533-549. DOI: 10.1002/nur.21491.

**Jeanne Grace**

Jungquist, C.R., Flannery, M., Perlis, M.L., & Grace, J.T. (2012). Relationship of Chronic Pain and Opioid Use with Respiratory Disturbance During Sleep. *Pain Management Nursing*, 13(2), p. 70-79.

Grace, J. (2012). "Second" thoughts on teaching evidence-based practice to entry-level nursing students. In R.F. Levin & H.R. Feldman (Eds.). *Teaching evidence-based practice in nursing, 2nd ed.* (pp. 239-251). New York: Springer Publishing.

Grace, J. (2010). Essential skills for evidence-based practice: Understanding and using systematic reviews. *Journal of Nursing Science (Thailand)*, 28(4) (20-25). [http://www.ns.mahidol.ac.th/english/journal\\_NS/pdf/vol28/issue4/Jeanne.pdf](http://www.ns.mahidol.ac.th/english/journal_NS/pdf/vol28/issue4/Jeanne.pdf).

Grace, J. (2012). A model for applying evidence to nursing practice. *Journal of Nursing Science*

(Thailand). (30)2, 7-11. [http://www.ns.mahidol.ac.th/english/journal\\_NS/pdf/vol30/issue2/jeanne.pdf](http://www.ns.mahidol.ac.th/english/journal_NS/pdf/vol30/issue2/jeanne.pdf)

**Susan Groth**

Groth, S.W. & Morrison-Beedy, D. (2011). Obesity risk in urban adolescent girls: nutritional intentions and health behavior correlates. *Journal of the New York State Nurses Association*, Spring/Summer.

Groth, S.W., Morrison-Beedy, D., & Meng, Y. (2012). How Pregnant African-American Women View Pregnancy Weight Gain. *JOGNN*, 00, 1-11. DOI: 10.1111/j.1552-6909.2012.01391.x.

**Emily Hauenstein**

Hauenstein, E.J. (2012). Suicide Prevention: Screening, Assessment and Intervention. In Boyd, M.A. *Psychiatric Nursing: Contemporary Practice, 5th Edition*. (pp. 317-334). Philadelphia and New York: Lippincott.

Hauenstein, E.J. (2012). Women and depression: Theoretical perspectives and research outcomes. *Encyclopedia of Nursing Research, 3rd Edition*. (pp. 119-122). Springer.

**Pamela Herendeen**

Andreessen, L., Wilde, M.H., & Herendeen, P. (2012). Preventing Catheter-Associated Urinary Tract Infections in Acute Care: The Bundle Approach. *Journal of Nursing Care Quality*, (27)2, 139-145. doi.10.1097/NCQ.0b013e318248b0b1

**Margaret Holland**

Holland M.L., Yoo, B.K., Kitzman, H., Chaudron, L., Szilagyi, P.G., Temkin-Greener, H. (2012). Mother-Child Interactions and the Associations with Child Healthcare Utilization in Low-Income Urban Families. *Maternal and Child Health Journal*. 16(1), 83-91.

**Carla Jungquist**

Jungquist, C.R., Flannery, M., Perlis, M.L., & Grace, J.T. (2012). Relationship of Chronic Pain and Opioid Use with Respiratory Disturbance During Sleep. *Pain Management Nursing*, 13(2), p. 70-79.

**Amy Karch**

Karch, Amy M. (2012). 2013 *Lippincott's Nursing Drug Guide*. Philadelphia, Lippincott, Williams and Wilkins.

Karch, A.M. (2012). Pharmacology review: drugs that alter blood coagulation. *American Nurse Today*, 7, (11): 26-31. This article was the cover story for this issue of the journal. [AmericanNurseToday.com](http://AmericanNurseToday.com).

Karch, Amy M. (2012). 2013 *Lippincott's Pocket Drug Guide for Nurses*. Philadelphia. Lippincott: Williams & Wilkins. ISBN 13: 978-1-4511-8376-4.

Karch, A.M. (2013). *Focus on Nursing Pharmacology, 6th ed.* Philadelphia, Lippincott, Williams & Wilkins. ISBN: 978-1-4511-2834-5.

Athilingam, P., Munro, C., D'Aoust, R.F., Karch, A.M., & Chen, L. (2012). Cognitive Protection by Angiotensin Converting Enzyme in Heart Failure. *International Journal of Nursing Science*, 2(3), 148.

**Margaret Kearney**

DeLuca, J. M., Kearney, M. H., Norton, S. A., & Arnold, G. L. (2012). Internet use by parents of infants with positive newborn screens. *Journal of Inherited and Metabolic Disease*, epub ahead of print, doi: 10.1007/s10545-011-9449-7.

Blake, D. R., Lemay, C. A., Kearney, M. H., & Mazor, K. M. (2011). Adolescents' understanding of research concepts: A focus group study. *Archives of Pediatrics and Adolescent Medicine*, 165, 533-539.

Nelson, L. E., Morrison-Beedy, D., Kearney, M., & Dozier, A. (2011). Sex partner type taxonomy use among urban Black adolescent mothers. *Canadian Journal of Human Sexuality*, 20, 1-10.

Nelson, L. E., Morrison-Beedy, D., Kearney, M. H., & Dozier, A. (2012). Black adolescent mothers' perspectives on sex and parenting in non-marital relationships with the biological fathers of their children. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 41, 82-91.

Poleshuck, E. L., Cerrito, B., Leshoure, N., Finocan-Kaag, G., & Kearney, M.H. (2012). Underserved women in a women's health clinic describe their experiences of depressive symptoms and why they have low uptake of psychotherapy. *Community Mental Health Journal*, epub ahead of print, doi: 10.1007/s10597-012-9500-7.

### Harriet Kitzman

Holland M.L., Yoo, B.K., Kitzman, H., Chaudron, L., Szilagyi, P.G., Temkin-Greener, H. (2012). Mother-Child Interactions and the Associations with Child Healthcare Utilization in Low-Income Urban Families. *Maternal and Child Health Journal*, 16(1), 83-91.

