Shaping the Future of Human Health

Our World • Our People • Our Future
Shaping the Future of Human Health

From the Dean’s Desk ................................................................. 1
Shaping the Future of Human Health ...................................... 2
No Barriers to Health .............................................................. 4
Healthy Mother – Healthy Infant .............................................. 6
High School to Nursing School .............................................. 7
Taking DNP to a New Level ...................................................... 8
Stimulating & Simulating Diversity ........................................ 9
Cape Town South Africa Study Abroad .................................... 10
International Collaborations .................................................. 12
Three More Faculty Honored as AAN Fellows ....................... 13
Center for Nursing Scholarship .............................................. 14
Dynamic New Faculty, Director of Development .................... 15
Faculty Scholarship ............................................................... 16
School of Nursing Events ....................................................... 21
Widmer Wing Grounded . . . For Now .................................... 22
Giving Makes a Difference ..................................................... 23
Past is Prologue .................................................................... 24
Alumni News ....................................................................... 25

Correctional Managed Health Care Research
... p. 4

Stimulating, Simulating Diverse Labs
... p. 9

Study Abroad in Cape Town, South Africa
... p. 10

Unison Credits

- Contributors: Valerie Calderon, Kathie Gable, Thomas Lawrence Long, Martha E. Miller, Barbara J. Slater
- Designer: Barbara J. Slater
- Reviewers: Anne R. Bavier, Valerie Calderon, Elaine Cunningham, Kathie Gable, Thomas Lawrence Long, E. Carol Polifroni, Rhea Sanford
- Photography Credits: As indicated, unless unidentified photographs are submitted.
- Printer: Racine Company

On Our Cover (left to right):

Our World – Senior, Carolyn Zaccardo during her Study Abroad experience at ThembuCare in Athlone, South Africa, one of the few dedicated palliative care centers for babies and children who have AIDS.

Our People – Junior, Shantay Wells during a clinical session in the School’s simulation lab. (Photograph by Peter Morosus)

Our Future – Class Presidents Evelina Harauc (left) and Diane Pacini (right) during Commencement 2008 “Transfer of Light.” (Photograph by Photoguides)

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. You can also find additional information on our web site at: www.nursing.uconn.edu. 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.
Almost two years ago, when I learned I’d be coming here as dean, I shared my exciting news with a Chicago colleague. Her response: “UConn? Great! That school is the best-kept secret in nursing.”

They call our part of Connecticut the “Quiet Corner.” Rob and I love it here. We love the birds and trees, the rivers and lakes. The blazing color schemes of autumn and rich smells of springtime soil. We don’t worry whether we’ve locked the car now. Everything’s different.

Now I even love my commute. I usually was depleted by my hypervigilant navigation through harried Chicago expressways. Now I drive through rolling farmlands and tiny villages. I pull off to wander Horse Barn Hill, or to gaze at Animal Science’s immaculate pastures and magnificent livestock. Sometimes I stop at the Dairy Bar for glorious ice cream, a product of the collaboration between UConn cows and UConn students. The Quiet Corner has its own way of putting things in perspective.

There’s room enough to be real here, to be our best. There’s silence enough to ponder deeply, to make connections, to imagine possibilities. It’s true for all of us. Free of distractions, the Quiet Corner gives talented and devoted faculty, staff and students a space where they can imagine, explore, and excel. The quality of their work is authentically inspired, day after irreplaceable day. I am privileged to lead them.

I am most proud of our faculty’s endless curiosity and generosity. Unfailingly, they find new questions to answer, new ways to open doors for students and young colleagues, new ways for their own research to serve others. The benefits are immeasurable for our talented students, and for everyone they’ll touch as their nursing careers unfold.

I suppose cynics could say our Quiet Corner is an Ivory Tower. I say it is a blessedly welcoming atmosphere for focused, valuable, and gratifying work. It’s always been that way. Nevertheless, my Chicago friend was right: UConn’s School of Nursing has been a well-kept secret.

What does it mean to be in a Quiet Corner? It means that our actions speak louder than our words. And the quality of our actions now is being recognized and valued as a source of useful solutions for a profession, a nation, and a planet in healthcare crisis.

Now people want to partner with UConn School of Nursing. They’re honoring our achievements. They’re inviting us to speak at conferences. They’re eager to publish our research findings. They’re reaching out to us for collaboration. It’s a rare month for me without invitations to explore ways to share what we’re learning with highly regarded universities, institutions, and agencies, domestic and international. They want to establish exchange programs with our faculty and students. Nursing scholars from around the globe are asking to teach here, too.

The voice of nursing from the Quiet Corner now is heard around the world. You’ll see evidence throughout this issue of Unison. I hope it makes you proud; I am proud.

Sincerely,

Anne R. Bavier, PhD, RN, FAAN
Dean and Professor
Shaping the Future of Human Health

by Anne R. Bavier
PhD, RN, FAAN
Dean & Professor

In last year’s *Unison*, I shared my delight at being here at the helm of UConn’s School of Nursing, and my zeal for strategic planning as an exercise that potentiates an organization’s most valuable work. Gathering a faculty team to accomplish this crucial project was (literally!) the first item on my New-Dean’s To-Do List. Our strategic planning team looked at the school’s stakeholders, inside and outside the university and, one by one, found ways to serve them better.

In the process, I learned a lot about our team. Our faculty and staff are intelligent, informed, imaginative, intrepid and, yes, inspired. It took courage to trust my promise that the process and plan would result in our sending more and better nurses out to a patient … to a world … that desperately needs them. That was the most important part for all. They’re extraordinary nursing scholars. They’re brilliant nursing educators. But, at the heart, they’re magnificent nurses.

They love patients. They love nurses. They love nursing. We all yearn to ease the worldwide health crisis. As we worked, we were comforted by the (perhaps apocryphal) claim that the Chinese character for “crisis” is a blend of the characters for “danger” and “opportunity.”

When Connecticut’s trees were most colorful, we’d completed the school’s first, bold strategic plan. The full faculty enthusiastically embraced it. The process gave us new gratitude for the prescience of our school’s founders. Even 68 years ago, they had such respect for nursing that they insisted that Connecticut’s School of Nursing be a full-fledged baccalaureate program, with deep roots in humanities, arts and sciences. Connecticut citizens deserved the care of nursing professionals whose decision-making skills were honed by the intellectual and ethical pursuits commanded by the four-year “liberal-arts experience.” Could our founders have foreseen that the so-called “medical handmaidens” of the 1940s would become leaders, educators, scholars, and decision-makers for global health care as the 21st century unfurled?

It gave us new gratitude for the hearts of our talented students, too. They’re eagerly entering an always-challenging profession, which now urgently needs their leadership and skills. It’s simultaneously a fascinating and complex way to earn a degree and make a living. But for them (as for us), nursing is not so much a professional choice as a personal necessity. Each of us has responded to an intrinsic altruistic need: Ours are the hearts of nursing. Students already had nurses’ hearts when they arrived here; they’ll be outstanding nurses.

Once launched, the strategic planning process never stops. It gives us new eyes, new air to breathe, and new fodder for pondering. Each success from the plan sparks more new thought. It is energizing, and enjoyable to let our thoughts and dreams soar, then to watch as they begin to come true.
UConn School of Nursing is richly endowed with nursing talent, intellect, and passion. Its potential for good – in education, research, leadership – is more pivotal than we’d recognized. We feel morally charged to do more than our share to help a profession (and a world) in crisis. These aren’t new thoughts for us now. Nevertheless, I shocked people when I said, “Everything we do at UConn School of Nursing is shaping the future of human health.”

It sounded audacious. But when we looked at our enterprises, one by one, evidence abounded that UConn School of Nursing is doing just that: We’re shaping the future of human health.

