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Mission Statement

The mission of the University of Connecticut School of Nursing is to disseminate knowledge developed through innovative research, to engage in expert practice, and to educate nursing scholars, clinicians, and leaders, with the goal of advancing the health of individuals and communities both locally and globally.

Unison is published each year for the alumni, faculty, staff, students, and friends of the School of Nursing at the University of Connecticut. Its purpose is to inform alumni, friends, prospective faculty, and students of the School’s programs and activities, in addition to faculty accomplishments. If you have any questions about this publication, or the School of Nursing, you can contact us by phone at (860) 486-3716 or by fax at (860) 486-0001. You can also find additional information on our website at: www.nursing.uconn.edu.

P R A X I S

The philosophy of UConn School of Nursing is directed by six guiding principles:

Professionalism in behavior, presentation, and conduct
Respect for others, richness, and diversity, and self
Accountability for actions
eXcellence in practice, research, teaching and service
Integrity and inquisitiveness
Service to students, the profession and community
Welcome to our ninth edition of Unison. For those who have received this annual publication before, you will note an entirely new look. Unison 2007 features the School, faculty and student highlights organized and presented in a completely different manner. The three priorities of the School of Nursing - research, education and service have highlighted headings. Additionally, the School adopted PRAXIS as its philosophical principles two years back. Activities associated with our PRAXIS are highlighted to illustrate our commitment and adherence to this philosophy.

In spring 2006, the faculty adopted Transitions as the framework for their research activities within the School. Transitions guided the development of our vision and the 2006-2007 operational plan.

We anticipate that by the time Unison reaches you, we will beginning a final transition — appointment of the School’s seventh dean.

During the 2006-2007 academic year, the School witnessed several exciting firsts:

- We created an Urban Service Track (UST), which is an interdisciplinary education program incorporating nursing, medicine, pharmacy and dental medicine to care for underserved populations in urban areas and a Rural Health Network to address mental health and other issues concerning cultural and rural populations.

- We welcomed our first faculty member in January to our developing Faculty Practice Plan. This is a joint appointment with the School of Nursing and Student Health Services.

- We expanded our nationally awarded CARELINK program to different populations while adhering to the philosophy of serving the underserved.

- We were funded by the Department of Higher Education in Connecticut to create learning communities in the New London and Waterbury areas to recruit underrepresented individuals to nursing as a career.

- We are in the process of creating a Clinical Learning Laboratory with simulations rooms to develop technical skills and facilitate media viewing.

As for research at the School, I am happy to share that we have submitted more grants than in previous years. Tenure track and clinical faculty are engaged in research and scholarship, using Boyer’s model as a guide for the research expected within each role. I hope you enjoy reading about our innovative research in this Unison.

“Your contributions will continue to assist us in providing quality graduates...”

I invite you to visit Storrs, tour our facilities and converse with our faculty and students. Your contributions will continue to assist us in providing quality graduates who deliver evidence informed care in all types of practice settings, conduct the research needed to remain on the forefront of care delivery and design the systems that enhance professional nursing practice.

Respectfully,

E. Carol Polifroni
Interim Dean
Research is pervasive throughout the UConn community, and the dissemination of the findings from the recent UConn School of Nursing, ATHENA Research Conference (Advancing Toward Health: Evidence-based Nursing Application) generated a wealth of healthcare knowledge that will advance nursing practices.

Last April, over 400 nursing students, faculty and professionals attended the event and gained further insight into nursing. The distinguished scholar and keynote speaker, Terry Fulmer, dean of the College of Nursing at the College of Dentistry, New York University, received notable acclaim for her research presentation entitled, “The Evidence of New Paradigms in Healthcare Science and Practice.” Fulmer’s research focuses on acute care of the elderly, specifically patient abuse patterns.

A variety of topics were presented at the conference such as recognition of depression, end-of-life care, organ and tissue donations, job satisfaction, occupational stress and cultural issues within the discipline.

To view highlights of the event or for more information about our 2007 ATHENA Research Conference, visit: http://www.nursing.uconn.edu/communityresources/ARC.
Dr. Deborah McDonald is interested in an often overlooked factor contributing to effective pain management, the communication of pain itself.

Early in 2006, McDonald was awarded a $233,000 Exploratory/Development Research Grant (R-21) from the National Institute of Nursing Research (NINR) to study pain communication. McDonald says that if communication between healthcare practitioners and patients could be improved, then recommendations and prescriptions could be improved too; thereby significantly decreasing pain.

The intent of her study is to test how the wording of pain assessment questions affects the information provided in the response. Three hundred adults with chronic osteoarthritis pain will be randomly assigned to one of these three questions.

The first question is open-ended, “Tell me about your pain, aches, soreness, or discomfort,” the second is close-ended, “What would you rate your pain, aches, soreness, or discomfort on a scale of zero to ten; zero consisting of no pain and ten the worst pain possible?” and the third is straightforward and simple, “How are you feeling?”

McDonald has devised a method where the participants verbally respond to a video of a healthcare practitioner asking them about their pain. Recorded responses will be transcribed and analyzed using criteria from national guidelines to properly identify responses. To control pain differences between participants, the Brief Pain Inventory Short Form (BPI-SF) will be administered to measure pain intensity and how the pain interferes with participant’s functional activities. The three groups of participants will be compared by both the communicated and omitted pain information they provide, while controlling for present pain intensity.

The goal is to identify communication strategies that allow patients to describe their pain in order to help in its management. The results will provide empirically tested communication strategies that can be used by healthcare practitioners and their ‘patient pain communication’ education.

McDonald states, “So far during the R-21 study, we have observed that participants who respond to the BPI-SF before they listen and respond to the healthcare practitioner video clip tend to be more articulate in their descriptions about their arthritis pain.”

This observation has led her to initiate a new and related study in which she will test the effect of the BPI-SF as a potential intervention to assist older adults to communicate their pain.
Breast Cancer Survivor Research

Dr. Amy Kenefick has been working with the Breast Cancer Research Collaborative at the UConn Cancer Center to develop a portfolio of research studies that are responsive to the needs of breast cancer survivors. Cancer survivor research encompasses the physical, psycho-social and economic sequelae of cancer diagnosis and treatment. It includes issues related to healthcare delivery, access, and follow-up care of survivors. The research focuses on the health and life of a person with a history of cancer, beyond the acute diagnosis and treatment phase. It seeks to prevent and control adverse cancer diagnosis and treatment related outcomes, such as late effects of treatment, second cancers and a poor quality of life.

A collaborative interdisciplinary partnership has been established with the Neag Comprehensive Cancer Center at the Health Center and UConn School of Nursing. This activity is funded through Kenefick’s $5,000 SON Toner fund entitled, *Translational Research in Breast Cancer Survivorship*. Under the leadership of Kenefick, four undergraduate nursing students will partner with Nancy Baccaro, APRN, breast cancer coordinator and Pauline Miller, LCSW, oncology social worker, to develop a breast cancer comprehensive resource guide for the State of Connecticut. The resource guide will seek to enhance the quality of life for the women diagnosed with breast cancer as they navigate along the trajectory of care, as well as transition to survivorship.

Kenefick initially contacted breast cancer survivors at the 2006 Komen Breast Cancer Foundation Symposium in Hartford. She and Baccaro polled survivors’ opinions on possible studies to improve the lives of cancer survivors. The forty respondents’ information will greatly assist a scheduled larger study.

Kenefick is also a co-investigator on a $75,000 Connecticut Breast Health Initiative, CTBHF proposal entitled “Mental and Physical Stressors in the Diagnosis of Breast Cancer: A multidisciplinary analysis of stress and systemic biomarkers in patients referred for biopsy of a suspected breast cancer lesion.” Participants in this study will be women scheduled for breast biopsies following an abnormal clinical breast examination or mammogram. All participants will answer questionnaires related to their symptoms and functional status, primarily focusing on their anxiety, depression and sleep disturbance. They will have blood drawn to determine the level of body chemicals associated with stress, and to test for the presence of biomarkers, which will help differentiate the women who are positive for cancer from the women who are negative.

