

Unison

UConn School of Nursing

SPRING 2013 • VOLUME 14



OPENING DOORS



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Printer: J.S. McCarthy Printers

Cover images:

From top left: Freshman nursing student, Lauren Sauer '16 holds a simulation infant; Director of Simulation and Clinical Resource Laboratories, Dr. Desiree Diaz (PhD '13, MS '09, BS '94) demonstrates the use of a hepatic IV arm in a virtual simulation; and Study Abroad senior nursing student Jeffrey Wood '13 in Cape Town, South Africa.

Bottom cover image from left:

Eric Widmer, Dean Regina Cusson and Michael Widmer opening the Carolyn Ladd Widmer Wing doors.

On our back cover:

Monika Pomykala '10 assessing the lung sounds of a patient in ICU on a ventilator under UCHC nurse Pamela Angellilo's guidance.

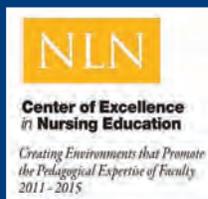


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University of
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School of Nursing



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Opening Doors Contest

To enter our “Opening Doors” Contest simply count how many doors you can find in this Unison issue, then email your name and the number of doors to: sonexternalrelations@uconn.edu. *Entries must be received by May 31, 2013.*

The winner will receive a Widmer Wing Keepsake Photograph Book and will be announced on our facebook page. *Good luck!*



Smartphone? Smart site.
UConn Nursing Mobile

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, activities, and faculty accomplishments. You can also find additional information on our website 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.

ABOUT THE DEAN

Dean Regina Cusson served as Interim Dean for UConn School of Nursing since fall 2011. Prior to that appointment, she was Associate Dean for Academic Affairs and Advanced Practice for the school from 2007-2011, and has been a professor at the school since 1998. She is a certified neonatal nurse practitioner and coordinated the school's Neonatal Nurse Practitioner Program. Her federally-funded research studies have helped define practice standards in neonatal care. In 2008, the American Academy of Nursing made her a fellow in recognition of her contributions to nursing education and neonatal nursing.

Dean Cusson's research explores workforce issues for advanced practice neonatal nurse practitioners in the U.S. and Britain. She also coordinated the Faculty Special-Interest Group for the National Association of Neonatal Nurses. Serving as a consultant to neonatal nurse practitioner programs throughout the U.S., Cusson has also served on numerous editorial boards, including the two major neonatal nursing journals: *Advances in Neonatal Care* and *Neonatal Network*.

From 1979 to 1998 Cusson was a faculty member at the University of Maryland, where she was director of the Neonatal Nurse Practitioner Program and chairperson for the School of Nursing's Maternal Child Health Nursing Department.

Cusson earned her bachelor's degree in nursing from St. Joseph College, Emmitsburg, MD, both her MS and PhD from the University of Maryland, and her post-graduate certification as Neonatal Nurse Practitioner from the University of Pennsylvania.



Dean Regina Cusson

UConn Provost Mun Y. Choi and Vice Provost for Academic Affairs Sally M. Reis announced on Monday, March 25, that Dr. Regina Cusson has been appointed as the Dean of the School of Nursing, following an extensive national search.

Provost Choi stated, "Dr. Cusson is a dynamic leader who has led the school as interim dean and who will continue to develop and implement a strategic vision for excellence in nursing education and research."

"UConn is a very good school of nursing, set on a firm foundation of excellent faculty, dedicated staff, solid curriculum, and external validation of student success. We are doing wonderfully creative things, like establishing the Center for Correctional Health and the Center for Advancement in Managing Pain (pages 6-7, 21). These new initiatives will bring greater visibility to our school in the international nursing community, fulfilling an important strategic goal to increase our visibility outside of Connecticut," stated Dean Cusson.

Shortly after accepting her position, the new dean announced Dr. Paula McCauley as Associate Dean for Academic Affairs and Dr. Jacqueline McGrath as Associate Dean for Research and Scholarship. ■

FROM THE Dean's Desk

When we selected the theme of “Opening Doors” for this year’s Unison issue, I had no idea that I would be opening my own door to five years of leadership at the UConn School of Nursing. While serving as interim dean for the past year and a half, I have come to enjoy many aspects of this role: getting to know so many students ...and participating in and leading so many wonderful nursing traditions ...and sharing in the successes of your faculty. After examining my own goals and envisioning what the school could become, I was encouraged to apply for the permanent dean role and delighted I was chosen.

Our first strategic goal is to increase visibility of all the wonderful things we are doing at the UConn School of Nursing. Human resources are most important to reach that goal and I’m pleased to report the school of nursing has been awarded six new faculty positions. We will first conduct a national search to secure a director for our pre-licensure programs to complement newly appointed Dr. Ivy Alexander, who will assume the role of advanced practice program director in August (pg. 23). A coordinator for our new FNP program will also be appointed. The remaining positions will phased in over the next few years.

We’ve opened many new UConn doors this year, most importantly our new Widmer Wing addition (see pg. 8, 18-19). It was thrilling to welcome the incoming freshmen class in the Widmer auditorium on the first day that the building was open. The Wing really has changed the way we educate our students. Surrounded by nursing artifacts from the Josephine Dolan History Collection, students gather in the spacious atrium, while a few steps away lie the most high-tech state of the art labs and classrooms. I’ve even begun holding my monthly student open office hours in the atrium because I know I can always find the students there. This increased interaction with the students, and a suggestion from the senior class president Kyle Angell (pg. 22), led me to form the Dean’s Student Advisory Committee, composed of student leaders from all classes and organizations within the pre-licensure program. We’ve already had our first monthly meeting to provide direct student input into School of Nursing initiatives. I will include graduate students next year, as well as a community advisory group.