### Christina Koulouglioti

Li, H., Powers, B.A., Melnyk, B.M., McCann, R., Koulouglioti, C., Anson, E., Smith, J.A., Xia, Y., Glose, S., & Tu, X. (2012). Randomized controlled trial of CARE: An intervention to improve outcomes of hospitalized elders and family caregivers. *Research in Nursing and Health*, 35, 533-549. DOI: 10.1002/nur.21491.

### Elizabeth LeCuyer

LeCuyer, E.A. (2012). African American and European American mothers' limit-setting with their 36 month-old children. *Journal of Child and Family Studies*. First published online 28 November, 2012. <http://www.springerlink.com/openurl.asp?genre=article&cid=doi:10.1007/s10826-012-9690-1>.

Kane, C., Brackley, M., Clement, J., D'Antonio, P., Haber, J., Hamera, E., Harmon, R., LeCuyer, E., Naegle, M.A., Newton, M., Pearson, G., Poster, E., Shattell, M., Sirota, T., & Talley, S. (2012). Essential psychiatric, mental health and substance use competencies for the registered nurse. *Archives of Psychiatric Nursing*, 26, 80-110.

### Hong Li

Li, H., Powers, B.A., Melnyk, B.M., McCann, R., Koulouglioti, C., Anson, E., Smith, J.A., Xia, Y., Glose, S., & Tu, X. (2012). Randomized controlled trial of CARE: An intervention to improve outcomes of hospitalized elders and family caregivers. *Research in Nursing and Health*, 35, 533-549. DOI: 10.1002/nur.21491.

### Dianne Liebel

Liebel, D.V., Powers, B.A., Friedman, B., & Watson, N.M. (2012). Barriers and facilitators to optimize function and prevent disability worsening: a content analysis of a nurse home visit intervention. *Journal of Advanced Nursing* 68(1), 80-93. DOI: 10.1111/j.1365-2648.2011.05717.x.

Liebel, D., Friedman, B., Watson, N., & Powers, B. (2012). Which components of a primary care affiliated home visiting nurse program are associated with disability maintenance/Improvement? *Home Health Care Services Quarterly*, (31), 155-180. DOI: 10.1080/01621424.2012.681550.

### Feng (Vankee) Lin

Lin, F., Friedman, E., Quinn, J., Chen, D., & Mapstone, M. (2012). Effect of Leisure Activities on Inflammation and Cognitive Function in an Aging Sample. *Archives of Gerontology and Geriatrics*. First published online: February 27, 2012. [doi.org/10.1016/j.archger.2012.02.002](http://doi.org/10.1016/j.archger.2012.02.002)

Lin, F., & Heidrich, S. M. (2012). Role of older adult's illness schemata in coping with Mild Cognitive Impairment. *Journal of Psychosomatic Research*. First published online: March 8, 2012. [doi.org/10.1016/j.jpsychores.2012.01.008](http://doi.org/10.1016/j.jpsychores.2012.01.008).

Lin, F., Gleason, C.E., & Heidrich, S.M. (2012). Illness Representations in Older Adults with Mild Cognitive Impairment. *Research in Gerontological Nursing*, 2012 Jun. 15:1-12. doi: 10.3928/19404921-20120605-04. [Epub ahead of print].

Lin, F., Vance, D.E., Gleason, C.E., & Heidrich, S.M. (2012). Caring for Older Adults with Mild Cognitive Impairment: An Update for Nurses. *Journal of Gerontological Nursing*, 38(12), 22-35. Featured as a "Continuing Nursing Education" article. DOI: 10.3928/00989134-20121106-03.

Lin, F., Chen, D.-G., Vance, D., & Mapstone, M. (2012). Laboratory- and Real World-Based Speed of Processing in Community-Dwelling Older Adults. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, doi: 10.1093/geronb/gbs075 <http://psychogerontology.oxfordjournals.org/cgi/reprint/gbs075?ijkey=YYvzdyfaTFIeK8Q&keytype=ref>.

Lin, F., Chen, D.-G., Vance, D.E., Ball, K.K., & Mapstone, M. (2012). Longitudinal relationships between subjective fatigue, cognitive function, and everyday functioning in old age. *International Psychogeriatrics*. <http://www.ncbi.nlm.nih.gov/pubmed/23083533> Dr. Giovanni Schifitto and Dr. James McMahon were acknowledged for their contributions

Lin F., Wharton W., Dowling N.M., Ries M.L., Johnson S.C., Carlsson C.M., Asthana S., & Gleason C.E. (2010) Awareness of Memory Abilities in Community-Dwelling Older Adults with Suspected Dementia and Mild Cognitive Impairment. *Dementia and Geriatric Cognitive Disorders*, 30 (1), 83-92. [PMCID: PMC3214821].

### Jennifer Mammen

Mammen, J. & Rhee, H. (2012). Adolescent asthma self-management: A concept analysis and operational definition. *Pediatric Allergy, Immunology, and Pulmonology*, 25(4), 180-189. doi:10.1089/ped.2012.0150.

### James McMahon

Simmons, J., McMahon, J. M. (2012). Barriers to drug treatment for IDU couples: the need for couple-based approaches. *Journal of Addictive Diseases*, 31(3), 242-257.

Simmons, J., Rajan, S., McMahon, J. M. (2012). Retrospective accounts of injection initiation in intimate partnerships. *International Journal of Drug Policy*, 23(4), 303-311.

### Brenda McQuillan

Rhee, H., McQuillan, B. & Belyea, M.J. (2012). Evaluation of a peer-led asthma self-management program for adolescents and benefits of the program for adolescent peer leaders. *Respiratory Care*, 57(12), 2082-2089. [PMID: 22710616]

### Maureen Metzger

Metzger, M., Norton, S.A., Gramling, R. and Quinn, J. R. (2012). Heart Failure Patients and Family Members' Understanding of Prognosis and Its Influence On Goals for Patient Care (Abstract #718). *The Journal of Pain and Symptom Management*, 43(2), p. 429-30.