Let me give you some examples. Our efforts to prime the pipeline for nurses and leaders includes helping Hartford Public High School’s Nursing Academy prepare youngsters (who otherwise might not meet admission standards) to succeed in four-year nursing schools. We’re preparing scientists to make discoveries and clinicians to bring them into practice. Our Doctor of Nursing Practice (DNP) program dismisses any vestigial notion that clinical nursing is a second-class citizen within this academic milieu. Who better can fill healthcare’s decision-making vacancies than clinical nursing experts? Partnering with PhD scientists, we discover first, then translate to practice! Throughout this Unison, there’s rich evidence of our School’s positive impact on every field it touches.

When UConn Provost Peter J. Nicholls released Our World. Our People. Our Future: The University of Connecticut’s Academic Plan, 2009-2014, it came with a challenge to the deans of all UConn schools and colleges. He asked for evidence that our formal planning documents were consistent with those of the University. Our plan already was complete and underway. When we studied the University-wide plan (http://www.academicplan.uconn.edu), we were right on target with its goals. Then we borrowed a line from the Provost’s title to explain our mission: We are Shaping the Future of Human Health, (for) Our World, Our People, Our Future. We’re confident that we can do more than our share. We know how to meet virtually any challenge … except one.

Since the global financial collapse, construction appears to be postponed for our Widmer Wing, the facility designed (at last) to fulfill the 21st century needs of nursing education. We need help from private philanthropy to move nursing’s needs closer to the top of Connecticut’s priority list. No matter how brilliant (and essential) our ideas might be, sometimes money is the only thing that talks.

Wonderfully, help sometimes comes from unexpected sources: A gentleman approached me to say he’d decided to spend the next few years helping UConn School of Nursing. Since he had no relationship with nurses or nursing, much less with our school, I asked him what spurred his generosity. “I’m getting older,” he said. “I’m going to need nurses. That’s why I want to help.”

He’s right, of course. We’re all going to need nurses. Every one of us. Let this be an invitation to join him in supporting our work.
Connecticut has a long history of prison reform, which UConn School of Nursing faculty and students continue today. Connecticut’s first prison, New-Gate, was an enlightened product of the Age of Reason. Opened in 1773 just prior to the Revolutionary War, it represented a reform-minded alternative to criminals’ being locked in the stocks.

Today, Dr. Deborah Shelton, (recently elected to the American Academy of Nursing, see page 13) is leading a phenomenal effort in both developing services and creating evidence to guide health care for the incarcerated and those newly released. The team of nursing faculty is expanding and currently includes Dr. Sherry Bassi, Assistant Professor, and Ms. Denise Panosky, Assistant Clinical Professor. Undergraduate students are placed in the care systems, and doctoral students from UConn and other universities join the team in conducting rigorous studies of care practices, with special attention to the rights of this vulnerable population.

America’s prisons are the health care system for our destitute poor, according to Shelton, including the homeless and the chronically mentally ill, many with substance use issues. She reports, for example, that female sex workers who become pregnant often go to prison in order to receive prenatal care. Americans may have thought they were being more humane by getting rid of state psychiatric institutions, but the mentally ill have simply been “trans-institutionalized,” Shelton explains. When a new inmate is admitted to a prison, an intake assessment requires both that the prison’s institutional concerns (distributing prisoners in a way that appropriately uses limited resources) and that medical and mental health concerns (providing observation, or treatment) are evaluated. Standardized assessment tools are not well tested or validated, which requires interdisciplinary, collaborative efforts. Correctional security, different from patient safety, is the framework in which excellent health care must be provided. This unique framework is not a customary approach in nursing practice or nursing education.

The academic-public partnership that Shelton created allows her to be jointly appointed in the Connecticut Department of Correction, and the UConn Schools of Nursing and Medicine. Both Shelton and Panosky are certified by the National Commission on Correctional Health Care as Correctional Health Professionals.

“Americans may have thought they were being more humane by getting rid of state psychiatric institutions, but the mentally ill have simply been trans-institutionalized.”
Panosky has been an emergency department nurse, as well as a forensic clinical nurse specialist in the Department of Correction. Bassi’s scholarly and practice expertise is in public health nursing, allowing her to tie the team’s efforts to the State’s public health system.

Panosky is piloting an adaptation of Leadership Education Achievement and Development (LEAD), an evidence-based practice that Shelton developed. This project adapts a behavioral expressive arts program into a correctional facility to help improve adolescent offenders’ self-esteem and mental health. The goal is to evaluate how participants gain control over these behaviors and the effect on their ability to use community services. Previously, two honors undergraduate students worked with the LEAD project as a community diversion intervention with Hispanic adolescents in Willimantic. Another honors student now is aligned with LEAD to create her honors paper in spring 2009, and our Presidential Scholar is spending two years working on aspects of the program.

Another collaborative effort is CARELINK-C. This academic model supports the existing public health service system. The model uses a clinical case-management model organized under a clinical faculty (Panosky) with undergraduate nurses providing the care. Then, the end-of-sentence inmates who desire to continue are followed by Bassi and her students in the community. In the community, the objective is to link the newly released individuals to services that support their needs, hopefully supporting their remaining outside of prison/jail. The continuing faculty participation assures continuity, even when student assignments change.

The collaboration of Shelton, Panosky, and Bassi also involves workforce development of new correctional nurses. The placement of undergraduate students is just one step in the process. In this academic-public partnership, UConn and the Connecticut Department of Correction are recruiting and educating prison nurses. In addition, Shelton has been documenting professional competencies needed in the employment and evaluation of correctional nurses, which have not been, heretofore, published.

Correctional settings provide UConn School of Nursing’s clinical students with rich and varied experiences, Shelton points out, that they would not have elsewhere. Corrections facilities provide a full range of medical and mental-health services and often have complete state-of-the-art clinical units with diagnostic equipment for both acute and chronic illnesses. The complex demands of the setting foster deep critical thinking among clinical nursing students and improve their professional judgments. Registered nurses constitute the largest healthcare workforce in correctional settings and have significant responsibility and autonomy. By working alongside these nurses, our students witness and employ the highest levels of professional nursing practice.

Shelton’s, Bassi’s, and Panosky’s work reminds us: that our world in the United States includes the highest incarceration rate of any industrialized nation; that Connecticut’s prison inmates are also our people, vulnerable populations in need of treatment; and that our future will depend on affordable interventions and prevention instead of expensive incarceration.
What if an inexpensive nutritional adjustment in pregnant mothers could reduce the risks of postpartum depression in the mothers and improve developmental outcomes in their children?

In fact, that intervention, omega 3 fatty acid docosahexaenoic acid (DHA) for pregnant women and their newborns, is already here, and School of Nursing researchers Dr. Cheryl Beck, Board of Trustees Distinguished Professor, and Dr. Michelle Judge, Assistant Professor-in-Residence (in collaboration with Dr. Carol J. Lammi-Keefe at Louisiana State University), have united their research agendas to explore causal links between a mother’s mental health and an infant’s cognitive development.

Because of concerns about the presence of mercury in cold water fish, reduced fish intake during pregnancy has led to DHA dietary levels below the amount recommended for pregnancy, with deficits reported often for pregnant women throughout the United States and Canada. DHA is the primary fatty acid in fetal brain tissue, making it very important in infant cognitive development. Inadequate dietary intake of this essential nutrient leads to a significant depletion of maternal stores and decreased availability to the developing fetus, with two possible results: New mothers may be more vulnerable to postpartum depression, and their infants may have developmental impairments. Other studies have looked at DHA supplementation with mood disorders, but no one previously has looked at the relationship with postpartum depression.