You will find many stories throughout this issue about our student activities and the doors we are opening among the profession and with the community. I invite you to learn about our students’ study abroad experiences in their own words (pages 14-15), their participation in the interprofessional Urban Service Track (pgs. 2-13) and the exciting mentor program that has grown to include a student mentor for each incoming freshman (pgs. 16-17). Providing expert consultation to the community is also a strategic goal. Read about our sponsorship of the School Nurse Emergency Medical Services for Children program (pg. 10) and our partnership with the Connecticut Association of School-based Health Centers.

I am currently in the process of appointing a leadership team. I am excited that Dr. Paula McCauley has accepted my offer to continue in the role of associate dean for academic affairs. Dr. Jacqueline McGrath has agreed to become our associate dean for research and scholarship. With these two leaders standing by my side, I feel confident that we are entering a new era for the School of Nursing. This strong team will ensure that the UConn School of Nursing will continue to open new doors to students, to the community, and to our patients, for many years to come.



Dean Regina Cusson speaking at the Widmer Wing dedication ceremony in fall 2012.

UConn & CCMC

Partners Improving Outcomes for High Risk Infants



Pictured is Steven Lefevre, born on 10/24/12, with mother, Megan Lefevre of Woodbury, CT in the NICU at CT Children's.

Photographs by Barbara J. Slater



Nursing's commitment to evidence-based practice requires nursing researchers' orientation toward practice-based research. A pioneering collaboration between Connecticut Children's Medical Center (CCMC) and the School of Nursing will provide both with a nationally renowned researcher and expanded research capacity.

According to Dean Regina Cusson, a specialist in maternal and child health, a joint appointment with CCMC allowed the School of Nursing to attract a national leader in neonatal nursing who will bridge academic-practice gaps. And Cheryl Hoey, RN, Vice President of Clinical Services and Chief Nursing Officer at CCMC, has observed, "When I arrived at Connecticut Children's 18 months ago, I was pleased to find we had interested nurses who began a committee to develop nursing research."

The email signature of Dr. Jacqueline McGrath, newly appointed Associate Dean for Research and Scholarship in the School of Nursing with a joint appointment as CCMC's director of nursing research, boldly proclaims, "True leadership is seeing the brilliance in other people!" This axiom serves as the motto of a career clinician who came to academia almost accidentally. She first distinguished herself as a leading graduate of the University of Pennsylvania and then at Arizona State University and Virginia Commonwealth University before coming to UConn.

"No one gets where they are by themselves," McGrath observes. "I would not be where I am without being part of a team." She cites Dr. Greer Glazer, now dean of the University of Cincinnati's College of Nursing, as one of her early mentors; McGrath met her in her master's program at Kent State University.

McGrath's personal commitment to mentorship led her to accept the unique position for which CCMC and UConn actively recruited her: working with staff nurses to develop research agendas for improved patient outcomes and preparing CCMC for Magnet Recognition.® She has worked with the staff nurses to establish the CCMC Institute for Nursing Research and Evidence-based Practice to support them in their journey toward excellence.

“Jackie has assisted our staff in understanding how nursing research can thrive in an acute care setting, and how to put that new knowledge into practice. I can't imagine a better partnership,” says CCMC's Hoey.



On left, Dr. Jacqueline McGrath (r) with new mother Megan Lefevre and son (l) and graduate students (from left) Carrie-Ellen Briere, Dorothy Vittner, Rebecca Paquette, and Ana Diallo.

In addition, as a faculty member at UConn's School of Nursing, McGrath has enthusiastically thrown herself into serving as a mentor for students in the undergraduate Honors Program, doctoral students, and junior faculty. She has been actively engaged with students and faculty in research grant development as well as serving as co-author of research articles to nudge her fledglings out of the doctoral program nest.

After prolific research and publishing careers in Arizona and Virginia, McGrath acknowledges there are several challenges in moving to a new region even with her well established research trajectory in neonatal nursing. First, she is establishing a new team: “That means meeting with new people and learning two different systems, both of which take time. I also need to show results quickly, so I've worked with the nursing staff to dig out existing data, and then support the dissemination of these data through co-authorship with CCMC nurses.” As an editorial board member of *Newborn & Infant Nursing Reviews* and column editor for the Family Dynamics column, McGrath also shepherds clinical nurses who are graduate students through writing and publishing pieces for the quarterly columns. The second challenge is to balance the demands of both institutions: “A joint appointment can end up like two full-time jobs.”

McGrath's trajectory of research is related to improving outcomes for extremely preterm infants and their families. She has developed and is testing a parent participative intervention, “NICU-PLAY,” with good results. Through this intervention provided in the neonatal intensive care unit (NICU), families increase their active participation in caregiving (PLAY) right from birth. This is a critical period of brain development, facilitating neuromaturation.