Gramling, R., Norton, S.A., Ladwig, S., Metzger, M., DeLuca, J., Schatz, D., Gramling, D., Epstein, R., Quill, T., Alexander S. (2012). Forecasting and Foretelling: Association Between Expected Survival Time and Characteristics of Prognosis Communication in Palliative Care Consultations (Abstract #316-C), *The Journal of Pain and Symptom Management*, 43(2), p. 348.

**Maureen Metzger**

Gramling, R., Norton, S.A., Ladwig, S., Metzger, M., DeLuca, J., Gramling, D., Schatz, D., Epstein, R., Quill, T., & Alexander, S. Direct Observation of Prognosis Communication in Palliative Care: A Descriptive Study. *The Journal of Pain and Symptom Management*, Online ISSN 0885-3924, 10.1016/j.jpainsymman.2012.02.004. <http://www.sciencedirect.com/science/article/pii/S0885392412001522>.

**Sally Norton**

Gramling, R., Norton, S.A., Ladwig, S., Metzger, M., DeLuca, J., Schatz, D., Gramling, D., Epstein, R., Quill, T., Alexander, S. (2012). Forecasting and Foretelling: Association Between Expected Survival Time and Characteristics of Prognosis Communication in Palliative Care Consultations (Abstract #316-C), *The Journal of Pain and Symptom Management*, 43(2), p. 348.

Metzger, M., Norton, S.A., Gramling, R. and Quinn, J.R. (2012). Heart Failure Patients and Family Members' Understanding of Prognosis and Its Influence On Goals for Patient Care (Abstract #718), *The Journal of Pain and Symptom Management*, 43(2), p. 429-30.

Gramling, R., Norton, S.A., Ladwig, S., Metzger, M., DeLuca, J., Gramling, D., Schatz, D., Epstein, R., Quill, T., & Alexander, S. Direct Observation of Prognosis Communication in Palliative Care: A Descriptive Study. *The Journal of Pain and Symptom Management*, Online ISSN 0885-3924, 10.1016/j.jpainsymman.2012.02.004. <http://www.sciencedirect.com/science/article/pii/S0885392412001522>.

Baggs, J. G., Schmitt, M., Prendergast, T.J., Norton, S. A., Sellers, C. R., Quinn, J. R., & Press, N. (2012). Who is attending? End-of-life decision making in the intensive care unit. *Journal of Palliative Care Medicine*, 15(1), First published online: January 10, 2012: <http://www.liebertonline.com/doi/pdf/10.1089/jpm.2011.0307>.

Quinn, J.R., Schmitt, M.H., Baggs, J.G., Norton, S.A., Dombeck, M.T., & Sellers, C.R. (2012). Family members' informal roles in end-of-life decision making in adult intensive care units. *American Journal of Critical Care*, 21(1), 43-51.

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## Sellers Selected as Fellow of AANP



On June 20, associate professor of clinical nursing **Craig R. Sellers, PhD, RN, ANP-BC, GNP-BC**, will be inducted as a fellow of the American Academy of Nurse Practitioners (AANP) at the AANP national conference in Las Vegas.

The AANP fellowship program was established in 2000 to recognize nurse practitioner leaders who have made outstanding contributions to health care through clinical practice,

research, education, or policy. Fellows of the AANP enjoy many collaborative opportunities to influence national and global health.

With more than 34 years of professional experience, Sellers is an internationally recognized educator, researcher, and author. Currently he directs the School's master's nurse practitioner programs. Additionally, he is involved in several ongoing research projects focused on improving care to patients and families – primarily those coping with end-of-life issues and decision-making, as well as older adults experiencing recurrent emergency visits.

Sellers' decades of clinical experience and expertise as an advanced practice nurse practitioner – including providing primary care for people with HIV/AIDS and older adults – is integrated into his teaching and research. Sellers practices in the Strong Memorial Hospital Emergency Department and at the Highlands Living Center, within the Highlands at Pittsford.

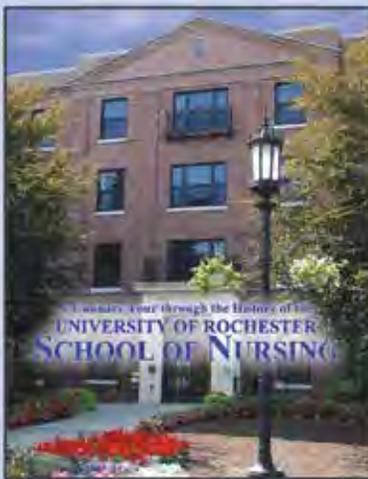
As a researcher, he is a noted expert on qualitative research methods, and incorporates his knowledge and skills into his teaching, consultations, and mentoring to graduate students.

Understanding and critiquing qualitative research is often a challenge for young researchers, and Sellers is known for his ability

to teach graduate students how to successfully apply qualitative research methods to their own studies and clinical practice.

Sellers has also led a recent effort to refine the School's master's programs, to ensure that they are well-aligned with the current and projected trends in NP education, the needs of the health care workforce, and the needs of patients across the lifespan. Passionate about the significance of the nurse practitioner role, he has been successful at ensuring that the School's master's programs are rigorous, based upon national curriculum guidelines, and fulfill the core competencies of various specialties.

A member of several professional nursing organizations, including Sigma Theta Tau International Honor Society, the National Organization of Nurse Practitioner Faculties, and the American Nurses Association, Sellers is also a regular reviewer of manuscripts for many nursing and medical peer-reviewed journals and serves on the advisory boards for the Greater Rochester Nursing Home Quality Consortium, Project Meliora, and the New York State Department of Health Nursing Workforce Grant, RN Help.



**During the past year, a dedicated team of School of Nursing staff members created a commemorative cookbook that celebrates the School's diverse and rich history. It's filled with delicious recipes submitted by School of Nursing faculty, staff and lifelong friends.**

**All proceeds benefit the School of Nursing, so please consider purchasing a cookbook for yourself, or as a gift for someone special.**

**Please contact Lucy Carroll at (585) 273-5638 to order your cookbook today.**

## Herendeen Named Associate Dean for Education and Student Affairs



“I’m grateful to be able to continue my work with children and families, and to build on my clinical focus to elevate the education and experience we provide to nursing students.”

In October, **Pamela A. Herendeen, DNP, PNP-BC**, was named associate dean for education and student affairs.