For many years Beck has examined postpartum depression, including its association with DHA deficits in new mothers. In a current double-blind randomized control trial, Beck is following two groups of women (those who have received omega 3 supplements during pregnancy and those who have not) to determine the effects of this nutritional intervention on the incidence of postpartum depression and the level of postpartum depressive symptoms, which can impair mother-infant bonding often associated with impaired infant development.

Beck is mentoring new investigator and nutritionist Judge, hypothesizing that a deficit of DHA during fetal development might amplify the developmental impairment caused by a depressed mother’s lack of attachment. Judge’s research has provided evidence of the positive impact of maternal DHA supplementation during pregnancy on infant developmental outcomes including infant visual acuity and problem solving skills in the first nine months of an infant’s life.

The interdisciplinary partnership of Beck’s and Judge’s two research agendas could have long lasting health and social effects. If infant developmental delays and cognitive impairment are associated with later learning and behavioral problems, a small nutritional intervention may make our future and our world better places to live for our people.
High School to Nursing School

In Fall, 2008, Hartford Public High School launched four discrete academies to prepare students for success in baccalaureate programs. The ninth-grade Academy focuses on development of reading, writing, and quantitative skills. Then students are ready for their choice among the three-year academies: Green Technology & Engineering, Law & Government, or Nursing.

“Nursing was the first Academy to reach its capacity of 420 students,” said Dr. E. Carol Polifroni, Associate Dean for Academic Affairs and Special Initiatives. She co-chaired the Nursing Academy’s Design Team, planning academic and enrichment programs, alongside clinical practice and community service opportunities. Polifroni now serves as chair of the Advisory Council.

The academy’s philosophy centers on CARE—an acronym for Character, Accountability, Responsibility, and Excellence, essential attributes for nursing professionals.

Students take rigorous college preparatory courses, such as physics, anatomy, physiology, and English composition and learn technical skills for entry level positions in health care. Additionally, the examples used and experiments in the social and physical sciences are all based on nursing. For example, Florence Nightingale’s activities are fundamental reading in social science, and the math skills needed for medication administration are highlighted in math and physical science.

“We’re committed to this innovative academic adventure,” Polifroni emphasized. “Its goal is success in baccalaureate programs with majors in nursing. That fits UConn’s conviction that only baccalaureate education allows time for development of nursing’s essential critical-thinking skills. Research results concur that better-educated nurses lead to better patient outcomes, fewer co-morbidities, and shorter in-patient stays. We owe Connecticut our best efforts to mitigate nursing shortages with an optimally prepared nursing population that mirrors the population we serve. We’re proud to help a program that offers nursing aspirants an early start on success. It advances our devotion to shaping the future of human health, with maximum positive impact on our world, our people, and our future, too.”
Taking DNP to a New Level

Today’s complex medical needs, sophisticated technologies, and an overburdened healthcare system have created new opportunities for autonomous nurses who can diagnose, prescribe, and serve as patients’ primary-care providers and who can exercise professional leadership within healthcare organizations and systems. To prepare that advanced practice nurse leader, a new doctoral program has been created: The Doctor of Nursing Practice (DNP).

For several decades, the master’s degree provided the academic preparation for advanced practice and leadership, with the PhD as preparation for a career in research. In creating an alternative doctoral program, Anne Bavier, Dean of the School of Nursing, noted that the UConn DNP program will “emphasize the scientific basis of knowledge, evidence-based practice, and development of leadership expertise by advanced practice nurses.”

The DNP program is a marquee program for the School of Nursing, distinguishing the school regionally and nationally. The program was created as a practice degree to balance doctoral programs that focus on discovery. Instead, DNP students will be prepared to deliver high-quality evidence-based nursing care in a variety of settings as advanced practice nurses, to influence health policy, and to lead organizations through evidence-based practice. It is the first of its kind in Connecticut and only the second in New England.

Beginning in August 2008, 16 doctoral students entered the DNP program. All are certified in their specialty and are skilled advanced practice nurses (APRN).

“In the enrollment process, we look for students who are very motivated, who clearly understand that there is a difference between a DNP and a PhD, and who are sure that they are in the right program,” says Sandra Bellini, a DNP herself and coordinator of the DNP Program.

“UConn’s new DNP program is the ideal doctoral opportunity for an APRN like me, who thrives in clinical practice – serving patients, families, and professional teams,” says Paula McCauley, a DNP student (and clinical instructor). “This program hones every leadership tool in my skill set to help support that goal, while it protects the privilege of a doctorally prepared nurse to continue to practice at the bedside.”

In addition to a core of required courses, DNP students craft a customized curriculum in an area of specialization, which includes two sequential clinical practica. The clinical practica allow DNP students to apply in a clinical setting what they have learned in the core courses. Instead of researching and writing a traditional dissertation, however, DNP students devise an end-of-program project that both implements a change in practice and makes a significant scholarly contribution to the students’ fields. Clinical partners benefit from this collaboration by having superbly trained advanced practice nurses who bring state-of-the-science knowledge to real world conditions. The nursing profession and science also benefit since one result of this project is an article that is submitted for publication in order to advance the practice of nursing, disseminating new best practices.

Practice-based research and evidence-based practice are the hallmarks of the DNP program, reshaping the future of human health.
The Clinical Resource Laboratory (CRL) on the first floor of Storrs Hall looks more like a hospital than a classroom. Hospital beds are set up with a number of patients waiting to be seen by School of Nursing students.

These patients just happen to be simulation mannequins that have the ability to mimic several real-life human processes. As well as simulating human processes, the mannequins represent diverse populations. The mannequins range in life stages from infants to adults, they are male and female, and they represent different ethnic backgrounds.

“The wide diversity in the mannequins mimics reality. The idea is to simulate the patient population that students will encounter,” said Desiree Diaz ’94 BS, MSEd, RN-BC, CRL coordinator. “For instance, if there were all Caucasian mannequins, we would not be preparing learners for an inner city, where more than half of the patient population has a minority background.”

A recent addition to the School of Nursing is a Gaumard Noelle™ birthing mannequin, who is the newest member of a growing family of culturally representative mannequins. By acquiring this array of mannequins, the School of Nursing is recognizing diversity in the patient population and is preparing students for the world of practice.

“The more real we can make the simulation the better,” said Diaz, who also oversees the student organization MASCC (Moulage/props, Acting, Simulation, and Creativity Club). “It helps the students problem solve and interact on a different level with their patients.”

In November 2008, the school held a “birthday party” for Sanai Jones, a Haitian mannequin, who is the school’s first ethnically sensitive simulation mannequin. The party, put on by MASCC in conjunction with alumni, was an exciting event that celebrated diversity in simulation as well as being a fun gathering for students, faculty and alumni.

The School of Nursing has a total of 15 mannequins. Three are high-fidelity mannequins that breathe, talk and have slight movements. With these mannequins, students have the ability to listen to a number of realistic body sounds, take pulses and perform injections. Six Vita-Sim medium-fidelity mannequins have the ability to communicate and interact but are not as life-like as the high-fidelity mannequins. In addition, six static mannequins that do not communicate are used for technical skill development.

All the mannequins are useful for hands-on training that prepares students for clinical settings, allowing them to learn from their mistakes without endangering real patients and preparing them to enter a culturally and medically complex profession. With these resources, Diaz organizes more than 700 separate simulation experiences for undergraduate students each semester.
Travel, said Connecticut’s adopted son, Mark Twain, “is fatal to prejudice, bigotry, and narrow-mindedness,” a truism whose lesson was learned by School of Nursing seniors during the Fall 2008 term.

The students’ nerves were frantic and excited once the plane took off from Hartford’s Bradley Airport.