Along with her commitment to mentoring, McGrath also evangelizes on behalf of researchers' thinking strategically about their legacy or succession planning. She notes that many productive research trajectories wither and die because junior faculty have not been prepared to take the place of retiring senior faculty. This lapse has many sources: “As academic researchers we're evaluated as though this is an individual sport. The tenure and promotion process that we're judged by gets us there.” Working alongside many stellar faculty and researchers, she observes, “I've often had the occasion to observe, ‘Eagles were never meant to flock together.’” The outline of a presentation that McGrath recently gave at CCMC aptly summarizes her career and the energy that she has already brought to UConn's School of Nursing:

Find your passion. Embrace the evidence. Make a difference.

Unlocking Doors to Connectional Nursing



The goal of the Nursing Mobile Education Lab is to improve the quality of clinical care in Connecticut's corrections system. After a ribbon cutting ceremony in September 2012, Dr. Deborah Shelton, who will be returning to the UConn School of Nursing as a professor and director of the new Center for Correctional Health Practice-based Research Network, has ensured widespread use of this first-of-its-kind mobile simulation facility. The van has been brought to nine correctional facilities, and currently over four hundred nurses are participating in the nursing competency education program.

Shelton works collaboratively with UConn's Correctional Managed Healthcare (CMHC) program to provide correctional nurses with on-site training that would otherwise be difficult to obtain. Through a series of skill reviews and testing, correctional nurses are able to strengthen their clinical skills by refreshing in their minds the process of providing care while remaining alert to a number of safety issues. They also reinforce their understanding of their roles as nurses within the prison environment. The policies, procedures, and nursing protocols of the correctional facilities are all built into the education process; the competency of each nurse is evaluated through use of simulation, an interaction with

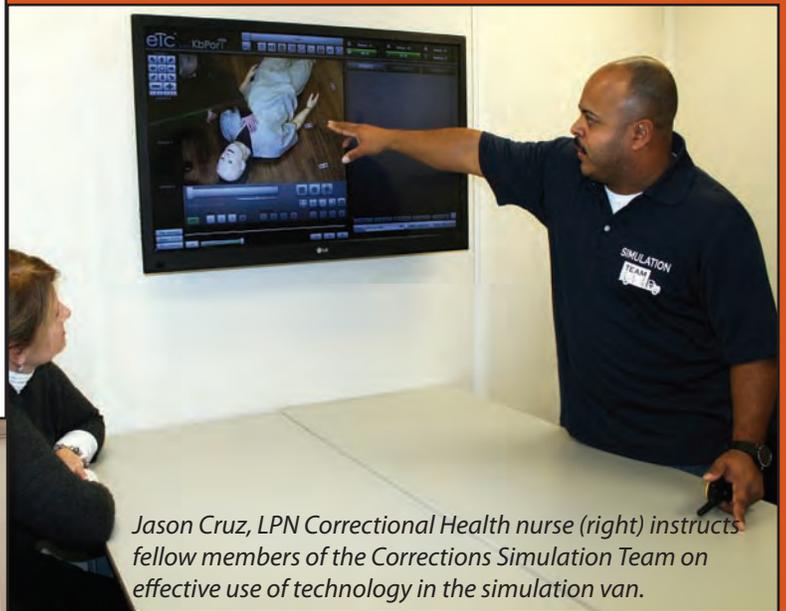
mannequins that mimics potential situations found in correctional facilities.

"The simulation component is really a validation of all their self-paced reviewing, learning, and their skills checklist that they've done at the facility," Shelton said.

The mobile education lab allows correctional nurses to hone their skills without having to close down facilities. By bringing the Correctional Nurse Competency Program[®] to the nurses, they experience state-of-the-art professional development that is not available to any other correctional nurses in the country.

Shelton said that the van provides "a very non-punitive environment in which people can discuss and talk about skills and how they might have done it better. If we are able to improve the level of competency, the comfort, the self-efficacy of nurses with their clinical skills and keep them fresh, we then are able to feel more comfortable about the quality of care that we're providing. That's really what the whole experience is about, improving the quality of care."

“ The van provides a very non-punitive environment in which people can discuss and talk about skills and how they might have done it better. ”



Jason Cruz, LPN Correctional Health nurse (right) instructs fellow members of the Corrections Simulation Team on effective use of technology in the simulation van.



Dr. Deborah Shelton



Photographs by Barbara J. Slater

Other states are interested in the mobile education lab. Shelton and her colleagues gave presentations to the National Commission on Correctional Healthcare where the program was well received. Through further dissemination of information about the van and the need for competency development, Shelton is hoping to help more correctional nurses by ordering additional mobile education labs.

While the van has generally been on the road and at the correctional clinical sites, UConn School of Nursing's students may soon be able to participate with the van's simulations. Students who have clinical rotations at the prisons may access the mobile education lab when it arrives at their facility. Additional students interested in special educational opportunities would also have access to the van. As an example, Shelton and her colleagues, in collaboration with their clinical partner, CMHC, will utilize a few summer interns.

Shelton has received nearly three million dollars from two grants geared towards the development of correctional nursing and correctional health research. One grant, funded through the National Institute of Mental Health, targets development of research infrastructure. The second grant from Health Resources and Services Administration focuses on Advancing Correctional Nurse Competencies. Her clinical research will continue to explore correctional health and interprofessional relationships between correctional nurses and other corrections professionals, such as correctional officers, psychiatrists, psychologists, social workers, and physicians. The outcome of interest, Shelton says, is always clinical care. ■



Opening Doors Serving our Community

Photograph by THE DEFINING PHOTO LLC

UConn School of Nursing is engaged! With the dedication of the new Widmer Wing and its large lobby (pictured above), multipurpose classroom, and auditorium, the school is busier than ever opening its doors to the university and regional health professionals through a series of lectures.