Herendeen is a senior pediatric nurse practitioner in Pediatric Practice, part of Golisano Children’s Hospital at Strong, where she has provided both well-child and chronic care to high-risk children and teens for more than two decades. She was an integral member of the team that established the Bivona Child Advocacy Center in Rochester, which provides comprehensive care and services to children who have been physically or sexually abused.

She currently works for Bivona’s medical component, REACH, which is based at Golisano Children’s Hospital, and provides evaluations, treatment and support to children and families. She will continue to practice at Golisano in a 20 percent role while serving as associate dean.

An associate professor of clinical nursing, Herendeen was the first graduate of the School’s Doctor of Nursing Practice (DNP) program in May 2009, a program she currently directs.

The DNP program enables nursing students to achieve the highest level of clinically-expert practice and to design evidence-based strategies to improve healthcare outcomes.

“Pam’s role as a senior nurse practitioner within Strong and the Sovie Institute, as well as her national clinical presence, will continue to strengthen the School’s relationships with our clinical partners,” said dean **Kathy H. Rideout, EdD, PNP-BC, FNAP**. “Her recent work in the development of patient- and family-centered medical homes will also propel our strategic plan initiatives in the areas of innovative education, research and clinical programs. Pam is constantly looking for ways to improve care to patients and families by translating evidence into practice, and by providing the vital knowledge to help nurses become better clinicians. Her visionary leadership will help us grow in exciting directions.”

Herendeen earned her associate’s degree from Monroe Community College and her bachelor’s degree from Alfred University before completing the master’s and DNP programs at the University of Rochester. She joined the School of Nursing faculty in 2005, and directed the pediatric nurse practitioner (PNP) program for several years. Becoming a nurse was a childhood dream and she began as a staff nurse at Rochester General Hospital before joining Strong Memorial Hospital in 1992.

Her clinical work with vulnerable children and families continually informs her research; she is widely published and lectures nationally on child abuse topics.

“Nursing is at the heart of what I do and who I am,” said Herendeen. “Although I’ll be practicing to a lesser degree now, I’m grateful to be able to continue my work with children and families, and build on my strong clinical focus to elevate the education and experience we provide to nursing students.”

# Center for Nursing Entrepreneurship Expands Reach

## School Provides University Employee Wellness Services

The School of Nursing's Center for Employee Wellness, operated out of the School's Center for Nursing Entrepreneurship (CNE), was recently selected to provide comprehensive wellness services for University employees, teaming with the Healthy Living Center at the URM Center for Community Health.

The services are a key part of the University's *YOURhealth* offerings and are designed to help employees gain an understanding of their health status, develop and achieve individualized wellness goals, and make healthy lifestyle changes.

The SON Center for Employee Wellness helps participants gain an understanding of their current health through the completion of a Personal Health Assessment (PHA), which includes a biometric screening. The Center also provides evidence-based programs for the self-management of conditions such as asthma, diabetes, coronary artery disease, atrial fibrillation, low back pain, or stroke.

The URM Center for Community Health provides lifestyle management programs for individuals who want to lose or maintain weight, lower high cholesterol and/or high blood pressure, stop smoking, or reduce stress.

"The University is dedicated to helping employees live healthier, feel better, and make the best possible health choices," said **Lisa Norsen, PhD, RN, ACNP-BC**, director of the Center of Employee Wellness and associate dean for innovation and outreach at the School of Nursing. "We're proud to support the University's commitment to its workforce and offer a trusted, experienced resource to employees who want to achieve their optimum



level of health. It's a privilege to partner with employees and help them more clearly understand, improve, and take charge of their health so that they can feel their best in both their professional and personal lives."

**✓ YOUR**  
EMPLOYEE HEALTH CARE *health*

To address health care needs within the community and increase nursing opportunities, the School's entrepreneurial arm, the Center for Nursing Entrepreneurship (CNE), is expanding its impact in key areas.

## Number of School-Based Health Centers to Grow

Eighteen years ago, the School of Nursing established its first School-Based Health Center inside East High School, which provides on-site physical and mental health assessments; diagnosis, treatment, and management of acute illnesses and chronic conditions such as asthma and diabetes; health screenings and education; and population-based primary prevention.

Serving a high-risk population of students with limited access to health services, the clinic aims to improve the physical and mental health of children, reduce and prevent hospitalizations and emergency room use, improve school performance and attendance, and prevent lost work days for parents. Overseen by

**Kim Urbach, PNP**, the clinic averages 4,500 visits a year, and is staffed and operated by the School of Nursing CNE in collaboration with the University of Rochester Medical Center.

"These clinics fill an essential void and provide a level of access to health care otherwise unavailable to our community's most vulnerable children," said **Lisa Norsen, PhD, RN, ACNP-BC**, associate dean for innovation and outreach.

By the end of 2014, the CNE will be operating a total of three similarly-modeled clinics within the Rochester City School District. The second, at the Northeast/

Northwest College Preparatory High School on the Frederick Douglass Campus, is scheduled to open in the fall of 2013. In December, the CNE received a \$348,000 federal grant from the Health Resources and Services Administration (HRSA) to fund the capital construction of a center at James Monroe High School, which will be completed during 2014.

Like the East High clinic, students will have access to comprehensive health services regardless of their ability to pay or their health insurance status. Students and families incur no out-of-pocket expenses.



## Online Programming Grows to Meet Student Needs



Andrew Wolf, MS, ACNP-C

In the 10 years since the School of Nursing began offering online courses, it has thoughtfully expanded its offerings to include many hybrid online programs, including its RN to BS program, and more recently, the Family Psychiatric Mental Health Nurse Practitioner program, the Health Care Organization Management and Leadership master's program, and the Doctor of Nursing (DNP) program.

The School continues to expand online programming to meet student demand, and today offers 49 online or hybrid online courses

(approximately 32 percent of all courses offered) which account for 28 percent of total tuition revenue. As the University plans to strengthen its online offerings over the next few years, the School of Nursing will continue to emphasize high quality online experiences by developing interactive and engaging courses that enable students to learn both effectively and flexibly. Today the School also offers numerous faculty workshops and online courses that support faculty in their efforts to successfully integrate online instruction into their teaching.