“What should I expect? Did I bring everything I need? I can’t believe we’ll be gone for three months.” These questions swirled in and out of the nursing students’ heads as they looked out their windows and saw the United States disappear below them.

Fourteen University of Connecticut nursing seniors began their semester-long adventure in Cape Town, South Africa on September 1, 2008. The trip began with a kick-off party that took place at Storrs Hall, and the students left by bus to make their way to the airport.

Two faculty members, clinical instructor Lisa-Marie Griffiths ’91 MS, MA, APRN, and Arthur J. Engler, PhD, RNC, APRN, led the South African venture. Griffiths, a maternity specialist, was with the students for the first half, while Engler, a pediatrics specialist, joined them the next half.

Before leaving, the students learned about South Africa’s history, culture and politics, but this could not compare to the experience of stepping off the plane and actually seeing the country and visiting historical sites and natural wonders. South Africa is known for its tropical climate and exotic wildlife, but also for being a country with a rich and turbulent history. The trip made many of the students aware of the economic, political, and cultural differences between their American home and the homeland of South Africans.

“South Africa has been a place that has really made me think. I’ve had to examine my own values and beliefs about poverty, racism and forgiveness, the problems that plague this country every day and are so obvious on the streets of the city,” said Kari Nilsen.

Students balanced play and work, though even play was an opportunity to learn about this complex country and its daunting health needs. They celebrated South Africa’s Heritage Day on September 24 by visiting the museums and common gardens in downtown Cape Town. Excursions to Cango Caves, Knysna Elephant Park, and Cape Agulhas, the southernmost tip of Africa, enriched their experience. Perhaps the greatest cultural challenge for the students was learning how to grocery shop and to take turns cooking, including their own version of the traditional American Thanksgiving Day feast.

The students’ clinical experiences were varied and rewarding. ThembCare in Bridgetown, residential care for HIV positive babies and toddlers, focuses on antiviral medication, good nutrition and loving care. The Red Cross Pediatric Hospital Burn Unit was a heart-wrenching experience when Dr. Rodes, the chief doctor, took students on rounds and reviewed many of the children’s care at their cribs.
Our students joined a group of South African student nurses and attended a lecture by the hospital bacteriologist with 43 years experience teaching and practicing there. Students traveled to hospitals with the University of Western Cape nursing instructors to see babies being born and to learn more about labor and delivery care. Registered nurses in South Africa, rather than obstetricians, usually deliver babies. Two other pediatric units engaged the students. Mitchells Plain Medical Centre and Gatesville Medical Centre each had 32 beds. Another clinical site was Tafelsig Clinic, a city facility for hundreds of patients each day, where our students worked with the sole RN doing immunizations, seeing well and sick children, and working with families. Patients who cannot be seen by the time the clinic closes at the end of the day return the next day.

Many of the students also witnessed the effects of the AIDS epidemic in the country while working with children under the age of 10 who have been affected by HIV infection. This underscored the significant differences in health care between the United States and South Africa.

The students took a full academic course load as part of their study-abroad experience. The students’ South African History, Politics and Culture course, under the supervision of Rev. Vernon Rose, coordinator of UConn’s international internships, awarded three academic credits. Rev. Rose, a native South African and a graduate of the Duke Divinity School (Durham, NC) and of the School of Social Work at the University of North Carolina-Chapel Hill, has been actively engaged in the political life of his homeland and serves on the South African Council of Churches.

The two nursing clinical practica, Childbearing and Child Rearing, were served in various healthcare institutions including Mitchells Plain Medical Center, Thembacare, Gatesville Hospital and Tafelsig Clinic, for which they earned four credits each. In addition, students took two classroom courses in Childbearing and Child Rearing, Nursing Ethics for a full-time academic load of 20 credits.

The 7,770 miles that separate Cape Town and Storrs were compressed by information technology: The students took advantage of UConn’s course management system, HuskyCT. To publicize the students’ adventures and to keep in touch with deans, faculty, fellow students and family members, Engler created a public blog with posts from students and faculty about their experiences, which can be found at http://ucnursing.wordpress.com/.

One of the students, Nayomi Dawes, probably spoke for all when she wrote at the end of the semester: “Whenever I leave Thembacare these last few weeks, I think about how much I will miss these little ones . . . Each child has a history and a story; most of them are sad and heart breaking . . . They may be stigmatized because their blood is infected with HIV, but they are all so precious.” Our students have learned that our world is larger than UConn, larger than their neighborhoods, larger than Connecticut.
International Collaborations

Dr. Chinn Returns to School in Fall

While Associate Dean E. Carol Polifroni is on sabbatical in Fall, 2009, Peggy L. Chinn, PhD, FAAN, professor emerita of nursing at the University of Connecticut and renowned international speaker, will return to the School of Nursing for the fall semester. Dr. Chinn is the founding editor of *Advances in Nursing Science*, which since 1978 has been a premier journal publishing cutting-edge scholarship in global nursing. She is the author of numerous books and journal articles on nursing theory, feminism and nursing, the art of nursing and nursing education. Her major books, *Integrated Knowledge and Theory Development* (2007) and *Peace and Power: Creative Leadership for Building Communities* (2007), are both in their 7th editions and are used world-wide.

Beijing Researcher Joins Faculty

A native of Beijing, Xiaomei Cong, PhD, RN, who is a neonatal specialist and an assistant professor at UConn School of Nursing, investigates non-pharmacological pain-control interventions for pre-term infants in NICUs.

“Methodologically, I use ‘Kangaroo Care.’ Before a pre-term baby has a needle-stick for a blood test, the child is held tenderly, skin-to-skin, in his mother’s loving embrace. Preliminary studies show that even breastfeeding improves, in both volume and frequency, so pre-term babies can gain weight faster, too,” Cong stated.

“We measure pain by the baby’s vital signs – heart rate, respiration, sympathetic/parasympathetic response – as well as facial expressions, crying-time, body movements, and oxygen saturation in the blood,” she explains.

“We’re seeing benefits for both mothers and babies,” Cong concluded.

Norwegian University Seeks UConn Partnership

“Oslo University College (OUC) School of Nursing asked to visit us at UConn last December,” said Associate Professor Kathryn Hegedus, DNSc, RN, who is the school’s International Coordinator. “They returned in February, so that their Dean could talk with our Dean about OUC’s long-range plan to launch doctoral-level programming.”

Nursing doctorates aren’t yet available in Norway and practice doctorates are unheard of. Since UConn is in the first handful of U.S. schools to offer a Doctorate in Nursing Practice (DNP), the Norwegian guests sought to learn from UConn’s planning and experience, with hopes that members of their faculty might participate in UConn DNP programming, including on-line learning.

“Our talks made real progress,” Dr. Hegedus observed. “They asked to explore possibilities for collaborative and exchange programs between our schools, too.” Discussions are underway for a faculty exchange between our schools and for School of Nursing faculty to offer advanced-nursing courses in summer 2010 in Norway.
Fellowship in the American Academy of Nursing (AAN) is viewed widely as the profession’s highest distinction. It heralds outstanding contributions (in research and/or practice) to nursing and health care, at national and international levels. Of roughly 3,000,000 RNs in the United States, only about 1,500 have been elected for AAN Fellowship.

In November 2008, AAN welcomed three more UConn faculty members into its fellowship, during the Association’s Annual Meeting in Scottsdale. School of Nursing Professors Regina Cusson, Geraldine Pearson, and Deborah Shelton now are AAN Fellows, and are entitled to add the distinguished “FAAN” designation to their academic credentials.