For the first time the school hosted a speaker in UConn's Metanoia program, focused on civility in professional relationships. One Metanoia lecture featured speaker Dr. Dorrie Fontaine, Dean of the School of Nursing of University of Virginia, on "Creating a Healthy Work Environment in an Academic Setting." Since 1970 the UConn Metanoia has engaged staff, faculty and students from all campuses to pause, consider, and debate issues facing the university, the nation, or the world.

The school also co-sponsored a research day. Invited speakers, Dr. Susan Gennaro, RN, DSN, FAAN, Dean and Professor of the William F. Connell School of Nursing, Boston College, and Dr. Debra Brandon, PhD, RN, CCNS, doctoral program director, School of Nursing, Duke University, were welcomed at the 2013 Neonatal Nursing Research Day, hosted by the school and the Connecticut Children's Medical Center,

on January 31st. Both Dr. Gennaro and Dr. Brandon spoke on "The Divergent Paths that Nurse Leaders Take to Success."

At the ATHENA Series, Dr. Martin McNamara, Dean of Nursing and Head of the University College Dublin School of Nursing, spoke about the national end of life initiatives in Ireland, "Partnership and Collaboration in Palliative and End-of-Life Care: Reflections on the Irish Experience." The annual ATHENA Series opens doors to professional development for RNs, nursing students, faculty, and researchers.

The Student Nurse Association lecture series featured area health professionals, highlighting peri-operative nursing as well as neonatal nursing, with guests from UConn Health Center and Megan Richardson, President of the Nursing Alumni Association. In November, Bereshith Adams, Vice President of the Alumni Association spoke on "Taking Calculated Risks," along with Cathy Cusack, an alumna who spoke about critical care. Board of Trustees Distinguished Professor, Dr. Cheryl Beck provided students with an overview of her program of research on postpartum depression. ■



Pictured left is Eric Widmer (l) with professor and Dolan Collection co-curator Jennifer Telford '99 (r).

Below left is the Iron Lung donated by the Veterans Home and Hospital of Rocky Hill.

Sharing Nursing History

In 2014 the School of Nursing will host the annual conference of the American Association for the History of Nursing (AAHN), an international event gathering scholars in nursing history and related fields. According to local host committee chairperson, Dr. Jennifer Telford, historian, Dolan Collection co-curator, and assistant professor in the School of Nursing, Widmer Wing exhibits during the conference will feature Gertrude Eckhardt's WWII memorabilia, which includes time period uniforms, and photographs.

The focus on the past, present, and future of nursing is an important aspect of the School of Nursing. The conference will help to showcase the new permanent and rotating exhibitions from the Dolan Collection and the working archive. Hosting the event will introduce scholars from across the nation and world to our archives, artifacts, and facilities and will advance the scholarship of the history of nursing. The conference will also bring attention to the

School of Nursing's robust multidisciplinary scholarship, including the history of nursing.

Along with hosting the conference, Telford is hoping to recruit PhD students who are interested in studying nursing history and to solicit new acquisitions for the Dolan Collection. With the opening of the Widmer Wing and renovations to Storrs Hall, the School of Nursing now has a place to properly store, display, and study these artifacts.

These displays and an increased student understanding of nursing history have opened doors to UConn students, alumni, and faculty. Through these exhibits, conferences, and increased historical knowledge, Telford states, "UConn students become leaders who have the ability to think critically. Thankfully, because of the history of nursing class they take, they will understand the context of their profession within a complex healthcare system."

The School of Nursing's Dolan Collection was created by Josephine Dolan, the first full-time faculty member appointed by founding dean Carolyn Ladd Widmer. It was expanded and organized under the curatorial work of the late professor emerita Eleanor Krohn Herrmann, as well as alumni scholars and co-curators Telford and Dr. Mary Ann Cordeau, PhD '04. Founded in 1978, AAHN is a professional organization open to everyone interested in the history of nursing. The AAHN works to create a better understanding of history and its importance with the past, present, and future of nursing. ■



Supporting Vital Programs



School Nurse **Emergency** Medical Services for Children

Beginning this summer, the UConn School of Nursing will conduct the School Nurse Emergency Medical Services for Children Program. Offered since the mid-1990s by the UConn Center for Continuing Studies, the School of Nursing was only too happy to take over the program when it was offered to them.



Associate Dean Paula McCauley said, “We’ve been talking about programs that we could develop and implement through the School of Nursing, and this seems like a logical initiative for us. It is already developed; now it’s just a question of how big we can make it. It is recognized as one of only two similar programs in the country, so, if we really wanted to go national, we could.”

The three-day program is open to full- or part-time school nurses or substitute nurses. It aims to reduce morbidity and mortality in children and youths who become injured or ill at school. The program provides school nurses with the skills they need to assess and to implement pre-hospital care and to develop intervention strategies and school emergency plans with their schools. EMS experts will explain the emergency responders’ perspective on how to manage schools’ emergency responses.

Taught by nurses Patricia Vayda and Terry DeVito, the program will be conducted in the Widmer Wing, giving the School of Nursing greater visibility. This first year will be a trial year with the hope of offering the course more than once a year, and to larger groups of nurses, or to add an online course or information beforehand to further the learning experience. The school

will also provide a resource and reference manual to the nurses participating in the program.