To learn more about Dr. Kenefick’s research visit our website www.nursing.uconn.edu/research.
A Thief That Steals Motherhood

Dr. Cheryl T. Beck’s effort in researching postpartum mood and anxiety disorders has contributed to properly identifying and treating these disorders. Her hard work and dedication continue to promote great strides to prevent the universal affliction. In addition to her long-standing research program on postpartum depression, she has moved into researching birth trauma and its resulting post-traumatic stress disorder (PTSD). The reported prevalence of PTSD due to birth trauma is 1.5 percent to 6 percent of new mothers.

Beck’s most current research involves women who have experienced the anniversary of a traumatic childbirth. Beck collected information via the internet from 40 women around the world. Four major themes revealed the essence of women’s experiences of the anniversary of their birth trauma: (1) the prologue: an agonizing time, (2) the actual day: a celebration of a birthday or the torment of an anniversary, (3) the epilogue: a fragile state, and (4) subsequent anniversaries: for better or worse. Dread, anxiety, stress, sadness, grief, loss, fear, and guilt are just some of the emotions that come to the forefront as women’s birth trauma anniversaries loom near. Complicating these distressing emotions is the harsh reality that the anniversary day is also the birthday of their children. Mothers were grateful that their children were too young to know the significance of the day.

The powerful emotions that surfaced and tormented the mothers during the anniversary day added yet another layer of burden that they had to cope with while trying their best to celebrate their child’s birthday. As one mother who had a cesarean birth revealed, “I can’t stop seeing images of a woman drugged and strapped down and being gutted like a fish. I didn’t know how to celebrate my daughter’s birthday.”

“...the time seems right to broaden the use of the term “failure to rescue” to these childbearing women.”

To survive the actual anniversary day, some mothers scheduled birthday parties on a different day or week afraid the actual birthday would trigger memories. For women who did celebrate their child’s birthday on the actual day, they used various approaches to make it through and protect themselves. Some women needed to physically get away and so vacations were planned so that the anniversary occurred while they were away from home.

Surviving the actual anniversary of their birth trauma took a heavy toll on the mothers. After the anniversary day was over, women needed time to recuperate and heal their raw wounds that had been freshly re-opened.

*Failure to rescue* refers to a health care provider’s inability to save a hospitalized patient’s life when that patient experienced complications that were not present on admission. Based on the findings from this study, the time seems right to broaden the use of the term *failure to rescue* to these childbearing women who have experienced birth trauma.

**AJN Book of the Year Awarded to UConn Professor Cheryl Tatano Beck**

School of Nursing Professor, Cheryl Tatano Beck and Jeanne Watson Driscoll ’04 received the *American Journal of Nursing (AJN) 2006 Book of the Year Award* in the category of psychiatric-mental health nursing. Their book, “Postpartum Mood and Anxiety Disorders: A Clinician’s Guide” was one of three books selected for this award in the Psychiatric-Mental Health category.
Adverse medication interactions caused by older adults’ self-medication practices result in up to 25 percent of emergency room visits, 10 percent of nursing home admissions and over $25 billion in healthcare costs, and potential fatalities each year. Dr. Patricia Neafsey and her interdisciplinary research team are nearly half-way through the three year National Heart, Lung and Blood Institute grant project. The team is developing and refining an intervention plan that will help reduce adverse medication interactions.

This study is designed to test how older adults adapt to the Personal Education Program-Next Generation (PEP-NG) computer program which attempts to educate patients about dangerous drug interactions. The information entered on the PEP-NG is analyzed by the program and customized to each individual patient.

The software and database have been designed based on the focus group test results, which included recorded “usability” studies conducted by individual APRNs. The focus groups consisted of adults ages 59 and older suffering from hypertension. The users were tested for self-medication efficacy, internet efficacy, mental workload and medication literacy. Currently, the PEP-NG is undergoing a full clinical trial in as many as 20 primary care clinical sites with 500 older adults.

The project is currently on schedule, and in the early stages of software and database development. Utilizing focus group panels and feedback, Neafsey and her team modified the program to allow for patients to navigate the PEP-NG more easily. The PEP-NG will serve as a future model for interface design and usability studies for individuals 59 years and older.

“Mock Review” — a Critical Component in the Research Process

Last November, UConn’s Center for Nursing Research hosted a “mock review” for the scientific and technical merit of proposals submitted by the School’s doctoral students. Reviewed were John Fedo, for his study on clinical decision-making and pain management, Sally Strange, for testing the effect of an internet support group for new pediatric graduate nurses and Diane Merkle, for her study on quality of life factors in wound healing with chronic venous stasis ulcers.

The panel (pictured right) reviewed criteria for the successful completion of each students’ grant application. Evaluations were based on the National Institute of Nursing Research (NINR) grant review criteria, which includes identifying the significance of the problem, the strength of the approach, the use of innovation, qualification of the investigator and support from the academic environment.

The mock review is one phase of the intensive dissertation research process. Other phases of this academic process include mastering the research literature, identifying clinically significant research gaps, planning a program of research to address the gaps, identifying funding opportunities and submitting a successful research grant application. A candidate must also write an application, adhering to National Research Service Award (NRSA) requirements.
Associate Dean, Deborah Shelton, is working toward breaking down barriers between healthcare and low-income Latino/Hispanic families in nearby Windham County by working with graduate students to effectively assess and identify the needs within the community and develop culturally designed interventions using a community participating process.

“Shelton knew with the right partnerships, the School of Nursing could improve access to mental health care.”

With Shelton at the lead, Michael Patota of United Services, Melissa Bonsall of Generations Family Healthcare and David Klein of Natchaug Hospital were funded with a $83,259 grant in March 2006 by the Department of Health and Human Services Administration (HRSA) Office of Rural Health to develop the mental healthcare network in the Greater Windham area.

Once awarded the grant, Shelton’s efforts shifted to expanding the mental healthcare network to include more providers and citizens from the service area. Recently, 36 area providers, university faculty, students and citizens joined together to commit to being a part of the network.

Network members will focus on: development of the network’s governance structure, review of existing assessment data and collection of additional data as needed, development of a means of evaluation for the strategic plan and examine how to sustain project momentum.

Willimantic, with the 12th largest group of Latinos in Connecticut, ranks third in the State in total population. The network aims to heighten community awareness toward: mental health concerns for Hispanic/Latino families, the impact of mental health on all other aspects of Latino/Hispanic health status, and the barriers to care for this rapidly growing cultural group.

This newly formed network recognizes that a combination of factors contribute to the treatment disparities of mental health for Latino/Hispanic families.

Specific issues include:

- Lack of specialty mental health providers
- Limited bilingual capabilities of professional translators
- Disorganized and fragmented systems of care
- Lack of culturally competent treatment options

These barriers will be addressed in the 2007 strategic plan designed to enhance the integration of primary care and mental health services and improve access to specialty mental health care services to low-income Latino-Hispanic families. A $844,593 community health training grant to support advanced practice nursing in the community was submitted in October 2006.
Adolescents’ Thoughts on Breastfeeding

Dr. Toni Nelson evaluates a sensitive adolescent issue in her current study of pregnant and postpartum adolescent women. Her research studies the attitudes, beliefs and concerns related to breastfeeding among younger females.

Nelson states, “Breastfeeding has benefit for both adolescent mothers and their babies. It benefits the premature and small gestational infants often born to young mothers. Additionally, the mother’s perception of successful breastfeeding can result in a greater mother-infant bond as well as maternal empowerment.” Despite the facts related to the benefits of breastfeeding, adolescent mothers have a lower rate of breastfeeding when compared with the national average.