Regina Cusson PhD, APRN, RNC, FAAN is professor and associate dean for Academic Affairs and Advanced Practice. AAN recognized her extraordinary contributions to advancements in nursing education and neonatal nursing. Dr. Cusson said: “It’s been my lifetime career goal to become a Fellow of AAN. With that honor comes the privilege to make a positive difference at higher policy-making levels – in support of nursing, nurses, and patients alike. Now 12% of our School’s full-time Nursing faculty are FAANs. That raises our School’s public presence while it permits us to make even more meaningful contributions.”

Geraldine Pearson ’02 PhD, APRN, RN, FAAN an expert in child/adolescent psychiatric nursing, directs UConn Health Center’s HomeCare program. It supports juveniles’ successful transitions between residential/detention centers and their homes. Advanced-practice nurses and child psychiatrists team up to help young patients succeed after discharge, especially in compliance with their psych-medication regimens. Her program is viewed as a national model for serving those adolescents who, after release from institutions, continue to need psychiatric support at home. Her research interests include histories of trauma in juvenile-justice populations.

Deborah Shelton PhD, RN, NE-BC, CCHP, FAAN associate professor, specializes in public health and children’s mental health issues. Her work as research/evaluation director for the Health Center’s Correctional Managed Health Care effort is targeted toward improving healthcare systems in correctional facilities. Her Compañeros por Salud (Partners for Health) project is community-based participatory research, a collaboration of UConn School of Nursing and Windham County (CT) citizens/community resources. Its purpose is to apply evidence-based interventions positively to impact the health of Latino and Hispanic families in the community.
Dean Bavier is raising performance standards at every level of the UConn School of Nursing (SON). Success is expected in grant applications, research and publishing. But she’s also provided an array of valuable support, in the heart of Storrs Hall, to ensure that faculty reach those high goals.

When it was founded, the facility was named the Center for Nursing Research. Its mission was to support anyone in the SON developing research programs and scholarship efforts. Over time, the name’s emphasis on “research” came to imply that the center served only data-based investigations. Recently, the name was changed to Center for Nursing Scholarship — a more inclusive emphasis — more aptly to describe the center’s broad support for all nursing study, empirical research as well as scholarship that develops nursing theory, examines clinical practice, or explores the processes of nursing education. It’s an essential change.

Also central to the center’s revitalized mission is the return to UConn of Robin D. Froman ’84 BS, ’87 MS, PhD, RN, FAAN, who now serves as the center’s interim director. Dr. Froman holds five UConn degrees and developed the center in 1991 while she served on the SON’s faculty.

Today, the center’s lab supplies all manner of equipment for scholarship support. Even more valuable is the expert human help, including Program Manager Elise Bennett, faculty mentors with recognized histories of research success and two new staff professionals: Associate Professor Stephen J. Walsh, ScD, biostatistician and seasoned researcher, makes statistics an accessible scholarship support, and Associate Professor-in-Residence Thomas Lawrence Long, PhD, a sensitive editor and writing coach, works word-magic on writing. Both are superb teachers, too. The Center even has a new team slogan: “Serving Scholarship Here.”

“The center always was intended as a place where scholars at all career stages could discover ways to work together – rather than in splendid isolation – developing new knowledge to support nursing research, education, and practice,” Froman observed. It is implementing this team-and-mentoring approach in its “Research Nursery” (RN, for short). Here healthy research projects are nourished and tended, so they can grow and thrive. The Research Nursery is organized into collaborative teams according to faculty members’ mutual research interests in order to leverage efficiently their diverse skills and experiences, to share knowledge and resources, and to engage in joint projects for grant funding, scholarly research, and publication. The monthly meetings of the Research Nursery have invigorated existing research agendas and created new ones.
Dynamic New Faculty

Sandra Bellini, DNP, NNP-BC, Assistant Professor-in-Residence, DNP Program Coordinator

Dr. Bellini earned her Doctor of Nursing Practice (DNP) degree from Case Western Reserve University in 2007. She coordinates and manages UConn’s new DNP program, is responsible for its curriculum development, and serves on its teaching faculty. In a joint appointment, she continues her practice as a certified Neonatal Nurse Practitioner at Connecticut Children’s Medical Center in Hartford.

Xiaomei Cong, PhD, RN, Assistant Professor

Dr. Cong’s clinical background includes neonatal intensive-care, mother/child nursing. In 2006, she earned her nursing PhD from Case Western Reserve University. At UConn, she teaches quantitative research methods and statistics at the graduate level. Her research, which focuses on pain assessment/management in pre-term infants, is addressing a challenging topic in this vulnerable population.

Thomas J. Van Hoof, MD, EdD, Associate Professor

Dr. Van Hoof is jointly appointed at UConn Schools of Nursing and Medicine. His research relates to using educational interventions to change clinician behavior and improve patient outcomes. He teaches Healthcare Systems to nursing undergraduates; in the DNP program, he teaches Quality and Leadership. Dr. Van Hoof earned both his MD in 1992 and MA in Education in 1996 from UConn and his EdD (Educational Administration) from Columbia.

Taking Development to the Level of Excellence

If you were to describe the ideal development director for Connecticut’s premier public School of Nursing, that professional fundraiser would be a registered nurse with extensive experience as a major gifts development officer in an academic health care setting, with a pragmatic Yankee-like business sense, and with warm Southern charm.

In other words, she would be Elaine Cunningham.

Dean Anne R. Bavier recruited Cunningham from the University of Florida Foundation where she was Director of Development for the Cancer/Genetic Research Complex in the University of Florida College of Medicine. She had great success in creating large gifts through private philanthropy. Cunningham will lead the effort to raise $10 million for the School of Nursing in UConn’s Big Ideas campaign.

In addition to her background as a successful development officer, Elaine has an MBA from St. Leo University, Florida, and a BSN from Barton College in North Carolina. As a nurse she held positions within the University of Florida Shands Health Network with a specialty in critical care, and she was part of the marketing team at Oak Hammock at the University of Florida, a continuing care retirement community.

“As a nurse and fundraiser, I have found my niche at UConn SON,” Cunningham says.
Faculty Scholarship

Shaping the Future of Human Health

Aging

Publications


Presentations


Alternative Care and Spirituality

Publications


Community Health

Publications


Presentations


Culture, Language, & History

Publications


Presentations


Death and Dying

Publications


Education Innovation

Publications


Presentations


At Commencement 2008, Anne R. Bavier presented a magnificent, one-of-a-kind blown-glass heart, the first-ever “Dean’s Award for Caring,” to Clinical Instructor Lisa-Marie Griffiths.

Dean Bavier said: “Caring is The Heart of Nursing. Through the power of your touch, listening ear, and caring attitude, you make a difference to our faculty, staff and students. This Caring Award recognizes you as a role model for students and peers.”

Griffiths remembers, “When my name was called, I thought about all my colleagues who answer those descriptions. This award could have gone to any of them.”

After earning her BSN from Radford University, Lisa-Marie became a Navy nurse. Later, with Navy support, she earned an MA/Education, and MS (UConn ’91), with APRN specialty in Women’s Healthcare Nursing. She was Nurse Manager at UConn Health Center’s high-risk ante-partum obstetric unit before joining our clinical faculty. She’s been President/VP of both our Mu Chapter of Sigma Theta Tau International and our Alumni & Friends Society.

She says, “It’s easy to care about the students I’m privileged to teach. I can’t solve the healthcare crisis, but I can help one student at a time grow into a competent, compassionate nursing professional. I hope they’ll carry the best of me into their clinical work.”
**Facility Scholarship**

**Education Innovation**

*Presentations (Cont.)*


**Ethics**

*Publications*


*Presentations*


**Informatics**

*Publications*


*Presentations*


**Mother-Child Care**

*Publications*


Beck, C.T. (2008, April). Birth trauma: In the eye of the beholder. Keynote address at the AWHONN Nebraska Spring Conference, Omaha, NE.