While this program seeks to help school nurses, Associate Dean McCauley sees the potential for the program to aid the UConn School of Nursing professors and students. She said that the school will apply some of the program’s concepts to its pediatric undergraduate curriculum. “The question would be how much of the content are we already covering? Is there content in here that we should be doing with our undergrads? The concept of whether we could actually implement these three days into our curriculum should be explored,” McCauley said.

While this will be the test year for the School of Nursing to host the School Nurse Emergency Medical Services for Children Program, school nurses may not be the only ones benefitting from school taking the program under its wing. ■

Fulfilling UConn's land grant university mission to serve local communities, the School of Nursing has provided technical consultation to the Connecticut Association of School Based Health Centers (CASBHC). In a grant funded project conducted from 2010 to 2012, School of Nursing researchers and doctoral students worked with CASBHC to analyze data in order to translate research into practice evidence-based school clinic services.

The first year of the grant yielded reports on four previously identified high impact areas that affect the health of Connecticut youth: immunization, diabetes and obesity, asthma, and mental health. School of Nursing researchers, Dean Regina Cusson, Robin Froman, Ranbir Bains, Bill Barta, and Di Zhang worked closely with CASBHC staff to identify metrics associated with school based health center (SBHC) use and outcomes of care.

According to Jesse White-Fresé, the executive director of the CASBHC, "Building on the success of [the] previous data project allowed us to explore the factors that impacted adolescent males' use of SBHC mental health services. One unique aspect of the project was the emphasis on utilization data and actual interviews with the young men that used the services. Their experiences and their voices supplied the story behind the data."

The School of Nursing's commitment to scientific research suggested a focus on a target population and a question, specifically what prompts disadvantaged African-American and Latino adolescent males to use SBHCs' mental health services? SBHCs primarily serve racial and ethnic minority children, and this research into the use of mental health care

Improving Health Outcomes in Connecticut's School Based Health Centers

examined a strength of the SBHCs. The research aims included understanding the reasons for seeking out the SBHCs, the major issues the students faced, the benefits of services, and the barriers to treatment.

The grants sought to identify additional variables that will improve SBHCs' services and better understand child health problem origins. The research identified five themes that depicted the experiences of the adolescents: "the burdens and hurdles in my life"; "the door is always open"; "sanctuary within chaos"; "they get to us"; and "achieve my best potential." Because of the help they receive, the students ultimately were able to help solve issues pertaining to unresolved anger, family relationships, risky behavior, suicide ideation, negative peer pressure, and depression. Overall the SBHCs' services helped to improve the grades, behavior, learning strategies, and family relations of male Latino and African American students.

School nursing is now infinitely more complicated, involving students with complex and multiple physical and mental health problems, as well as a myriad of state and federal regulations regarding health, disabilities, and patient privacy. Connecticut's SBHCs are improving health outcomes in Connecticut's school health centers by helping to offset the consequences of unmet mental health care. ■



Opening Doors

Underserved Communities

The UConn Urban Service Track (UST) educates professionals committed to serving Connecticut's urban, underserved populations. Students from UConn's Schools of Nursing, Pharmacy, Medicine, Social Work and Dental Medicine, as well as Quinnipiac University's Physician Assistant Program, competitively apply annually to the Urban Health Scholars program. Those selected demonstrate a superior commitment to community service and academic excellence. Currently there are nearly 200 Urban Health Scholars; over two dozen are School of Nursing students.

The Urban Health Scholars program prepares nursing

students to practice collaboratively with professionals across disciplines to achieve the common goals of quality care and improved patient outcomes. Traditionally, professional students have received varied exposure to interprofessional collaborations while trained within a specific disciplinary focus. The Urban Health Scholars program expands preparation for interprofessional practice while fostering student competencies in culture and linguistics, health policy, advocacy, quality improvement, and leadership. The goal is to better serve vulnerable populations including children, the elderly, the incarcerated or ex-offenders, individuals living with HIV/AIDS, veterans, refugees and immigrants, and substance abusers.



UST nursing student Bing Zheng '14 (m), and pharmacy student Katelyn O'Brien (l) with senior Eileen Stock (r) during a "Spring Forward: Don't Fall Back" presentation at the Mansfield Connecticut Senior & Wellness Center.

Photograph by Barbara J. Slater

The Urban Health Scholars are exposed to a variety of learning experiences. This spring, for example, selected scholars will join 2,000 clinicians, community board members, and educators at the National Association of Community Health Centers annual Policy and Issues Forum in Washington, DC. In addition to participating in educational sessions at the conference, scholars will join representatives from the community health centers to educate Congressional representatives about the issues affecting Connecticut's underinsured and uninsured populations.

The students also regularly attend local community service activities, such as senior centers, and soup kitchens. Quarterly learning retreats in their first two years with faculty from the six collaborating schools and programs foster interprofessional collaborations that will affect their work as students, and ultimately, as professionals. As part of each retreat, students break into interprofessional groups to explore medical management of underserved patients, including problem-based learning activities like complex case studies and development of care plans. According to School of Nursing assistant professor and UST faculty member, Dr. Kelley Newlin Lew, "Interprofessional education is recognized and promoted, for instance, by the Institute of Medicine and the Affordable Care Act; the research demonstrates that professionals across disciplines need to work together, bring their talents, skills, and knowledge, to foster optimal patient outcomes. So UST is preparing our students to lead as nurses in the interprofessional role."