"When we first began our online learning programs, we initially looked at it as a distance learning option," said **Andrew Wolf, MS, ACNP-C**, coordinator of online learning for the School of Nursing. "What we have found is that the students taking these online courses are enrolling because they need time and flexibility. They need to be able to complete the courses late at night or on the weekends, or around the other obligations that they have. They are not necessarily enrolling because they live far from the campus. We continue to build our programs carefully around what the students are telling us that they want and need."

Wolf says the most effective predictor of a successful online class is that students feel a connection to the teacher and their classmates.

"The most critical aspect of learning takes place when students don't understand the content or a specific concept, and are able to work together to gain that understanding," he said. "The key is being able to foster student-teacher interaction and create a true online learning community. That's what we strive for, and in this way, online learning becomes a valuable complement to traditional education, well-suited to the often busy lifestyles of working nursing students."



## Doctor of Nursing Practice (DNP) Program Flourishes

The Doctor of Nursing Practice (DNP) program, which prepares nurses at the highest level for advanced clinical practice in specialty areas, grew dramatically over the last academic year. Launched in 2007, the program celebrated its first graduate in 2009, and today has an enrollment of 27 students and eight graduates.

Anchored in practice, the program is designed to help nurses develop specialized clinical expertise in their area of choice. For example, DNP students may work on restructuring care delivery for infants born to adolescent mothers, focus on improving safety for critically ill patients, or develop strategies to help older adults maintain physical function, and/or improve their mental health and quality of life.

"Due to the increased complexity of health care, as well as the impending nursing and nursing faculty shortage, the field of nursing is in need of strong nursing leadership," said associate dean for education and student affairs **Pamela Herendeen, DNP, PNP-BC**, who was the DNP program's first graduate in 2009 and now directs it. "The DNP program answers this call by preparing clinical scholars in health policy, leadership, and translating research into practice."

If a nurse's career goal is to stay within clinical practice – as opposed to a research-focused career – the DNP program is an excellent option, Herendeen said.

"Priority access to the vast resources of our academic medical center helps us provide

outstanding clinical experiences for students," said Herendeen. "As a result, DNP students develop sophisticated critical thinking, strategic planning, communication, process management, and leadership skills. While research nurses who are PhD-prepared generate new scientific discoveries, DNP-prepared nurses take that information, put it into practice, and evaluate its impact on care delivery and health outcomes."

There are currently 184 DNP programs in nursing schools across the country, with many more being planned. The Institute of Medicine's 2010 *Future of Nursing* report recommended doubling the number of DNP students in the U.S. by 2020.

# Supporting Quality Improvement in Nursing Homes

In October, the Greater Rochester Nursing Home Quality Consortium (GRNHQC), which was established in 2009 by associate professor of clinical nursing **Tobie Olsan, PhD, MPA, RN**, received a three-year \$800,000 comprehensive geriatric education continuation grant from the U.S. Department of Health Resources and Human Services (HRSA) to continue and expand its work.

The grant was part of \$30.2 million awarded by HRSA to nursing schools across the country to support nursing workforce development. The Consortium is currently made up of 21 regional, predominantly rural, nursing homes working to improve the quality of care they provide to residents through the implementation of Lean Six Sigma performance improvement projects, and through continual collaboration and sharing of best practices. Interdisciplinary teams within the member homes focus on improvement projects in clinical care, care transitions, operations, and workplace safety.

For example, through its ongoing work with the GRNHQC, the Seneca View Skilled Nursing Facility at Schuyler Hospital was recently able to implement a project to reduce

respiratory infections in the facility. The project was so effective, it is now being implemented in the facility's other two units.

"We couldn't be more excited about this project and the positive results we saw almost immediately," said Bill Kouwe, Seneca View administrator. "Our staff members have worked hard and stepped up to the challenge so that Seneca View continues to improve upon the quality of care we provide."

The most recent grant will support the Consortium's efforts to expand its numbers and reach, and enable member homes to collaborate on developing Quality Assurance Performance Improvement (QAPI) programs to meet the requirements of the Affordable Care Act. Additionally, the funds have enabled the Consortium to offer nurse traineeships for graduate nurses interested in becoming nurse practitioners, or in obtaining post-master's certification in adult/gerontology through the School of Nursing. Selected students will receive full tuition benefits toward their degrees and a stipend while gaining special expertise in performance improvement.



Tobie Olsan, PhD, MPA, RN

For more information on the traineeships, contact assistant professor **Dianne Liebel, PhD, RN**, at (585) 273-1970.

Consistent with other doctoral programs within the University of Rochester, students in the DNP program are required to complete a minimum of 90 credits as well as a minimum of 1,000 post-baccalaureate clinical hours. Students complete coursework in evidence-based practice and translational research including advanced statistics and epidemiology; leadership, systems management and strategic planning; and health policy, informatics and interprofessional partnerships. Clinical practicum courses and capstone work are tailored to an individual's identified clinical focus specialty. The final capstone project is a practice equivalent to a PhD research dissertation.



Holly Brown, MS, RN, NPP

**Holly Brown, MS, RN, NPP**, successfully defended her DNP capstone project, "Creating Opportunities for Personal Empowerment: A Strategy to Promote Residential Treatment Staff Self-Efficacy," on February 25. She officially graduates from the DNP program in May. Brown's project evaluated and provided support for a training strategy to improve the preparation and job satisfaction of direct support staff working with young people in residential treatment who have intellectual and developmental disabilities as well as psychiatric conditions.

**1940s**

**Yvonne Vincent, '47N**, recently sent a note of update: "I had hoped to attend my 65th nursing class reunion, but sadly, I was unable to do so. I would like to mention

that my experience during my nursing education is a highlight of my life. I learned not only nursing expertise, but also a life-broadening and lasting way of living and being considerate of others. At my 60th reunion, I was amazed at the physical development and increased academic offerings and research facilities...even the helicopter landing pad!"