Nutrition

Publications


Oncology

Publications


Presentations

Pain Management

Publications


Presentations


Pharmaceutical

Publications


Mu Chapter Strengthens Our Future

Founded in 1955, the UConn Mu Chapter of Sigma Theta Tau International Honor Society (STTI) has a rich tradition of inviting baccalaureate and graduate nursing students who demonstrate excellence in scholarship to join the international honor society of nursing leaders that supports the learning, knowledge, and professional development of nurses committed to improving the health of the world’s people.

This tradition of over half a century continues today under the faculty leadership of the chapter’s president, Dr. Deborah Shelton; treasurer, Dr. E. Carol Polifroni; and faculty advisors, Dr. Linda B. Heraldo Gacad and Dr. Lynn Allchin.

In its pursuit of excellence, the Mu Chapter helps organize the annual CT Collaborative STTI research conference and offers research grants and clinical excellence recognition awards. This year’s research conference held in Rocky Hill, Connecticut, explored the theme of *caritas* (nurse caring) with Jean Watson as keynote speaker. The conference examined the impact of caring in nursing, while analyzing the juxtaposition of caring and healing in supporting global health, and, finally, examining the contemporary knowledge on caring and healing for application to nursing practice.

Mu Chapter STTI Research grants, available to members, fund quantitative or qualitative research. Grants can be submitted at any time to Dr. Colleen Delaney. Dissemination of the results of the grant-funded research is a condition of the award. In addition, awardees provide a presentation at one of the induction ceremonies for new members.

By mentoring students, supporting research, and promoting scholarly dissemination, Mu Chapter of Sigma Theta Tau is strengthening our nursing future. For additional Mu Chapter information, visit nursing.uconn.edu/abouttheschool.
Faculty Scholarship

Shaping the Future of Human Health

Pharmaceutical

(Publications Cont.)


Professional Issues

Publications


Presentations


Quality and Organizational Improvement

Publications


Presentations


Theory and Method

Publications


Presentations

Beck, C.T. (2008, April). Cultivating a program of research using qualitative and quantitative methods. Presentation at the University of Massachusetts Dartmouth, Dartmouth, MA.

Beck, C.T. (2008, July). Developing a research program. Keynote address to the PhD Program in Nursing Inaugural Class, University of Texas at Tyler, Tyler, TX.


Bette Gebrian, PhD, MPH, RN (UConn, ’77) received The Global Health Council’s 2008 Award for Best Practices.

Council President Dr. Nils Daualaire said of her work:
“Programs like [Dr. Gebrian’s] have a lot to teach us about the possibilities for significantly improving health outcomes, no matter the level of resources available. Her programs are a model to help us save millions more children’s lives each year, as well as to reduce maternal mortality.”
School of Nursing Events

Traditions, Transitions and Celebrations – Calling all Alumni to Participate!

Sing “Angels of Mercy,” purchase a pin, send a postcard, reminisce and rejoice with classmates; sound familiar? Significant transitions in the life of a nursing student remain intact at your school. In honor of our future nurses, we invite all alumni and friends to commemorate special moments in nursing education at UConn.

Gratification guaranteed! Plan a visit, join us at one of our exceptional events, and bring a classmate. Your participation is warmly welcomed at any of the following events that shape the future of UConn nurses. Share your memories of learning best nursing practices; whether the focus is incoming students or new graduates, everyone appreciates the fun moments of growth in their nursing career.

Welcome Receptions for the Class of 2013 (Summer 2009) provide incoming freshman and their families unique insight into UConn that only our alumni can give. Can you host a gathering or participate by helping the newest members of our nursing family discover UConn?

Transition to Clinical Ceremony (September 1, 2009), which has replaced the old capping ceremony, recognizes junior nursing students’ progression into clinical education, is an opportunity for you and your colleagues to help budding nurses develop their connections to the Husky Network.

Postcards from Reality: Alumni Musings on their First Jobs (March 24, 2010), recipient of 2008 UConn Alumni Association ULearn Award, demonstrates how “Huskies help Huskies.” This uplifting dinner and dialogue with alumni give senior students a taste of life as a “graduate nurse” and inspiration for their long awaited career and approaching NCLEX exam.

Pinning Ceremony (April 29, 2009 & April 28, 2010) and Undergraduate Commencement (May 10, 2009) represent two distinct events, respectively the culmination of undergraduate clinical education and the completion of a baccalaureate degree from UConn. Are these transitions events you and your classmates can attend? Show your “Husky Pride,” come ... and wear your pin.

Get involved! Email Kathe.Gable@uconn.edu for more information.

More Great Events:

ATHENA Research Conference
Thursday, April 23, 2009
Time: 8-3 p.m.
Location: Student Union, Storrs

Graduate Recognition & Awards Ceremony
Saturday, May 9, 2009
Time: 11 a.m. Reception, 11:30 Program
Location: Student Union Ballroom, Storrs

MbEIN Information Session
Wednesday, May 13, 2009
Time: 6-8 p.m.
Location: Bishop Center, Storrs
Widmer Wing Grounded ... for Now.
by Anne R. Bavier, PhD, RN, FAAN, Dean and Professor

Last year, we proudly reported UConn’s approval of our $7-million budget to repair Storrs Hall, and to construct the urgently needed Widmer Wing. We selected Architect Tai Soo Kim who creates magnificent academic facilities that preserve the integrity of their campus contexts. He understands what scholars need to learn, and why the Widmer Wing must not overwhelm Storrs Hall, UConn’s oldest building and first dormitory. Its stature is worth protecting.

It’s been an ongoing challenge to convert a 1915 dorm for us. Faculty used Storrs space for offices in the 1990s. In 1996, we built our “temporary” classroom annex. (It’s still in use, still on stilts.) In 2000, UConn did infrastructure and cosmetic work. Today, our numbers have increased so dramatically that we’ve outgrown both facilities.

Widmer Wing will feature everything our students need to prepare for the 21st century’s healthcare environments: Lecture hall/auditorium with broadcast facilities; airy class/seminar rooms designed to encourage student collaboration; clinical simulation rooms with computerized mannequin “patients;” a proper Dolan Collection backdrop; a comfortable student lounge for individual/group study; plus a lovely front door! At last, our School will have a central resource for all academic endeavors.

Meantime, we learn more about how much repair Storrs Hall truly needs: Its leaky roof renders some classrooms unusable. Its leaky windows are past repair. Storrs needs a sprinkler system, adequate lighting, and more electric/Internet outlets. We yearn to offer our faculty individual/group offices, individual locked storage, even a real seminar room. The profession’s acknowledged leaders deserve a respectful academic environment. Storrs’ growing “urgency list” challenged us prudently to steward available budgets and, potentially, to scale back some Widmer Wing plans.

Hope is powerful fuel. The Widmer promise energized all of us … until the economy changed everything. The State limited bonding for several University construction projects, for at least a year. Widmer construction and some Storrs rehab fell off the near-term table.

Our faculty and students are stoic about the delay. I tried to be, too, until one afternoon, as I raced down the stairwell, and swerved around a clutch of students studying on the cold steps. It was a kairos moment: I pondered the implications of our students having no place at all to sit or study together. We owe more to people we’re trusting to shape the future of human health. It spurred deep thought on my part, which might not sound “deep” at all: “Dark clouds have silver linings.”

I thought about disappointments over the course of my career … times that meticulous plans went awry, or a promised “yes” turned into a flat “no.” And always, dark clouds turned inside out to reveal silver linings. As I replayed those disappointments, I recognized that their silver linings were always better than my dreams.

Maybe we really can make up the public-funds shortfall with private philanthropy. Maybe we can find friends enough … who believe in us enough … who share our passion for the future of human health enough … to defy the pundits’ gloom and to pool assets enough … to give flight to the Widmer Wing, as it was designed. Even this year.