While practice service is central to the program, Newlin Lew hopes to elevate the role of research in the UST program. Interprofessional practice, by definition, must be informed by interdisciplinary research. As we continue to expand our program, research will certainly find its complementary role. Newlin Lew also looks forward to admitting the School of Nursing's advanced practice nursing students into UST so that they too may benefit from the program.

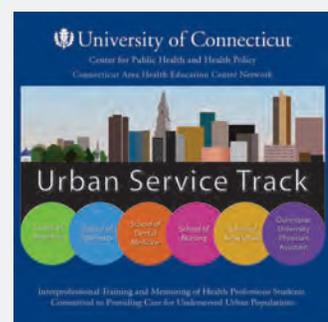
Nursing students who are Urban Health Scholars are helping their communities, opening doors for the urban underserved populations. ■

About Professor Kelley Newlin Lew



Formerly an assistant professor and NIH K scholar at New York University, Dr. Kelley Newlin Lew recently joined the School of Nursing and serves as an assistant professor and faculty advisor for the UConn Urban Service Track. Newlin Lew earned her doctorate from Yale University and went on to complete an NIH postdoctoral fellowship at Florida Atlantic University. She was awarded the Rising Star Nurse Scientist Award from the Eastern Nursing Research Society in 2010. Newlin Lew conducts community-based participatory research nationally and internationally. She translates evidence-based diabetes prevention and self-management interventions targeting underserved ethnic minority populations. This research will be a great asset to the Urban Service Track because of its community based programming for underserved urban populations and collaborations across health disciplines.

//
... Urban Service Track is preparing our students to *lead* as nurses in the interprofessional role ... //





Experiences Abroad

Nursing student
Jeffrey Wood '13
shares a defining
patient outcome
in Cape Town,
South Africa ...



Photograph by
Brian J. Griffiths

Entering maternity this semester, I wasn't sure how much of an impact I would be able to have on pregnant women going into labor. The fact that I am a male and have no children of my own made me think it would be especially challenging for me to build a trusting relationship with my patients.

Then I met a first time mother who was to undergo a routine C-section. I could tell she just needed someone to talk to about her concerns and to dispel her worries. She asked many questions about the procedure itself and the drugs she would be given, so I spoke with the sisters (that's what nurses are called) if I did not know the question to make sure she got answers. When the time came for her C-section, she seemed even more frightened. They had not told her when she would be taken to the theatre, so she was surprised when it was time. She asked the doctor for 5 minutes to pray, which he denied. I was able to intervene and asked the doctor to allow her time to pray before surgery. Although I could tell he was not happy with my request, he respected it and gave her 5 minutes. (Don't worry; it wasn't an emergency C-section!) It allowed the patient time to pray and prepare herself for what was to come, and when she was done, she stepped out on to the gurney, appearing much more relaxed. She called me over and told me she really appreciated me standing up for

her and allowing her those few minutes. She told me that faith was very important, and she was impressed that I was able to understand how important it was to her. She headed off to the theatre in a much more relaxed state and delivered a healthy baby girl a half hour later.

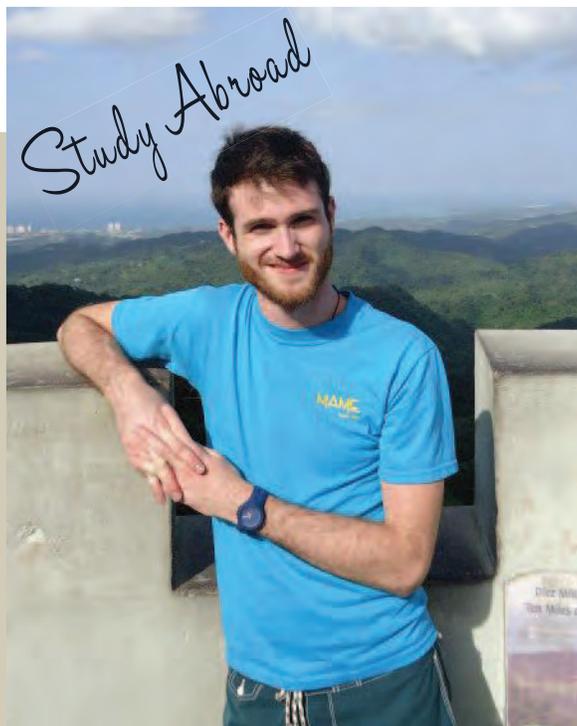
This experience, to me, was the very essence of what PRAXIS (Professionalism, Respect, Accountability, eXcellence and Integrity and Service) is all about. This encounter made me realize that PRAXIS is not just a word, but something that can be incorporated into all nursing care. In this encounter, I feel that I was a professional. I met all the patient's needs and answered questions in a professional, honest manner. I also feel that I was respectful of what the patient wanted and of her religious beliefs.

“ I knew that standing up to the doctor was somewhat *risky* and that no matter what the outcome was, I had to be accountable ... ”

Accountability was huge in this encounter as well. I knew that “standing up” to the doctor was somewhat risky and that no matter what the outcome was, I had to be accountable for what I said and did.

While I feel that excellence is something all nurses should strive for, I don't consider myself to be "excellent" yet.

When it comes to integrity, I feel that I was able to build a relationship with the patient in which she was able to trust me due to my ability to deliver honest answers to her questions and my desire to ask someone if I did not know the answer. Finally, when it comes to service, I feel that it is the nurse's responsibility to advocate for their patient, especially when it may lead to a better patient outcome, as I believe it did in this case.