**1950s**

**Janet Lincoln, '52N**, was recently recognized for her nearly 13 years of work as a volunteer at Quest Elementary School within the Hilton Central School District, in New York, where she assists students with reading, writing, research projects, and other activities. Lincoln worked as a nurse on Strong Memorial Hospital's Surgical Unit for 42 years before retiring in 1994. Now 85, "grandma" Lincoln volunteers at Quest Elementary every day and is a beloved fixture at the school.

**Zada Riordan, '53N**, is officially a snow bird, splitting her time between her yurt in Chautauqua County, N.Y. and her mobile home in Bradenton, Fla. She is active in Occupy Bradenton, the Alternative Thinkers group, and the Unitarian Fellowship, and volunteered for the Obama campaign. She visits with

**Mary Lou Coutts, '53N**, who lives in Punta Gorda, Fla., and **Ethel Alice Nelson, '53N**, who visits family there. Riordan's husband, Bill Riordan, passed away last January.

**1970s**

**Nancy J. Cohen, '70N**, releases her next book on April 26, 2013. *Warrior Rogue* is the second in her paranormal Drift Lords series and her 18th published title. Learn more about her work at [nancycohen.com](http://nancycohen.com).

**Linda R. Rounds, '76N (MS)**, received the Dr. & Mrs. Joseph T. Painter Distinguished Professorship in Teaching Excellence for 2012-2013 from the University of Texas Medical Branch Academy of Master Teachers.

**Letitia (Tudy) Hill, '77N**, has recently moved back to the United States with her husband, David, after living in England for 10 years. David is director of global health at the new medical school at Quinnipiac University in Connecticut. Tudy spends her time tutoring students at New Haven Reads and taking art history courses at Quinnipiac. They have their first grandchild, Beatrice, who is now one, and living in London with their daughter and son-in-law.

**Phyllis Louise Fishbein, '79N**, is currently director of quality assurance of a Program of All-Inclusive Care for the Elderly (PACE) in New Jersey, one of the first to be opened in the state. The cost-effective program specializes in helping frail elderly adults remain at home, rather than be placed in nursing homes. She is available to speak with others looking for more information about the model. Fishbein's two sons graduate in May, one from law school and the other with a bachelor's degree in computer forensics.

**Raelene Vesta Shippee-Rice, '79N (MS)**, is currently professor emerita of the University of New Hampshire. She and her colleagues recently published a gerontological/geriatric textbook on the surgical nursing care of older adults, which serves as a textbook for both undergraduate and graduate nursing students, and a reference text for nurses caring for older adults across the surgical care continuum. The book emphasizes the need for transitional care of older adults to be guided by a geriooperative care nurses with expertise in medical/surgical and gerontology/geriatric nursing. Citation: Shippee-Rice, R.V., Fetzter, S.J., & Long, J.V. (2012) *Geriooperative nursing care: Principles and practices of surgical care for the older adult*. New York: Springer Publishing Company.

**1980s**

**Eileen Sullivan-Marx, '80N (MS)**, was appointed dean of New York University College of Nursing in 2012.



**Ann-Marie DeSantis, '81N**, is currently director of health, wellness, and chronic pain services at Westfall Associates in Rochester, an outpatient chemical dependency treatment center. She also works at the Center for Compassion and Healing, leading bereavement groups for children who have suffered the loss of a loved one. Her greatest joy is her 16-year-old daughter, Maria, who has enthusiastic aspirations to pursue the helping professions, and is considering UR.

**Fran London, '86N, '91N (MS)**, is health education specialist at Phoenix Children's Hospital in Phoenix, Az., and recently released the hospital's first free app for the iPad: Our Journey in the Hospital. This evidence-based patient education application facilitates conversations between parents of a sick child and the health-care team. It will soon be available for the iPhone and the Android phone.

**Please send us your news.** If you have a news item and/or photo for Class Notes, Email [Christine\\_Roth@urmc.rochester.edu](mailto:Christine_Roth@urmc.rochester.edu).

## 1990s

**Lois Rockcastle, '91N (MS)**, was named 2011 Alaska Nurse Practitioner of the Year for her contributions to the nursing profession, her leadership of the Alaska Nurse Practitioner Associ-



ation (ANPA), and her contributions to health care in Alaska.

Rockcastle is a past-president of the ANPA and has been a member for more than 20 years. Additionally, she edits the ANPA newsletter and serves on the conference committee. From 2007-2011, she also served on the board of directors for the American College of Nurse Practitioners. During her first 10 years in Alaska, she worked in Bethel. Currently she works for the Yukon-Kuskokwim Health Corporation, providing consultation and clinical services to the village community health aides. She is also an adjunct faculty member at the University of Alaska-Anchorage. She lives in Eagle River with her husband Eric Noble, M.D., a pediatrician, two teenaged children, 16 dogs, three Icelandic horses, and a cat.

**Robert J. Dorman, '93N**, is transitioning from the hospital to a full-time instructor position at the School of Nursing, while pursuing his DNP over the next several years. He has three daughters: Jessica, 8, and four-year-old twins Kaitlin & Julia. He is looking forward to catching up with his classmates during Meliora Weekend in October.

**Kathleen Culhane Guyette, '95N (MS)**, was recently promoted to senior vice president of Mission Health System in Asheville, North Carolina.

**Amanda Hessels, '95N**, a nursing PhD student at Rutgers University, has received an 18-month, \$40,000 grant from the Agency for Healthcare Research and Quality (AHRQ) to support her research project on the Impact of



Health Information Technology on Delivery and Quality of Patient Care. The R36 grant is highly prestigious; in the past few years, only about seventy R36 awards have been granted nationally. Specifically, Hessels is studying the adverse events that occur with hospitalized patients that can be both catastrophic and costly to individuals, hospitals, and society. The expanding use of electronic health records (EHR) is one promising system-level initiative that may improve provider performance, interdisciplinary communication, reduce adverse patient events, improve the overall quality of patient care, and ultimately improve patient satisfaction with hospital care. Hessels' cross-section study will empirically examine levels of EHR adoption and its association with the delivery of nursing care, taking into account a large number of patient characteristics, as well as hospital characteristics including measures of nurse staffing and organizational climate.