Hope is powerful fuel. Will you join the urgent quest for our silver lining?
Giving Makes a Difference

Doug and Lynn Donaldson Invest in Our Future

In the world of business, not unlike the world of nursing, when the intelligent look at a need, they see an opportunity. So it is not surprising that Doug Donaldson, a UConn alumnus (Class of 1973) and vice president of Subway Development Corporation of New England, has seen Connecticut’s nursing shortage as an opportunity to invest in the future of human health. He and his wife Lynn have made a significant donation to the UConn Foundation for School of Nursing scholarships.

While many donors place restrictions on scholarship awards, the Donaldsons have graciously made an unrestricted donation and allocated the first $5,000 of their gift for immediate distribution. This reflects one of Doug’s personal philosophies, “Do something for today and something for tomorrow.” At a time when existing portfolios have suffered serious losses, an unrestricted gift enables the School of Nursing to grant scholarships immediately as well as to create an endowment for the future. By doing so, they have met the President's Scholarship Challenge Award, which matches donations: $1 for every dollar donated to endowed scholarships; and 50 cents for each dollar donated to non-endowed scholarships.

According to Donaldson, “Nursing students graduate with the highest debt load of any undergraduate major at UConn. Given that the President’s Challenge was available to make our money go further, we felt that now was the best time to make a gift that helps the School of Nursing begin to address Connecticut’s growing shortage of nurses.”

Even more encouraging is the fact that Donaldson has agreed to serve on the UConn Foundation’s National Development Council, a coalition of alumni and friends who are committed to UConn and are directly involved with the upcoming Big Ideas major gifts campaign, as well as volunteering to serve on the School of Nursing Advisory Board.

Mentoring comes naturally to Donaldson. He attended UConn because he could not get into Yale, he says with self-deprecating humor, but he decided to major in education and became a physical education teacher in the Mansfield public schools because of a high school coach whom he admired. Today Doug’s career involves his coaching and mentoring Subway Sandwich Shop franchisees, and in private life he serves as a mentor to two chapters (UConn and Yale) of his college fraternity, Zeta Psi.

By investing his time and talent as well as his and Lynn’s financial support in UConn and the School of Nursing, Doug Donaldson is an exemplar of Husky generosity: Our people making our world better for our future.
Past is Prologue

Martha Stewart Living . . . and Nursing?

The Josephine A. Dolan Collection was featured on a segment of the Martha Stewart Show highlighting a number of nursing artifacts including uniforms, bedpans, feeders, medicine dispensers and syringes, with two of the older artifacts coming from the 1700s.

The show aired on May 8, 2008, for National Nurses Week. Dolan Collection curators Dr. Mary Ann Cordeau ’04 PhD and Dr. Eleanor Herrmann made appearances on the show, with Cordeau fielding Martha’s questions and giving information on the various items.

A clip from the show can be found on the School’s Web site at nursing.uconn.edu/abouttheschool, then click on Dolan Collection.

Benton Museum of Art to Feature Nursing Posters

As anyone knows who watches Antiques Road Show, vintage posters are highly prized art collectables, but to students of history these ephemera are priceless windows into the past. Now plans are underway to exhibit historical military nursing posters in UConn’s William Benton Museum of Art for fall 2010.

The proposed exhibit will display a selection of military nursing posters from the Civil War to World War II. Some of the posters come from the Dolan Collection, while others will be loaned by curators Cordeau and Herrmann.

“Many of the posters have been used for recruitment of nurses into the profession,” said nursing historian and assistant professor Dr. Jennifer Telford. “That’s really what we hope to show is that over the course of time these posters have been used highly for recruitment especially during nursing shortages and/or wartime.”

To schedule a viewing of the Dolan Room Collection please contact Kathe Gable at 860.486.0613 or email Kathe.Gable@uconn.edu.

New faculty member and UConn School of Nursing alumna Jennifer Casavant Telford ’99 BS (pictured above) has decided that she has enough work for at least two lifetimes.

Telford is a nursing historian whose dissertation from the University of Virginia concerned World War I Red Cross nursing. She has broadened her research agenda to embrace artifacts and materials in the Josephine A. Dolan Collection (housed in Storrs Hall) and Dolan Archive (in the university’s Dodd Center), which include objects from the 18th to the 20th century.

An acute care nurse practitioner (whose master’s thesis from Yale University concerned fluid management in adult surgical patients), Telford continues her own clinical work, teaching acute care courses.

A native of Connecticut, Telford finds that living in Norwich near her home town of Bozrah is a homecoming in several respects: The opportunity to work with her nursing-history mentor, Dr. Carol Daisy, and with Dr. Eleanor K. Herrmann (professor emerita) and Dr. Mary Ann Cordeau (an ’04 PhD alumna now at Quinnipiac University), who are co-curators and archivists of the Dolan Collection.

In the field of linguistics, grammarians have a verb category called the “perfect tense” that denotes continuous, uninterrupted, and not yet completed action. Between the accomplishments of her emerging career and the projects that she has begun, Jennifer Telford exemplifies past perfect and future perfect.
Greetings Fellow Alums!

This year has been an exciting one for the Alumni & Friends Society. New alumni sponsored events and services have allowed us to connect with each other in new and innovative ways. This has been an exciting year for me as well. I recently gave birth to my first child, a beautiful baby boy. Watching him grow the past couple months has been incredible and has made me think more about the future, an idea that has echoed through the School of Nursing this year. The School of Nursing is shaping the future of human health in Our World, with Our People and by embracing Our Future. The School and the Alumni & Friends Society have made huge strides in each of these areas, and we must continue to do so as our responsibility to future generations.

Our World - Nurses are still in high demand in our world today, and we are helping to alleviate this need. Many of our alumni are reaching out worldwide; some of the countries in which we have made an impact are Iraq, Sudan, Liberia, Peru, Pakistan and Uganda. This fall we recognized alumni from across the country for the Reflections of Excellence Ceremony, revealing the good works our alumni are taking part in nationally. This national and international presence by our alumni and students demonstrates a powerful caring for humanity both in the United State and abroad.

Our People - Our Alumni & Friends Society has made huge advancements in the ways we network, in order to share news about our successes and to stay in touch to learn about new research and events. This fall we unveiled the first alumni eNewsletter, providing information on upcoming school events and projects. We also created a Facebook group exclusively for School of Nursing alumni to connect.

Our Future - Alumni are embracing and supporting our future nurses. As a way of welcoming incoming nursing students, alumnus Kathleen Hiatt ’74 and Patricia Bender ’69, held summer gatherings at their homes to greet freshman and their families and provide them with support systems. Alumni also have the opportunity to attend events as a way to get involved and show encouragement for students as they prepare to move on to the next step in their nursing careers.

Let’s continue our involvement with our future nurses. We must shape our future. We have done so by making an impact on our world, with our people. Our alumni are doing great things internationally. Locally we must continue to support and be involved in our nursing students.

Together we can make a difference!

Nominate an Alumnus for an Excellence Award!

We are now accepting nominations for the following alumni awards to be presented at the Reflections of Excellence event on October 30:

- 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

Award criteria and instructions can be found on our web site at: www.nursing.uconn.edu/alumni or by contacting Kathe Gable at: 860.486.0613.