By using the findings from her ongoing research, Nelson strives to improve the breastfeeding rates among adolescents and design interventions to encourage them to breastfeed. In the summer of 2006, Nelson received a combined grant of $9,350 from The University of Connecticut Health Center’s Health Policy and Primary Care Research Center and from its Center for Interdisciplinary Research in Women’s Health. Over the next year, the grant will be used to study both pregnant adolescents and postpartum adolescents. Working with a trained focus group facilitator, Nelson and the team will utilize a semi-structured interview format developed by Nelson to conduct audio-taped focus groups. Nelson anticipates that the outcomes of this pilot study will facilitate the development of a breastfeeding promotion intervention program designed to address the attitudes, needs, and concerns of pregnant and postpartum adolescent women.

Toner Funds Strengthening Research Initiatives

Pauline A. Toner’s donation to the School of Nursing continues to strengthen the School’s research. The funds offer a maximum of $5,000 to faculty researchers and $3,000 to doctoral students in support of research projects. In the 2006 calendar year three faculty projects were awarded Toner funds:

- **Lynn Allchin**, assistant professor and with **Kim Petrovic**, SON adjunct clinical faculty and nurse researcher, Hartford Hospital, department of geriatrics and **Christine Waszynski**, assistant clinical professor, Hartford Hospital division of geriatrics, received a $5,000 Toner grant for *The Assessment of the Prevalence of Delirium in Three Unique Populations of Hospitalized Persons*. Working with three unique populations at Hartford Hospital, these nurse researchers will initiate a project to document delirium and the nursing interventions to reduce theses incidences, severity and/or length.

- **Amy Kenefick**, associate professor was awarded a $5,000 Toner grant for *Translational Research in Breast Cancer Survivorship*. Kenefick's interest lies in cancer survivorship research which focuses on the health and life of a person with a history of cancer beyond the acute diagnosis and treatment phase. She will work with the Breast Cancer Research Collaborative at the UConn Cancer Center, the Susan G. Komen Foundation and the Research Advocacy Network on this pilot study to gather data from breast cancer survivors.

- **Art Engler**, associate professor was awarded $5,000 for his study *Management of Post Partum Depression with a Spanish-Speaking Population in Willimantic, Connecticut*. Engler will explore the feasibility of applying the Three-Component Model to management of postpartum depression as a means of improving depression outcomes in the Spanish-speaking population in Willimantic.
Honors Program Students Take the Lead

These highly-motivated School of Nursing undergraduate students work closely with their faculty advisors to conduct research studies that examine a phenomenon of special interests, then disseminate their findings through professional presentations and manuscript publication. Active participation in this research process not only enhances students’ nursing practice, but also lays the foundation for future graduate studies.

Erica Simonich ’07 (advisor, Dr. Deborah McDonald) has been conducting a pilot study to see if music is an effective treatment for depression in the elderly. Simonich recruited residents at a local nursing home and conducted interviews, administered a depression scale (CES-D) and in a group setting of six-to-10 patients used music as a prompt to facilitate and discuss memories associated with the tunes. Although the control group has not received any treatments, they will be offered an opportunity to participate in a future larger scale study.

Megan Smith ’07 (advisor, Dr. E. Carol Polifroni) is collecting data for her qualitative study titled, A Study of the Staff Nurse’s Relationship to the Supervisor and Chief Nurse Executive. Smith is studying the relationships between staff nurses, their managers and CNE’s. In preparation for the study, Smith completed a concept analysis of relationships and presented a model of relationships in hierarchal agencies at the 2006 Frontiers in Undergraduate Research poster session. Smith is speaking directly to staff nurses to obtain data.

For the past two years, Tanya Paul ’07 (advisor, Dr. Cheryl Beck) has been working on a project entitled, Post Traumatic Stress Symptoms after Childbirth. Currently in the data collection phase of her research, Paul is using a Prenatal Post Traumatic Stress Disorder (PTSD) questionnaire to assess the prevalence of post-traumatic stress symptoms in mothers at the time of their six week postpartum check-up.

Stephanie Andrade’s ’07 (advisor Dr. Elizabeth Anderson) research, Development of a Culturally Sensitive Intervention for Disadvantaged Persons with HIV/AIDS was presented on Oct. 3, 2006 at the 10th Annual Conference at Hartford Hospital. She is also currently working on a publication for qualitative research titled, Experience of Relaxation Exercises among Vulnerable Patients and with a meta-analysis on progressive muscle relaxation exercises.

Dr. Deborah Shelton advises seniors Elizabeth Pearson ’07 and Kelly Messer ’07, who are jointly involved in a research project titled, Social Networks of African American Youth at Risk of Juvenile Offending. In partnership with LEAD’s (Leadership, Education, Achievement and Development) therapeutic art program, designed for minority youth at risk of involvement with the juvenile justice system, 10-to-14 year old’s were involved in an after school program three times a week which tapped into their artistic talents, such as music, dance and storytelling. Pearson and Messer are analyzing data that was collected from social network drawings completed by the youth participants.

Three junior students, Kimberly Morrone ’08, Lynn O’Connor ’08, and Megan Richardson ’08, under the direction of Dr. Regina Cusson, are involved in a two-year project to implement an evaluation plan for neonatal intensive care nursing. The group is participating at the first site in Connecticut for the March of Dimes NICU Family Support Program at John Dempsey Hospital, UConn Health Center. Cusson is collaborating with NICU Family Support Specialist and program coordinator, Jeanne Lattanzio. The students will play an important role in program development and are participating in program modules for both parents and staff.
Faculty Practice Plan Engaged in PRAXIS

Interim dean, E. Carol Polifroni, believes that now is the time to return to the School’s roots. For the past several years there has been a subtle shift from UConn School of Nursing tenure track faculty being clinically involved to being primarily engaged in research and classroom activities. Yet, it is well known that practice informs research and research provides the evidence for practice.

Consistent with the strategic plan, the School will launch its Faculty Practice Plan in the spring 2007. Initially, faculty will engage in practice and teaching/scholarship on a 50/50 basis, then work to enhance the number of the individuals involved in the plan as well as, the details of the plan itself will ensue. In the beginning, the plan is for faculty to engage in practice as a component of their workload. The school will receive the payment from another agency for the services rendered by the faculty. In the future, the plan will actually bill third parties for the reimbursement of services provided.

The purposes of a faculty practice are many: to have practice experts in the classroom; to create sites for scholarship; to engage clinical experts in the activities of education; and to provide incentives for faculty to maintain their clinical competency and expertise. When these goals are achieved, the students benefit and, in the end, patient outcomes are enhanced. Clinical drives research and research informs practice; this reciprocal relationship comes alive in a faculty practice plan.

In January 2007, Louise Regan, a primary care nurse practitioner joined the School’s faculty. Regan is in a clinical track where her role is 50 percent practice and 50 percent teaching and scholarship. For 2007, her faculty practice will be with Student Health Service at UConn. During the summer months, when UConn does not have a full staff at the Student Health Services, Regan’s activities will be with at a local practice site in Willimantic, CT. She will also teach in our primary care track graduate program.

Looking ahead, a practice arrangement is being discussed with John Dempsey Hospital for acute care as well as administration. These activities will enrich the program as well as the services provided at the practice site. The goal for 2007 is to find a donor to name the practice plan and through establishment of an endowed chair, attract doctorally prepared practitioners to the program.

“Clinical drives research and research informs practice; this reciprocal relationship comes alive in a faculty practice plan.”
Proposed DNP Program

Practice-focused doctoral degree programs are not a recent development, but the current surge in demand for highly specialized and professionally educated nurses has led to enhanced knowledge and skills for clinical and administrative leadership across services and sites of health care.