Overall, I feel that this experience defined what nursing is to me. I believe that nursing is doing everything you can to improve a patient's outcome, whether it is by hanging an IV bag, administering an injection, comforting someone who is scared, or simply listening. An important way I was able to accomplish a positive outcome in this situation was to advocate for her desire to pray when the doctor wanted to rush her into surgery. In this way I was able to improve her feelings about the situation while providing the anesthesiologist a calmer, better informed patient. From this incident I gained the confidence to trust my nursing instincts and challenge doctors and other providers when I feel that it will lead to a better patient outcome. - Jeffrey

Senior Paul Banach's "melting pot" blog entry during his San Juan, Puerto Rico semester ...

As we enter our sixth week in Puerto Rico, I remain in a state of disbelief that I am a resident (*although temporary*) of San Juan, Puerto Rico. UConn Nursing here is an incredible (*and rare*) opportunity for nursing students to have a learning experience beyond the mechanism of amlodipine, the wonders of the islets of Langerhans, and the everlasting anxiety that maybe, just maybe, four minutes of vigorous scrubbing was not enough to remove that one sneaky C-Dif spore lingering among your fingers. Completing our Med-Surg and Psychiatric rotation in San Juan provides for the unique human experience of cultural immersion - understanding and relating to a specific group of people and way of life distinct from our own.

Living in another country (*or commonwealth*) is a potent lesson in the common threads of human nature. Remember when you were six

and a half years old and adults seemed like an entirely different species? They had a different way of life, a different way of thinking, a different – if you will – culture. And then you grew up a bit and were forced to interact with them, and even worse, become one. Suddenly, you realize that your second grade teacher wasn't the all-powerful omniscient and slightly terrifying idol that you remember her as. She was a person, just like you. The more you learned about adulthood, the more you understood it, and the more you related to it.

Unfortunately, we are not all forced into a process of broadened cultural understanding as we are with the phenomenon of understanding adulthood. Yet, whether you realize it or not, you have more in common with a native Puerto Rican, or South African, or Indonesian, or an Icelander than you think. Sometimes you just don't realize it until you meet the son of your Spanish-only speaking patient in room 402 who is coming to visit his dad in the hospital after an aortic valve replacement, is studying biology at the local university, and is struggling to learn English just as much as you're struggling to speak Spanish. We may speak different languages, eat different types of food, and listen to different types of music, but we all have parents, we all get sick, and we are all humans living the best we know how to on this rock called *Earth*.

This is one of the most valuable lessons ever to be learned – one that cannot be taught in a classroom. Yet this is a lesson that can make all the difference in patient care, especially in the melting pot we call our home where we will be serving patients from all over the globe. It is my hope that the fourteen of us will return to Connecticut with a greater understanding and empathy for all people, prompting us to become leaders in culturally competent care among significant health disparities. - Paul



Mentor



Assistant Clinical Professor Denise Panosky (right) meets with senior mentor organizers Anneka Tyndale (left) and Necole Morrissey (middle). Photograph by Barbara J. Slater

“ ...bring students **together**, get them **talking** with one another, **learning** from one another in study groups ... ”

UConn undergraduates might have been left to their own devices in the past, however today the university takes little for granted in integrating students into academic life and its demands, including freshmen orientation, First Year Experience courses, and learning communities. In the School of Nursing, the Mentor Program matches new students with more experienced ones. While the Nursing Mentor Program was created about ten years ago by Dr. Sherry Bassi '91, '93 MS at the Avery Point campus, today it is an entirely revamped program that aims to include all Storrs campus nursing students.

When Dr. Denise Panosky began working with the program seven years ago, it included students only from the School of Nursing learning community, pioneered by Dr. Carol Polifroni. Three years ago, Dr. Panosky asked two nursing students, Anneka Tyndale and Necole Morrissey, to become co-chairs of the program in the hopes of increasing its size. The program now includes a mentor for all incoming freshman students, dinners with the dean and faculty members, and study groups.

Tyndale and Morrissey have taken energetic leadership of the program. It is a “100% student led program right now with me facilitating and helping out when need be,” says Panosky. Their experience as protégés during their freshman year prompted their wish to develop the program. Their first goal was to increase membership, and this year they had all freshmen sign up at orientation. With the help of questionnaires each student is paired with a mentor who has similar interests and time availabilities. The program has become more student directed, and each mentor/protégé pair can converse with one another as they see fit. A development recently instituted is that mentors are only one year older than their protégés, rather than two or more years. Now the seniors mentor juniors, juniors mentor sophomores, and the sophomores mentor the freshmen.

With the mentorship program revised by Morrissey, Tyndale felt that a study group would also be beneficial.

Many nursing classes, freshman through junior year, including basic science courses, have study groups, which meet several days before an exam and study with the aid of a nursing student who has already taken the course. “I wanted to bring students together, get them talking with one another, learning from one another in the study groups, to build another support system within the School of Nursing,” said Tyndale about why she created the study groups.



While all of these changes have helped to improve the program, what the students are learning from this experience is even more beneficial.

“I feel that as a mentor, I’ve learned more about myself, I’ve learned how to become approachable. I’ve learned how to give advice as well as take positive criticism. It’s also a very good skill or activity to have when you’re in an interview,” said Morrissey.