Submissions are due by May 1.
Alumni Connections

Alumni Weekend, June 6-7, 2008
Pictured above, alumni representatives from numerous classes sing the Husky Fight Song. Kudos to the Class of ’67 for having the largest class attendance. (Photograph by Kathe Gable)

Alumni Welcome Freshman
Alumnus Kathleen Hiatt (class of 1974) and Patricia Bender (class of 1969) hosted summer gatherings to welcome the class of 2012. The freshman class attended these events to connect with new classmates and create bonds with past alumni to ease their transition into college. This new tradition is another way the School of Nursing is showing support for our future nurses. Please contact us if you’re interested in hosting a welcome gathering. (Photograph by Kathe Gable)

More Alumni Weekend ’08 Dinner with President Hogan. Pictured from left to right: Arlene Dechesser ’67, Ann Carey ’58, Arlyne Della Donna ’58, Susan Czaja ’67, UConn President Michael Hogan, Melinda Anderson ’67, Wynona Keatley ’67, Ardele Carvis ’67, Sandra Sedorak ’67, and Dean Anne Bavier. (Photograph by Kathe Gable)

Plan a Reunion!
The UConn Alumni Association and School of Nursing want to support alumni with their reunion planning.

Alumni Weekend
June 5 – 6, 2009
Campus-wide activities
Friday: School of Nursing Luncheon, Pickle Awards & Husky Nightingale Nurse Ceremony

For more information on Alumni Weekend and reunion gatherings contact
Kathe.Gable@uconn.edu or phone 860.486.0613

UConn Alumni ...
Share news of your activities and accomplishments by completing our “Alumni Update” form at www.nursing.uconn.edu/alumni
**Class Notes**

**Cheryl Lynn (Balin) Koski ’73 BS**
retired as executive director of the Wyoming State Board of Nursing in January 2008. Cheryl currently works at the Cheyenne VA Medical Center as a case manager for veterans from Operation Iraqi Freedom and Operation Enduring Freedom.

**Mary Jean (Nigro) Florio ’75 BS**
has become a full-time staff representative with Connecticut Health Care Associates, a member of the National Union of Hospital and Health Care Employers. She works toward patient and staff advocacy in union health care settings.

**Martha (Bassett) Gauthier ’75 BS**
was named the New York State Health Facilities Association RN of the Year. Gauthier is currently the unit manager of Oneonta Nursing and Rehab Center.

**Judith D. (Lipton) Goldberg ’78 BS**
published two articles in the Association of periOperative Registered Nurses’ (AORN) Perioperative Standards and Recommended Practices and is a chair on the National Recommended Practices Committee. She currently works as clinical director at Backus Hospital, CT.

**M. Denise Plunkett Connelly ’79 BS**
retired as a lieutenant colonel from the US Army Nurse Corps in 2005. She is currently employed as an army civilian nurse at the Army Physical Fitness Research Institute in PA.

**Paula Greenberg ’85 BS**
was elected as a Public Member of the District 1 Advisory Council of the American College of Obstetricians and Gynecologists. She is the VP of Clinical Operations and Programs of Women’s Health USA in Avon, CT.

**Julie Armstrong Muth ’98 MS**
was recently promoted to director of nursing at Payne Whitney Manhattan, New York Presbyterian Hospital.

**Jean Coffey ’06 PhD**
was involved with Hands to Honduras-Tela, an organization providing services to Tela, Honduras. Coffey, a pediatric nurse practitioner in Essex Junction, VT, saw hundreds of patients and plans to return to Honduras next year.

---

**Alumni Awards**

Queen Utley-Smith ’80 MS, of Duke University School of Nursing - the Beverly Koerner Outstanding Alumni Award for Education in Nursing

Karen Farchaus Stein ’72 BS, of University of Michigan - the Marlene Kramer Outstanding Alumni Award for Research in Nursing

Deborah Katz ’70 BS, of National Institute of Allergy and Infectious Diseases - the Carolyn Ladd Widmer Outstanding Alumni Award for Leadership in Nursing

Patricia Kraynak ’53 BS, retired from Bergen County Health Department - the Josephine A. Dolan Distinguished Service Award

Deborah McDonald ’81 MS, of UConn School of Nursing - the Marlene Kramer Outstanding Alumni Award for Research in Nursing

*Not pictured is recipient Kathy Patterson ’97 BS, of Yanceyville Primary Care - the Eleanor K. Gill Outstanding Alumni Award for Clinical Excellence in Nursing.

For additional award recipient information go to [www.nursing.uconn.edu/alumni](http://www.nursing.uconn.edu/alumni) and click on the link for Reflections of Excellence.
Mikki Meadows-Oliver ’06 PhD (pictured below) was honored in the “40 Under 40” list of highly accomplished young UConn alumni. She is an assistant professor at the Yale School of Nursing and clinical director for the pediatric lead poisoning and asthma outreach programs at Yale-New Haven Hospital, CT.

2nd LT Andrea Olivera ’08 BS, RN (pictured second from the left) was celebrated as first Nursing Student to complete the Army ROTC program at UConn. Proud nursing faculty were present to witness her commissioning as a U.S. Army officer on May 10, 2008. She is currently stationed at U.S. Army Walter Reed Hospital outside of Washington D.C. and attended the Military Inaugural Ball on January 20, 2009.

Class Notes

Donor Celebrated by Scholarship Recipient

It was a joyous occasion for Mr. Charles “Chuck” Goosman (left) of San Diego and Ms. Lindsay Bolt ’04 (right) of San Francisco, pictured below at the Alumni & Friends Reception in Cardiff by the Sea, CA on November 10, 2008. After years of correspondence, Goosman and Bolt finally met face to face. The tie that binds them is the Joseph Maurice Cantin and Charles Ernest Goosman Scholarship at the School of Nursing, a fund that gives preference to first-year nursing students and individuals who have exhibited previous commitment and service to the needs of the lesbian and gay communities.

A recipient of the scholarship, Bolt connected with Goosman to simply give thanks and share her honors research on transgender patients.

Bolt shared, “My nursing education and subsequent relationship with Chuck afforded me the chance to give back, so now I donate back to the fund.”

In addition, another outstanding scholarship recipient and member of the State Board of Nurse Examiners, Amanda Campbell ’07, visited Goosman in San Diego after her graduation to give thanks!

Calling all Veterans & Active Duty Alumni!

Dean Anne Bavier plans to host a reception in your honor.

If you or one of your classmates has served in the military please contact Kathe.Gable@uconn.edu.

2nd LT Andrea Olivera ’08 BS, RN (pictured second from the left) was celebrated as first Nursing Student to complete the Army ROTC program at UConn. Proud nursing faculty were present to witness her commissioning as a U.S. Army officer on May 10, 2008. She is currently stationed at U.S. Army Walter Reed Hospital outside of Washington D.C. and attended the Military Inaugural Ball on January 20, 2009.

Pictured above: Jean Plasan ’50 of Westport, CT, as Grand Marshal of Memorial Day parade. Plasan served in WWII with the 303rd nurses.
It takes a University to Shape the Future

Thank you!

Pictured from left to right:
Linda Strausbaugh, Center for Applied Genetics and Technology; Peter J. Nicholls, Provost and Executive Vice President for Academic Affairs; Betty Garrison, Admission & Enrollment Services - UConn School of Nursing; Ellen Leone, Director of Nursing UConn Health Center; Ruth Glodblatt, UConn School of Dentistry; Robert L. McCarthy, Dean, UConn School of Pharmacy; Cato T. Laurencin, Dean, UConn School of Medicine; and Ron Sabatelli, Human Development and Family Studies Department Head, College of Liberal Arts and Sciences.
UConn School of Nursing ... keeping you informed!

Alumni Network ... Connect with Alumni, support students, and strengthen UConn!
Blog ... Read about our Study Abroad students and their adventures!
E-Newsletter ... Stay up-to-date with SON through our UConn Alumni E-Newsletter!

To blog: ucnursing.wordpress.com
To view: Nursing.UConn.edu/Alumni
To sign on: UConAlumni.com