Dr. Regina Cusson, is the coordinator of the planned Doctor of Nursing Practice (DNP) post-master’s program at UConn. The proposed program will prepare advanced nurse practitioners at the professional doctoral level with courses focused on adding the highest degree of professional expertise in eight essential areas specified by the American Association of Colleges of Nurses (AACN.) Students will also have the opportunity to specialize in an individual area.

Cusson said, “Nurse practitioners are excellent providers, and this program will give credentials commensurate with their expertise.” She also sees the ultimate benefits of the DNP program in the ability of nurse practitioners, as superb clinicians, to provide effective healthcare.

“This should not be viewed as a competitive role, but rather one which allows for different strengths to be brought to the healthcare team,” said Cusson.

AACN has called for implementation of the DNP program as entry into advanced practice nursing in schools of nursing throughout the US by 2015. The UConn program will be offered to applicants in spring 2008, with information pertaining to the program available in summer 2007. Enrollment requires a masters degree in nursing and a desire for additional expertise. In its initial stage the DNP is expected to be small and focused, but has enormous growth potential.

DNP committee members include: Regina Cusson, RNC, APRN, PhD; Patricia Neafsey, PhD, RD; Elizabeth Anderson, PhD, APRN; Elaine Martin, RNC, MS, CS-PNP, CS-FNP; Diana Norris, RN, MS; Cynthia Kociszewski, RN, PhD; and Patricia Burke, APRN, MS.

NEW Undergraduate Clinical Coordinator, Serves as Role Model

As the new pre-licensure clinical coordinator of UConn’s School of Nursing, Dr. Lynn M. Allchin’s goal is to provide the best possible clinical experience for the nursing student body and faculty. Her efforts to establish order in this dynamic system becomes a challenging “three-dimensional puzzle,” one that Allchin skillfully pieces together.

“I have fun working with students, and find it rewarding to help them; not only in preparation for the NCLEX-RN examination, but with attaining a position at the graduate level,” said Allchin.

In addition to her role within the university, Allchin’s current research on psychological type, explanatory style and academic successes in nursing examines how students and clinical instructors process information. Allchin is analyzing how people deal with the internal and external world and compares the psychological typing of students to their instructors in hopes of developing a better form of clinical training.

Looking back on her career as a staff nurse, Allchin said that she loved every minute of it. “It is a wonderful profession, and although difficult at times, it is well worth it.”

Allchin continues to work as a per diem staff nurse at Hartford Hospital’s palliative care-medical oncology unit, where she combines her love for nursing education and training expertise together.
Clinical Research-Learning Explores Communities in the CT Department of Correction

A new partnership between the UConn School of Nursing, Department of Psychiatry at the University of Connecticut Health Center (UCHC), the Correctional Managed Health Care Program at UCHC and the Connecticut Department of Correction (CTDOC) has been forged to respond to the need for qualified nurses with specialized training in health care for the corrections system.

Dr. Deborah Shelton, a national expert and consultant for youth offenders with mental disorders, envisions the partnership serving as a framework for clinical-research-learning within the community. The program has been funded by a National Institute of Mental Health (NIMH) Infrastructure Development grant.

A review of “correctional nursing” literature revealed that similar concepts, referred to as “nursing development units,” were developed and used in Canada and Australia. However, Shelton sees the partnership going in a different direction. She envisions a partnership which will support nursing research training, recruitment and retention for correctional nurses. Working with the CTDOC, Shelton wants undergraduate and graduate students to help enhance the development of research-based practice to improve the quality and cost-effectiveness of care and aid in creating a base for correctional health nursing for future curricula.

“She envisions a partnership which will support nursing research training, recruitment and retention for correctional nurses.”

The York Women’s facility, Corrigan-Radgowski, MacDougal-Walker and Osborn are CTDOC facilities that are ready to participate in this innovative program. A pilot study, conducted during the fall semester by Dr. Sherry Bassi, examined the process and suitability of the placement of two nursing students at the York Women’s facility in Niantic, CT.

In the spring 2007 semester, two groups of senior nursing students were placed at York, Corrigan-Radgowski and Osborn Correctional Centers with DOC/CMHC nurses for clinical practice, to develop facility research readiness, and establish research protocols and review processes. Shelton will initiate focus groups and surveys with students and patients.

The academic plan seeks to develop a group of first year students to participate in extra academic and pre-clinical activities in preparation for work in the correctional system.

The groups will consist of eight students per academic year. Groups will conduct historical and contemporary research while participating in service-learning activities within the correctional system, specifically working in inpatient/outpatient facilities. Students have an opportunity for clinical placement within the correction system, and may be recommended, based upon their level of excellence, for internships and/or a senior capstone experience.

A grant to support funding to develop and implement this correctional health education program has been recently approved.
UConn’s School of Nursing operational plan for 2006-2007 calls for the creation of study abroad options for our undergraduate students. This objective is consistent with the University’s global citizen initiatives. Dr. Kathryn Hegedus has been appointed our International Coordinator for the academic year.

As a member of the university global citizen task force, established by provost Peter J. Nicholls, Hegedus and committee members are responsible to create individualized undergraduate experiences, to engage them in learning and to develop them as global citizens. The task force’s plan is to create living-learning communities where students are immersed in a foreign language and gain international experiences while clustering their education.

This cultural exchange is an opportunity for the School to further build on the work of former faculty members who have laid a strong international study foundation. Hegedus hopes to substantially grow the number of international studies but also emphasizes the importance of global competence among the students chosen for study abroad.

“Our goal is to serve student requests by making the program more flexible and available. The word is out, we’re working to make studying abroad a possibility,” said Hegedus.

Hegedus is examining the relationship of health professions in Europe and exploring collaborative research projects, student and faculty exchange programs and joint study programs through such organizations as Networking the Americas Consortium of Nursing and Allied Health (NACNAH) and the Consortium of Institutes for Higher Education in Health and Rehabilitation in Europe (COHEHRE).

A variety of countries are considered for exchange but ultimately countries whose foreign language is most studied among UConn students will be selected. A ‘study away’ experience is being negotiated for summer 2007 in Puerto Rico. Students will enroll in a course required for the School of Nursing major, but complete the course and the requisite work in Puerto Rico. This model will become a prototype for other ‘study away/abroad’ initiatives.

“The word is out, we’re working to make studying abroad a possibility.”

For fall 2008, opportunities at the Red Cross Hospital in Cape Town South Africa will be negotiated. In this instance, the students will complete their maternal child rotations in South Africa under the direction of a UConn faculty member.

In the areas outside the United States and within its territories, Hegedus wants UConn students to have the ability to visit hospitals and other health care agencies to acquire a real sense of how different cultures view health care.

“The University helps us visualize the migration patterns of our world. The insurgence of virtual technology connects us where borders have previously prohibited us. Now I want our students to make a health care connection they will never forget,” said Hegedus.

In an effort to reciprocate the multi-cultural experience, Hegedus is initiating a new program called the “Hospitality Committee.” Participants will play host to visiting international scholars and students. For details email at kathryn.hegedus@uconn.edu.
A Strategic Plan Grounded in Excellence

For 2006-2007, it was important for the School of Nursing to have an operational plan to continue moving the School forward. To that end, we adopted the following:

**Vision**

Be ranked in the top 100 Schools of Nursing (top 25 percent) by 2010.

**Mission**

The mission of the University of Connecticut School of Nursing is to disseminate knowledge developed through innovative research, to engage in expert practice, and to educate nursing scholars, clinicians, and leaders, with the goal of advancing the health of individuals and communities both locally and globally.

**Context**

To provide the best student experience, conduct and disseminate the best scholarship, and to recruit and retain the best faculty and staff.