## 2000s

**Megan Eagle, '06N**, is now working as a nurse practitioner in pain management at the University of Virginia Medical Center. After graduating from the School of Nursing, she worked as an RN, and subsequently as an NP in palliative care at New York Presbyterian-Weill Cornell in New York City. She earned master's degrees in both Women's Health and Adult Health at Columbia University.

**Alexa K. Laduke (Bergstrom), '08N**, and **Kenneth F. Laduke, '12N**, had a baby!



Kinsley Emma LaDuke was born November 7, 2012.

**Erica Marisa Jones, '05N**, moved to New York City to work at New York University as a cardiac step-down nurse after graduating from the accelerated bachelor's program in 2005. Two years later, upon deciding to pursue a master's degree in Nursing, she moved back to her hometown of Los Angeles, Ca. There, she took a position as a cardiothoracic/transplant ICU nurse at UCLA while studying to become an acute care nurse practitioner. She graduated in 2010 and moved to Portland to work at Oregon Health and Sciences University with four general surgeons who specialize in esophageal and pancreatic cancer. In addition to providing direct patient care, she works closely with residents and nurses to teach them the finer details of caring for complex patients.

## 2010s

**Rossanna Ryskasen, '10N**, is working at the Children's Hospital of Philadelphia and has decided to continue her education at University of Medicine and Dentistry of New Jersey to complete the PNP and DNP programs there.

**Nicholas J. Arcieri, '12N (MS)**, is currently working as manager of software development for Education-Academic Information Technology (IT) for the University of Rochester School of Medicine and Dentistry. Through the



effective use of IT resources, his team develops robust web services and applications to meet the needs of an ever-changing educational environment. He is focused on providing quality support and continuously improving the end-user experience. Arcieri is a graduate of the School of Nursing's Health Care Organization Management and Leadership program.



**Doris Crough (Hubbard)**



**Jane Gilman (Ladd)**



**Robert H. Hurlbut**



**Nancy Kent**

**Ashley, Queen Ester, '75N,**

September 26, 2012, Phoenix, AZ

**Barnes, Elizabeth (Ireland), '79N (MS),**

November 1, 2012, Geneva, NY

**Bazar, Mary T., '88N (MS),**

May 11, 2012, Scottsville, NY

**Betler, Dorothy A. (Doble), '56, '57N,**

February 11, 2013, Fairport, NY

**Bruckel, Jane (Morgan), '42N,**

December 27, 2012, Geneseo, NY

**Buehler, Jean (Lissow), '47N,**

March 28, 2012, Rush, NY

**Cameron, Barbara (Doud), '52N,**

November 4, 2012, Fort Myers, FL

**Celette, Mary F. (Whitman), '52, '53N,**

January 30, 2013, East Falmouth, MA

**Crough, Doris (Hubbard), '41N,**

December 15, 2012, Brighton, NY

A dear friend of the School of Nursing, Doris supported the School in many ways, and worked to lovingly preserve the School's early traditions, including a 1928 silver tea set that remains on display in a curio within the School's Eleanor Hall Heritage Room. She is survived by her husband of 55 years, Paul Crough, her daughter and son, two grandchildren, and many nieces and nephews. Contributions in her memory may be directed to the School of Nursing.

**Culliton, Ruth (Ellicott), '46N,**

August 18, 2012, Holly Springs, NC

**DiNardo, Lillian (Starke), '50N,**

February 21, 2013, Rochester, NY

**Eichwald, Ann E. (Brown), '64N (MS),**

January 26, 2012, Peoria, AZ

**Ellenberger, Dolores (Rissler), '68N,**

December 12, 2012, Pittsford, NY

**Farris, Margaret (Stebbins), '39, '40N,**

February 16, 2012, Brookfield, WI

**Fernandez, Mabelle (Burke), '45N,**

January 3, 2012, San Juan, PR

**Gallup, Luna (Shepherd), '46N,**

January 4, 2012, Alameda, CA

**Gibbs, Patricia (Gleason), '57N,**

June 9, 2011, North Port, FL

**Gilman, Jane (Ladd), '41N, '42N,**

January 6, 2013, Pittsford, NY

After graduating from the School of Nursing, Jane earned her master's degree from Columbia University in 1945. Her nursing career included 13 years on the faculty of the School of Nursing, including serving as associate director of the School from 1954-55. After taking time to raise her family, she taught nursing at Roberts Wesleyan College for ten years. Jane was a generous friend and supporter of the School of Nursing and in May 2002 made a generous gift that sealed the School's victory in the \$1 million McLouth Challenge Initiative. The Jane Ladd Gilman '42 Skills Lab is named in her honor. She gave her time to many community causes and educational organizations including the AAUW, League for Nursing, Red Cross, Sigma Theta Tau, and was a volunteer for Strong Memorial Hospital. She is survived by her son, three daughters, sister-in-law, seven grandchildren, and many nieces and nephews.

**Gray, Helen E., '94N, '96N (MS),**

November 2, 2012, Spencerport, NY

**Gugino, Nancy H. (Green), '61N,**

April 12, 2012, Bemus Point, NY

**Helm, Sally Ann, '65N, '71N (MS),**

April, 2012, San Diego, CA

**Hintz, Dorothy J. (Storm), '39N,**

March 6, 2012, Claremont, CA

**Holliday, Marion (Lopuszynski), '55N,**

March 25, 2012, Fairport, NY

**Hurlbut, Robert H., '12N (HNR),**

March 4, 2013, Honeoye Falls, NY

A successful entrepreneur, University of Rochester trustee, and School of Nursing champion, Bob was presented with an honorary Doctor of Science degree from the School in 2012 in honor of his lifelong commitment to serving others. Born into the family nursing home business, he later founded ROHM Services Corporation, which provides management and consulting services to nursing homes throughout western New York. He revolutionized the care of the elderly and disabled through the transformation of nursing homes into senior living facilities that sought to maximize the health, independence and abilities of their residents. His path-breaking model evolved to become a multi-state nursing home corporation called Vari-Care, Inc., which is part of Living Centers of America. Throughout his life he held a deep appreciation and respect for nurses and the value of their work. He was a devoted friend and steward of the School of Nursing and chaired the successful 2004 Future of Care capital campaign, which raised more than \$20 million for the School. He is survived by his wife, Barbara, a son and daughter, and two grandsons.