In order to fulfill the vision and mission, the operational plan was divided into:

- Research expectations
- Curricular expectations
- Service and leadership expectations

All faculty and staff were involved in the design of the operational plan and are responsible for specific activities within the plan. To date, the School is meeting, if not exceeding, the specific objectives established in August 2006 for this academic year.

In regard to research, an objective was to increase grant submissions by 50 percent over 2005. At the mid-year mark, this has been accomplished. For 2007, we will shift the goal from number of grants submitted to funds secured through external mechanisms.

Also in relation to research and scholarship, our goal was to increase refereed publications by 50 percent. Again, this has been accomplished as of the midyear mark. For the future, we will shift to involving more individuals in this effort. Other objectives related to enhancement of the research infrastructure are in process.

In curricular expectations, some objectives were to establish a faculty practice plan and institute interdisciplinary education. At the midyear point, both of these have been fulfilled with specific activities in each. For 2007, we will add more individuals to the plan, work on the establishment of nurse managed services, and enhance the role of interdisciplinary education at the graduate and undergraduate levels. Other goals relate to post masters certificate programs, expansion of the MbEIN program and enhancement of the undergraduate offerings to first and second year students.

There is much to be shared with our strategic and operational plan. The above highlights are just a few of the activities in which we are engaged.

The oak tree, viewed as a symbol of strength and stability, is represented in the School’s nursing pin and serves as a symbol of our solid strategic plan.
The School Adopts a Transitions Framework for its Research Agenda

Consistent with the desire and need to be more focused on our research activities, the faculty of the School of Nursing have held research workshops and meetings over the past several months and have selected Schumacher and Meleis’ work on *Transitions* as a unifying framework to integrate their research goals. The framework asserts the centrality of developmental, situational, health-illness and organizational transitions in nursing.

Within the School, faculty have formed self-selected Research Interest Groups (RIG), identified the focus of specific research interests and determined how they might work in partnership. The RIG’s, led by Dr. Cheryl Beck, professor, Dr. E. Carol Polifroni, interim dean and Dr. Deborah Shelton, associate dean for research and associate professor, presented their recommendations in a review of the collective work in December 2006.

The framework affects nurse researchers, clinicians and theorists because of the four types of transitions relevant to nursing; health-illness, developmental, situational and organizational changes. *Transitions*, as defined by Schumacher and Meleis, are complex processes and multiple transitions that may occur simultaneously during any period of time. On a daily basis, nurses encounter clients experiencing periods of instability caused by developmental, situational and health-illness changes. Transitional research is important because of the impact these changes have on the individual and their significant others.

- **Health-illness transitions** examine the role that nurses fulfill within health care, within hospitals and on outpatient care. It looks closely at the impact on individuals and family members by events such as post-operative recovery, HIV infection and cancer.

- **Developmental transitions** examine the transition to parenthood, adolescence, mid-life and old-age.

- **Situational transitions** focus on the professional roles of nursing and the journey of becoming part of a medical staff.

- **Organizational transitions** concentrate on the wide social, political or economic environment; for example: new staffing patterns and models of nurse care.

The School has formed RIG in both health and illness, and organizational transitions. For 2007, organizational transitions will focus on patient safety research and nursing roles. Transitions occur over time, they involve development, flow and movement from one state to another. By integrating this framework into the School’s research it enables nurses to determine which intervention would best achieve a positive health outcome; and by stabilizing health, nurses help families and friends connect with social support and medicine.
By 2010, Connecticut will be short 11,100 nurses, a third of the nursing work force needed to care for the state’s patient population, according to federal projections. By 2020, that number is predicted to more than double that, leaving Connecticut with less than half the nurses it needs, according to a report by the U.S. Health Resources and Services Administration.

Nurses from hospitals and other health care settings, across the state, gathered to discuss the impact the nursing shortage is already having on recruitment, retention, morale and ultimately patient care, last February during the first Nursing Summit, organized by the University of Connecticut’s School of Nursing.

“The ongoing dialogue established between collegiate-based nurse educators and the practice-based nurse managers and educators developed solutions to lessen the state’s severe nursing shortage...” said Barbara Bennett Jacobs, an associate professor at the School and one of the Summit’s organizers.

“We listened to participants describe what they’re experiencing in the day-to-day practice of clinical nursing and suggested strategies that will improve their situations,” said Lynn Allchin, an assistant professor of nursing and also a Summit organizer.

The ongoing dialogue established between collegiate based nurse educators and the practice based nurse managers and educators, developed solutions to lessen the state’s severe nursing shortage and ensure the highest quality of patient care.

The School proudly recognizes the following 2006 Summit health care organization participants; Central Connecticut Visiting Nurses Association, Connecticut Children’s Medical Center, Hartford Hospital, Hebrew Health Care, The Institute of Living, John Dempsey Hospital, Lawrence & Memorial Hospital, St. Francis Hospital and Medical Center, VNA Health Care, Waterbury Hospital, William Backus Hospital and Windham Hospital.

Plans for Summit 2008 are currently underway.
The School of Nursing provides an environment where new ideas are welcomed and faculty and students work together to resolve the gaps between nursing and health care. The School fosters an environment which nurtures and respects the intellectual growth of our developing scholars.

Since its inception in 1994, the doctoral program has had 39 graduates; most still reside in Connecticut and work for major health care organizations like the UConn Health Center and Hartford Hospital. Our graduates can also be found teaching and conducting research at Quinnipiac University, Yale University, Saint Joseph’s College, Fairfield University and UConn.

The School continues the tradition of fostering nursing knowledge with 28 students currently enrolled in the doctoral program. Faculty work closely with students, mentoring them in their year long research internship. Students use historical research methods, phenomenology, ethnography, narrative analysis, experimental and instrumentation design to advance their research program.

During their coursework students emerge with tangible products, develop and test a measurement instrument, conduct a qualitative study and develop a research grant proposal before graduating. Our 2006 graduate students and their research dissertation titles include:

Laura Andrews, PhD - Development and Psychometric Testing of an Instrument to Assess Critical Care Nurses’ Level of Comfort in Withdrawing Life Support (left bottom)

Elizabeth Beaudin, PhD - The Phenomenon of Sense of Community of Staff Registered Nurses in Acute Care Hospitals (top left)

Jean Coffey, PhD - The Experience of Puerto Rican Families Who Bring Their Children to the Emergency Department for Asthma Care (right bottom)

Michael Dion, PhD - The Impact of Workplace Incivility and Occupational Stress On the Job Satisfaction and Turnover Intention of Acute Care Nurses (top right)

Loureen Downes, PhD - Motivator and Barriers of Health Lifestyle Behaviors: Revision and Refinement (not pictured)

Mikki Meadows-Oliver, PhD - Homeless Adolescent Mothers’ Experiences of Caring for Their Children While Living in a Shelter (middle bottom)

Iswat Mikky, PhD - Development of the Client Empowerment Scale (CES) (not pictured)

UConn’s Sigma Theta Tau International, Mu Chapter

UConn’s Sigma Theta Tau International, Mu Chapter has increased their visibility at conferences, in the community, and on the UConn campus through expanded research and community service initiatives. The amount of research support available to members has tripled to a total of six $1,000 research/clinical practice project awards.

Last fall, a record 67 senior undergraduate and graduate nursing students were inducted into the chapter as Margaret Flint, president of the Connecticut Nurses Association, delivered her keynote address. This past February, Mu Chapter returned to inducting undergraduate students in their junior year, along with a distinguished group of Nurse Leaders. Dr. Carol Picard, President of Sigma Theta Tau International, delivered the keynote at both the spring induction and the following networking dinner reception. In spring of 2007, member, Dr. Cheryl Beck, will present the keynote at the 15th Annual All Connecticut Chapters Collaborative Research Day to be held at the University of Hartford.

The Chapter’s sponsored activities and events are open to the entire nursing community and requests for educational offerings and guest speakers are welcome. If you are considering taking a more active role at the chapter, national, or international level please contact Lisa-Marie Griffiths at lisa-marie.griffiths@uconn.edu.
If a loved one is in the emergency department, would you prefer to be in the treatment room or waiting room? If you said the treatment room, you agree with 52 percent of the public and 62 percent of health professionals.

Do you think persons have the right to demand medical care that doctors think will not be beneficial? If you said yes, you agree with 73 percent of the public and 44 percent of health professionals.

If the doctors treating your family member said further aggressive care was futile, do you believe that Divine Intervention could lead to a recovery? If you said yes, you agree with 57 percent of the public but only 20 percent of health professionals.

Hartford Hospital, in collaboration with the University of Connecticut’s School of Nursing and Center for Survey Research & Analysis, is researching what constitutes best practices when caring for victims of trauma who have died on scene or in the hospital. Trauma End-of-Life Optimum Support (TELOS) is a three-year project, funded by the AETNA Foundation. Injuries sustained from unexpected traumatic events like a motor vehicle crash, drowning, or violence, pose unique end-of-life situations for victims, families and those health professionals caring for them. The death or expected death is sudden, there are usually overwhelming feelings of guilt experienced by family survivors, and the racial, cultural, and ethnic preferences for treatment at the end-of-life are diverse.

The first phase of TELOS was to conduct a nationwide telephone survey sampling 1,000 people asking 43 questions like the ones above related to their values and beliefs about end-of-life care. Seven hundred and fifty professionals were asked the same questions. The results of both surveys were analyzed and significant beliefs were used to define best practices in four environments; the Pre-hospital setting, Emergency Department, Intensive Care Unit, and the Palliative Care area. Best practices are supported by standards of care in the areas of relational engagement and clinical ethics. The model addresses decision-making, communication, spiritual care, culturally-sensitive social care, and psychological care.

Once the model is finalized, an educational program at Hartford Hospital will be conducted to verify health professionals in TELOS. The implementation of the model will be evaluated, revised and then tested in other Trauma Center sites across the nation. The final TELOS product will include the Best Practice Model, educational materials, evaluation materials, and guidelines for implementation in any trauma center.

Death from trauma in the US over the last 17 years has maintained its position as a leading cause of death depending on the year. Most recent data confirm that there are approximately 164,000 deaths per year from trauma with over 44,000 deaths due to motor vehicle accidents, 31,484 deaths to suicide and 18,155 from assault deaths. In Connecticut annually there were approximately 1,100 deaths due to unintentional injury, 272 deaths from intentional self harm and 107 deaths due to assault. Hartford Hospital admits approximately 2,000 trauma victims per year of which approximately 100 die. Half of these victims die within the first 24-hours of their admission, a statistic that supports the need for immediate best practices that professionals can use to respond to the physical and existential suffering of both victims and their loved ones.
Nursing Students’ Impact on the Windham Community

Through research, teaching and clinical practice, students and faculty at the UConn School of Nursing are making an impact in the Willimantic community. Initiated by Dr. Shelton in February 2005, the goal was for the School of Nursing to make a difference in the health and welfare of the community that surrounds the University of Connecticut. The Willimantic community was identified as a target for its close proximity to the University, its cultural diversity and its healthcare challenges.

“Compañeros Por Salud: Partners in Health” was formed to address the health needs of the Hispanic and Latinos, the largest subpopulation of the community.

In 2006, six nursing students participated in service-learning activities involving an interdisciplinary student-run health clinic at the Covenant Soup Kitchen and at the migrant farms in collaboration with the Eastern AHEC, UConn School of Medicine, and School of Pharmacy. Reflections of the students can be summarized in the words of one student: “This visit to the clinic made me proud to be a part of something that could really help those who really needed it.” Other activities this year include: Third Thursday health screenings, free health screenings for community residents by nursing students and faculty with support of Sigma Theta Tau Nursing Honor Society-Mu Chapter. Ongoing community need assessments and focus groups utilizing the “Community as Partner” framework document health issues and services needed. Mental health training for “promotores,” the AHEC community health workers, was provided by nursing doctoral student, Mary Grace Amendola, RN, MS. A teaching manual in both English and Spanish was provided to AHEC for ongoing training.

New initiatives for 2007 include a health literacy program provided by undergraduate nursing students at the Covenant Soup Kitchen and other community agencies. Dr. Beck plans to expand her Postpartum Depression Prevention research project to the community to access the pregnant Hispanic/Latino women in Willimantic.

Nursing Students Provide Health Service on Campus

Nursing students provided health information and blood pressure readings during the 2006 UConn Wellness Fair held on Storrs Campus in October.

Pictured left to right are: Kathy Cooper-McDermott, Clinical Instructor; and nursing students Heather Field ’08, Aimee Soucy 08, Monica Ronaghan 08, Emily Mackey 08, and seated front Amy Schreiner 08, and Corey Slusarski 08.
The CARELiNK program established in 1996 arose out of the mutual need to improve community-based educational experiences for undergraduate and graduate students and the need for health care for the elderly who no longer qualify for compensated care. The enormously successful program has established a number of connections throughout central Connecticut and has been adopted by the Visiting Nurse Service of New York through the College of Nursing at the College of Dentistry, New York University NYU College of Nursing. In fall of 2006, assistant professor Sherry Bassi expanded the model to include Southeastern Connecticut.

CARELiNK Plus, a partnership with the Visiting Nurse Association of Southeastern, CT (VNASC), was launched to expose junior students to the community health aspect of nursing early in their clinical experience. Coordinated by Julie Mattingly, wellness coordinator at VNASC, and Dr. Sherry Bassi, students spent an entire semester in a community, allowing them to get to know the population they serve. Besides providing assessment and health promotion to a case load of elders, students were assigned to 16 community sites where they provided weekly health promotion activities to a variety of community-based agencies ranging from a meal center to a Hispanic organization providing social service and job readiness training. Students also conducted a pilot survey on health literacy in their assigned communities. According to Bassi, “Dr. Bernal, Dr. Shellman and Mary Lenzini, President of VNASC provided invaluable technical assistance and support of this project.”

CARELiNK-C, a partnership with Connecticut Department of Correction at the York Correctional Institution is still evolving under the direction of faculty members Bassi, Allchin, and Shelton. Currently, junior students are being precepted by York APRN Stacy Christensen. Through Christensen’s coordination, students are experiencing first hand the public health services offered at York. In collaboration with Sue LaPalme, York nursing supervisor, Bassi developed a health education group for 15 identified offenders who are within six-12 months of release from York. The group is being facilitated by nursing students to prepare the women for their release from the facility. Faculty members will work with partners of the original CARELINK program to develop new initiatives.

“The eventual goal of CARELINK-C, which we hope to accomplish during a spring 2007 capstone, is to provide health promotion visits to the released women in their respective communities with senior students assuming a small caseload of clients,” stated Bassi.

CARELINK-C is being explored for replication at the Osborn Correctional Facility in Spring 2008 by Shelton and RN-MS student, Denise Graziani.

Haiti, Forging Ahead

“Over the past few years, we have seen improvements in health as village health workers, with a 7th grade education, provide the care for thousands of families,” says Bette Gebrian, UConn School of Nursing lecturer and health coordinator of the Haitian Health foundation (HHF).

Fewer children are dying of bacterial pneumonia, more mothers know how to make a homemade version of pedialyte, fathers bring children to the mobile clinics for vaccinations, young adults are actively engaged in responsible sexuality programs, and women have a better chance of surviving labor and delivery.