**Ingersoll, Gail Laura, '83N (MS), '87W**

**(EdD),** December 5, 2011, Penfield, NY

**Jenkinson, Carol J. (Hess), '64N (MS),**

October 27, 2011, Keller, TX

**Jones, Barbara Kandt (Smith), '52N,**

February 3, 2012, Hamlin, NY



**Elizabeth Marr (Stroh)**



**Helen B. McNerney**

**Kent, Nancy A., '67N, '88W (EdD),** February 23, 2012, Rochester, NY  
Formerly Sister Joseph Clare, of the Sisters of St. Joseph of Rochester, Nancy graduated from St. Joseph's Hospital School of Nursing in 1953 and earned her bachelor's degree from the School of Nursing in 1967, her master's degree in nursing from The Catholic University in 1969, and a doctor of education in educational administration from the University of Rochester in 1988. Professor emerita of the School of Nursing, she held positions of instructor, assistant professor, clinician II, family nurse practitioner, projects director of Medical Center Nursing, clinical chief for Medical Nursing, chair of the medical/surgical educational program, and associate professor. As a nurse clinician at Strong Memorial Hospital, she led the experimental unit trialing new approaches to patient care. Nancy also practiced nursing in Elmira, N.Y., Selma, Ala., and Washington, D.C., as a staff nurse, head nurse, supervisor, and clinical nurse specialist. She is survived by three sisters, many nieces and nephews, grand-nieces and grand-nephews, and close friends.

**Kramer, Corinne J. (Hays), '50N,**

January 10, 2012, Lake Wylile, SC

**Krespan, Dorothy (Bentley), '48N,**

January 14, 2011, Hockessin, DE

**Labarre, Lyn (Lawrence), '77N,**

December 1, 2011, Howes Cave, NY

**Lamb, Ann D. (Davies), '51, '52N,**

September 30, 2012, Atlanta, GA

**Lambrix, Gail (Kelly), '58N, '82,**

March 7, 2013, Rochester, NY

**Leicht, Suzanne (Forsythe), '79N (MS),**

December 1, 2012, Penfield, NY

**Levinsky, Lynne (Scott), '62N,**

December 8, 1998, Norwalk, CT

**Longman, Marion R. (Haefele), '43,**

'44N, September 1, 2012, Hickory Corners, MI

**Manning, Joyce F. (Ford), '48N,** October

20, 2012, Hopedale, MA

**Marr, Elizabeth (Stroh), '42, '43N,**

October 1, 2012, Kanecohe, HI

Upon graduation from the School of Nursing,

Elizabeth enlisted in the U.S. Army Nurse

Corps during World War II as a second

lieutenant. While stationed in northern India,

she met her future husband, Hugh Dan Marr.

They married in Darjeeling, India in 1945. She

raised four children and remained active in

nursing for much of her adult life. She is survived

by two sons, two daughters, seven grandchildren,

and four great-grandchildren.

**Marugo, Eleanor A. (Hill), '43N, '47,**

November 29, 2010, Holbrook, NY

**Matthews, Marcella (Pugh), '42, '43N,**

March 16, 2012, Henrietta, NY

**Maxwell, Jacqueline L., '83N (MS),**

December 25, 2011, Henrico, VA

**McNerney, Helen B., '66N (MS),**

March 23, 2013

Professor emerita of the School of Nursing,

Helen was a graduate of the School's early

master's program. She was an esteemed teacher

and able administrator. She served in multiple

roles, always looking for ways to bridge to the

community. As the first nursing director of the

Rochester Neighborhood Health Center, she

paved the way for new nursing services in the

urban area. From 1975 to 1981, she also served

as executive director of Visiting Nurse Service.

Throughout her career, she was a member of

more than 20 community boards and advisory

committees. She is survived by a daughter,

several nieces, and nephews. Donations in her memory may be made to the School of Nursing.

**Meriwether, Elizabeth M. (Hawes)**

'69N (MS), October 1, 2011, Gainesville, GA

**Messinger, Charlotte (Beach), '65N, '65,**

October 1, 2012, Norwell, MA

**Messner, Marjorie (Keil), '51N,**

May 29, 2012, East Rochester, NY

**Meyer, Elsie (Schockow), '44N,**

January 10, 2012, Charleston, SC

**Muir, Lynda Lee (Bailey), '64N, '64,**

June 20, 2012, Woodland Hills, CA

**Neal, Sandra Louise (Crust), '69N,**

May 20, 2012, Carmichael, CA

**Ohlwiler, Isabelle (Guenter), '52, '55N,**

July 17, 2012, Maitland, FL

**Phillips, Alisa Marie, '04N (MS),**

December 24, 2010, Canandaigua, NY

**Plumb, Helen (Seyter), '48N,**

August 1, 2012, Rochester, NY

**Price, Irene (Wilson), '42, '43N,**

May 31, 2012, Syracuse, NY

**Rich, Maysie (Calder), '38, '39N,**

June 14, 2012, Whispering Pines, NC

**Riley, Joyce (Branagh), '48N,**

January 8, 2012, Oswego, NY

**Roome, Marie (Lindenmuth), '49, '50N,**

December 12, 2011, Webster, NY

**Savlov, Jean K. (Tullius), '55N,**

February 11, 2012, Austin, TX

**Schauer, Mary (Lacney), '49N,**

June 16, 2012, Bismarck, ND

# JULY 1, 2011 - JUNE 30, 2011

## REPORT ON GIVING

School of Nursing Donor Report  
JULY 1, 2011 – JUNE 30, 2012

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Degrees higher than the  
bachelor's are noted as:

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This report lists gifts from July 1, 2011 – June 30, 2012.

We apologize for any omissions or errors in the names of any participating contributors.

\* Denotes deceased.

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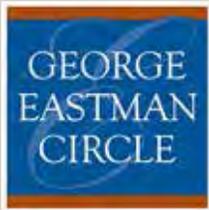
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