HHF programs provide care to more than 200,000 people. Their custom designed, census-based computerized system for 105 villages has provided the documentation to prove that they have made an impact on survival and the quality of life. Applied research is a constant source of information for improvement.
Urban Service Track and Rural Health Network Cares for Underserved

The School of Nursing in partnership with the Schools of Dental medicine, Medicine and Pharmacy has created an Urban Service Track. In this track students are passionate about three things: caring for underserved populations, working in urban areas and participating in inter-professional education and care delivery.

For 2006-2007, husky scholars were selected from applications received from the existing student population. In the future, these scholars will be accepted into the program based on applications submitted at the time they apply for admission to the school. The goal is to have five new urban scholars per school per year.

The collaboration with our health profession colleagues is rewarding and challenging. As many are aware, the Schools of Nursing and Pharmacy are located in Storrs, whereas the other two schools are in Farmington. A further interesting factor that needs to be addressed is that the nursing majors begin as Freshman, while the other three disciplines have students in post baccalaureate programs. The School of Nursing was the first to select its urban health scholars for 2006-2007.

Our first scholars are two undergraduates, Caitlin Mulligan and Katie Crevier, and three graduate students: Michelle Banville, Rachel MacGillis and Alysia Monaco. These Husky Scholars were selected from 10 applications received in fall 2006. To date, they have participated in National Primary Care Week, an interdisciplinary program on health literacy, and plans are underway for a cultural competency program in spring 2007. The majority of the Urban service activities will occur in the Hartford area.

The Urban Service Track is one major example of interdisciplinary collaboration that will ultimately enhance role fulfillment and quality patient care delivery. Simultaneously, the School of Nursing is sponsoring development of a Rural Health Network in the Willimantic area. This project has its origins in the Compañeros Por Salud: Partners in Health initiative started in 2004. Since then, under the direction of Deborah Shelton, the program has evolved into a working partnership with the Willimantic community to study and ultimately provide services to persons in need. In 2007, the activities of the Rural Health Network are similar to that of the Urban Service Track with Health Literacy being a major focus for spring 2007. Our students will be in the Covenant soup kitchen in Willimantic on a weekly basis working with the population on literacy issues. Again, we expect a mutually beneficial relationship to grow from these partnerships with a focus on enhanced undergraduate and graduate education leading to quality care delivery to the underserved in a variety of settings.
Greetings Fellow Alums!

The UConn School of Nursing is a powerhouse among collegiate institutions in the training of future healthcare providers. With a goal set on being within the Nation’s top 25% of Schools by 2010, we must continue to join in support for our alma mater.

The School of Nursing Alumni & Friends Society established in 1979, has helped to foster and support the on-going relationship between our alumni and their continued involvement with UConn. Presently, there are approximately 6,000 alumni of the UConn School of Nursing. With an Online Community (http://www.alumniconnections.com/uconn/), alumni can stay active in the UConn community by joining the UCAA and nursing alumni. Although your collegiate life has ended with graduation, your future support is still greatly appreciated and sought after to help continually improve the programs and aid the faculty and staff as well as the student body.

For years, nursing alumni have generously contributed their time, effort and money to the School of Nursing. Alumni have helped organize and fund various events, and their activism is beneficial to the School. This is a chance to give back to the University – a chance to rediscover your love for UConn.

Become active alums! Your foundations were formed at UConn, and now you can aid in the organizations that initiated those early steps towards a career. As a student, you followed – now as alum, you can act as role-models and leaders for the next generation.

Geraldine “Geri” Pearson ’02 PhD, APRN
President, School of Nursing Alumni & Friends Society

Alumni Remembrance Gift

The traditional UConn pinning ceremony is held in conjunction with our student’s completion of pre-licensure program requirements.

We are honored to acknowledge a couple of our alumni. Marica Neville Doothen ’61, whose bequest to the School of Nursing has enabled us to give the pin as a “graduation gift” for the first time in recent memory to the MbEIN Class of 2006 and the Baccalaureate Class of 2007. We are incredibly grateful for Marcia’s remembrance of her alma mater in her estate.

Next, we are grateful that Arlyne Della Donna ’58, will continue this new tradition by giving a donation toward pins for the Baccalaureate Class of 2008.

We hope to continue the tradition of providing pins for our graduates as we believe that this is one way to instill University and School pride among our alumni. To sponsor School of Nursing pins, contact Kathe Gable at kathgable@uconn.edu.
Accepting Alumni Award Nominations

We are currently accepting nominations for the following awards to be given at the 11th Annual Alumni Awards Banquet:

The Carolyn Ladd Widmer Outstanding Alumni Award for Leadership in Nursing
The Eleanor K. Gill Outstanding Alumni Award for Clinical Excellence in Nursing
The Marlene Kramer Outstanding Alumni Award for Research in Nursing
The Beverly Koerner Outstanding Alumni Award for Education in Nursing

The award criteria are outstanding contributions in leadership, clinical excellence, research or education, as specified by award title. Individual alumni or a group may be nominated. However, at least one member of the group must be an alumnus of a SON degree program. Individuals nominated may be living or deceased.

Submit a letter of nomination identifying contributions made, and include the nominee’s curriculum vitae. A committee with Alumni Board representation will make the selection. Please submit by May 1st for the 2007 awards.

This form is also available on our website at: www.nursing.uconn.edu/alumni

Please forward your nominations to:

University of Connecticut School of Nursing Advancement and Communications Office 231 Glenbrook Road, Unit 2026 Storrs, CT 06269-2026
Phone: (860) 486-0613 Fax: (860) 486-0001 Email: katherine.gable@uconn.edu

Classmates Reconnect

Pictured above are left to right, front row; Mary Lyons Auger, Denise Wood Stringfellow, Judith B. Brown and Sharna Chernoff Schofield. Middle row; Susan Koenig Freed, Diane Minor, Barbara Smith, Judith Roberts Skidd, Jeanne Guglielmino Davison, Katie Lander Jolley and Margo Roberts Tusla. Back row; Susan Juster Viner, Eve Riley Overchuk, Edythe Sodoski Hough, Carol Halsted Robinson, Roberta Goodwin Willenkin, Dorothy Malisek Varholak, Linda Cheney Knudsen and Susan Daly Freeman.

UConn School of Nursing class of 1961 (New Haven Unit) held a 45th anniversary celebration in October 2006. The group thoroughly enjoyed the banquet followed by a campus tour, but reported the highlight of the weekend was the group’s visit to the School’s clinical lab and strolling down memory lane in the Joesphine Dolan Museum.

Pictured above are left to right back row; Malia Sedgewick Johnson, Jacky Wilhelm Feighan; front row; Jean Macnab Petrov, Carolyn Belenardo Baledes, Joan Monturi Keegan, and Class Agent, Rosemary DiMaggio Courtney.

The class of 1956 enjoyed their 50th reunion reconnection so much they extended their visit at a classmates’ home after the event concluded.
Elizabeth Beaudin ‘74, ’80, ’06, RN, PhD, CNAA, received the Carolyn Ladd Widmer Outstanding Alumni Award for Leadership in Nursing. Beaudin is the director of Nursing and Workforce Initiatives at the Connecticut Hospital Association (CHA) and works with multiple constituencies on policy issues affecting nursing, allied health and hospitals. Her expertise in quality improvement program implementation, clinical program services delivery, leadership development, and team mobilization/facilitation have been an asset to CHA. Beaudin graduated from UConn with a BS in nursing, MS in medical-surgical nursing, and a PhD in nursing.

Diana Norris ‘94, ’96, MS, APRN received the Eleanor K. Gill Outstanding Alumni Award for Clinical Excellence in Nursing. Norris is currently employed at Eastern Connecticut Health Network’s Hospitalist Program as an APRN. She is also a clinical instructor for the UConn School of Nursing. Norris graduated with an AS from Quinnipiac College School of Nursing in 1978, returned to school in 1990, and by 1996 had completed BS and MS degrees via the UConn RN to MS program. After graduating from the Acute Care Nurse Practitioner track, Norris worked as an APRN on a hospitalist team and was the first ACNP to work in the inpatient medical units.

Jean W. Lange ‘99, RN, PhD, received the Marlene Kramer Outstanding Alumni Award for Research in Nursing. Lange is an associate professor and director of graduate studies at Fairfield University, School of Nursing. She received her BS in nursing from the State University of New York, and her MS in nursing from the State University of California. Lange was the first person to earn a PhD in Nursing from UConn. She is a recognized scholar in cross cultural research, instrument development, and cardiovascular disease management, as well as in gerontological nursing education.

Paula Milone-Nuzzo ’80, MS, PhD, FAAN, received the Beverly Koerner Outstanding Alumni Award for Education in Nursing. Milone-Nuzzo is the associate dean for International Partnerships of the Penn State College of Health and Human Development and director of the School of Nursing. She graduated from Boston College with a BS in nursing and later went on to earn her MS in community health nursing, as well as a PhD in higher education administration from UConn. She has also completed postdoctoral studies with the John Hartford Institute Seminar in Gerontological Research. Milone-Nuzzo has more than 20 years experience as a home care provider, manager, educator, and consultant as well as being a prolific writer who has in the past year published in The Textbook of Palliative Nursing.

Kathe Gable ’92, ’97, MS, CTRS, received the School of Nursing Josephine A. Dolan Distinguished Service Award. Gable has worked as alumni and community relations coordinator at the UConn School of Nursing for the last eight years, and has formed the basis for development of new and significant relations between the School of Nursing and the community. In 1992, she received a BS from the UConn School of Education and in 1997, a MS from the UConn School of Allied Health with a concentration in Health Administration.
School of Nursing Publications Reach Far and Wide

Lynn Allchin


Allchin, L. (Nov. 2005) Depression, Fatigue, and Academic Success in First Year Nursing Students. presentation. 38 Bi-annual TTI Psychological Type, Explanatory Style, Convention, Indianapolis, IN

Elizabeth Anderson


Sherry Bassi


Cheryl Beck


Amy Kenefick


Kathryn Stewart Hegendus


Unison 25
School of Nursing Publications Reach Far and Wide

Barbara Bennett Jacobs


Deborah McDonald


Patricia Neafsey


E. Carol Polifroni


Deborah Shelton

Shelton, D. (2006) Mental Health Promotion and Mental Health Screening for Children and Adolescents. 23 NAPNAP/ AFPNP/ Niederhauser: Core Review for Primary Care Pediatric Nurse Practitioners, (1st Ed.) St. Louis, MO: Elsevier Publishing.


Your Contribution Advances our School!

I would like to designate my gift to:

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☐ School of Nursing Endowment for Excellence #30834
☐ Other

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☐ My/my spouse’s employer will match my gift.
   Completed form is enclosed.
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   Storrs, CT 06269

Credit Card:  Gift Line @ 800-269-9965 or 860-486-5000 on line www.foundation.uconn.edu

Your check made payable to the UConn Foundation, returned to the enclosed envelope will be automatically restricted to the School of Nursing unless otherwise indicated. Each and every gift makes a difference. Whatever the size of your contribution, it will be greatly appreciated.

2006 School of Nursing Scholarship Recipients

Scholarships represent an opportunity for UConn to build excellence and create enriched opportunities.

We are pleased to report that UConn School of Nursing scholarship dollars have tripled in the last five years. This year, we presented nearly $80,000 to thirty-eight recipients. (2006 recipients are pictured left)

We are also proud to report that 87% of School of Nursing graduates continue to provide nursing service in the State of Connecticut. Scholarship support has significant implications for Connecticut’s future nursing workforce and quality of health care throughout Connecticut.

Unison Credits

- Contributors: Elise Bennett, Diane Casaretti, Kathe Gable, Barbara Bennet Jacobs, Wesley Jenkins, E. Carol Polifroni, Deborah Shelton and Barbara J. Slater  - Designer & Editor: Barbara J. Slater  - Photography: Kathe Gable and Barbara J. Slater  - Reviewers: Diane Casaretti, Kathe Gable, E. Carol Polifroni, Sarah Shepard, Deborah Shelton and Barbara J. Slater  - Printer: Racine Company
The Advisory Board responded enthusiastically to the School’s request for members to be strategically involved in the School of Nursing. In fall 2006, they divided into three working committees on alumni relations, legislative activities and donor development. All committees met in early winter and are scheduled to meet again in mid-spring 2007.

### Distinguished Advisory Board Members

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<th>Name</th>
<th>Title</th>
<th>Years</th>
<th>RN/Certifications</th>
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<td>Elizabeth Beaudin RN, CNAA</td>
<td>’74 BS, ’80 MS, Chair</td>
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<td>Cassandra Bajda ’07 BS</td>
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### Calendar of Events

Below is a partial listing of School events, to view more please go to our web site

www.nursing.uconn.edu/news&events

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<td><strong>Eastern Nursing Research Society Convention (ENRS)</strong></td>
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<td>*SON Sponsored Breakfast</td>
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<td>Saturday, April 14</td>
<td>Open House</td>
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<td>April 19</td>
<td><strong>ATHENA Research Conference</strong></td>
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<td></td>
<td>Student Research Presentations, Networking Luncheon, Poster Session, &amp;</td>
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<tr>
<td></td>
<td>Keynote by Dr. Judith Erlen at 10:45 am</td>
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<td></td>
<td>Time: 8:00 am – 3:00 pm</td>
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<tr>
<td>Saturday, May 5</td>
<td>Graduate Commencement Reception</td>
<td>Student Union, Rm. 304</td>
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<tr>
<td>May 6</td>
<td>Undergraduate Commencement Reception</td>
<td>Rome Hall</td>
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<tr>
<td>May 16</td>
<td><strong>MbEIN Information Session</strong></td>
<td>Bishop Center</td>
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<tr>
<td>June 1-2, 2007</td>
<td><strong>Reunion Weekend</strong></td>
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<td></td>
<td><strong>Campus-wide activities</strong></td>
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<td></td>
<td>(Classes of 1957, 1952, 1947, and 1942)</td>
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<tr>
<td></td>
<td><strong>Friday:</strong> School of Nursing gathering, Bus tour &amp; Reception</td>
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<tr>
<td>September 18</td>
<td><strong>MS and PhD Information Session</strong></td>
<td>Storrs Campus</td>
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<tr>
<td>December 15</td>
<td><strong>MbEIN Graduation</strong></td>
<td>Rome Hall</td>
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</table>
Enroll in our Doctoral Program!

PhD

Prospective Candidates

The PhD program in nursing at the University of Connecticut prepares nurse leaders who will advance the scientific body of knowledge that is unique to professional nursing practice.

Study and experiences are offered in philosophy of nursing science, nursing theory development, advanced statistics and qualitative and quantitative research methods.

Concentration in a cognate area further supports the individuals area of research interest.

To learn more:

- Attend our DNP and PhD Information Session
  Tuesday, Sept. 18, 2007 at 6:30 pm in Augustus Storrs Hall, Storrs Campus

- Read about our recent doctoral graduates on page 17 of this publication.

- Visit our website nursing.uconn.edu/academics.

DNP

Prospective Candidates

Our DNP program is under development for 2008, details coming soon.

University of Connecticut
School of Nursing
231 Glenbrook Road
Storrs, Connecticut 06269-2026
www.nursing.uconn.edu
We have redesigned our website!

It is even *easier* for students, alumni, educators and guests to acquire School of Nursing updates and information.

Visit our website at www.nursing.uconn.edu