The Nursing Mentor Program is helping to open lines of communication among students and creating positive relationships within the school. Dr. Panosky feels that “it’s really important and so valuable to look for those people who can mentor you.” This program is helping to do just that. The Nursing Mentor Program plans to move forward so that all incoming freshman have their own mentor, and its leaders are hoping for a pay-it-forward mentality from the sophomores.

Ultimately this program gives all students, whether they’re helping to run the program or are mentors, responsibility, tutoring ability, and leadership qualities, qualities that will open doors in both their academic and professional lives. ■



The Widmer Family (above left) pose for a photograph outside the Carolyn Ladd Widmer Wing.



Above right, Dean Regina Cusson (middle) with Michael Widmer (left) and Eric Widmer (right) in the entrance to the auditorium; the Carolyn Ladd Widmer portrait is displayed above them.



**Opening Doors
to the
The Carolyn Ladd
Widmer Wing
~
November 2, 2012**



Above left: Nursing student Emily Bak '15 with alumni Allison Lampner '10 listen to a simulation mannequin.



Above right: Alumni Lucy LaCava '62, Helen Gullivan '62, and Beth Larson '66, use Cardiac Advanced Manikin Harvey with bluetooth technology so they can all hear heart murmurs.



Right: Nursing student Julia Buchheit '14 in a simulation lab with Professor Robert Gable and wife Kathe during the dedication open house.

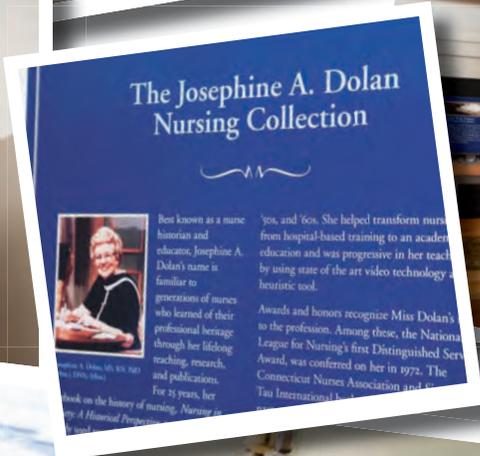
*All photographs by
THE DEFINING PHOTO LLC*



The new 15,800 square foot Widmer Wing (above) includes exam rooms, clinical simulation labs, and an auditorium that seats up to 175 people. Pictured left is a peek inside the new Widmer Auditorium.



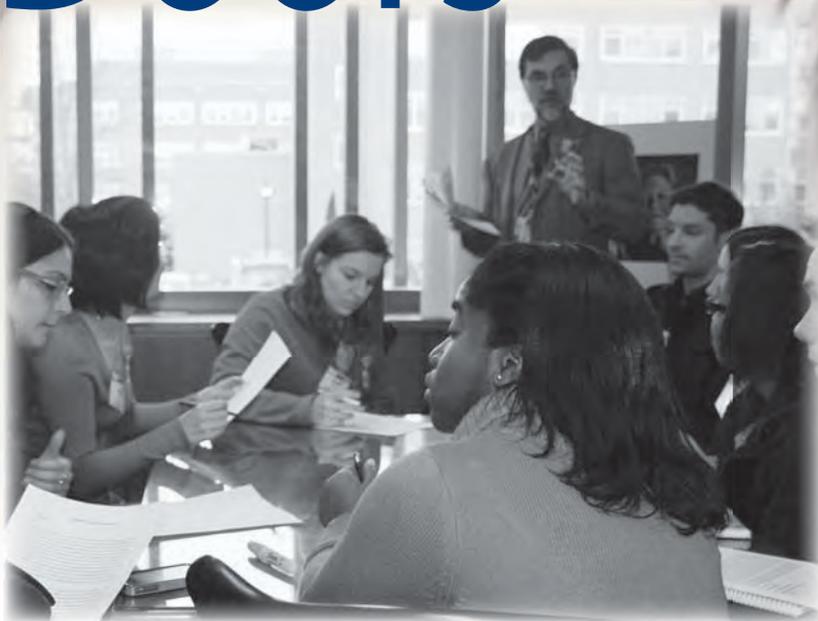
Pictured above are Dolan family members with Dean Cusson in front of one of the permanent displays in the Widmer Wing lobby.



Left, alumni Sue Lester Humes, scholarship benefactor, views the iron lung donated by the Veterans Home and Hospital of Rocky Hill.

Far left, a US Army Nurse Corps uniform from WWII worn by Laura Emanuelson.

Opening Doors



New Education Initiatives

Leadership Cabinet envisions two to three inter-professional activities each semester that cross-train nursing students at all levels with students from other disciplines, including medicine, nutrition, pharmacy, physical therapy, dentistry, and social work. This pilot program will be rigorously evaluated after one academic year, with initial planning taking place during May to early June 2013.

Out of the Silos, Into the Clinical Settings: Interprofessional Education Initiatives

For the better part of a century American health care has behaved like industrial manufacturing. In large-scale assembly line production, for example, each worker has one specialization, the line keeps running no matter what happens, and there is little awareness of work done before or after. Quality? Send it back to the shop for rework.

But just as high-performance manufacturing has discovered cross-training, team work, and total quality cultures, so healthcare organizations are changing.

And healthcare education is changing, too. While separate schools of nursing, medicine, and dentistry emerged in the Industrial Age, interprofessional education has arrived in the Information Age.

The School of Nursing emerged as a leader in 2007 with the Urban Service Track, integrating students in nursing, medicine, dentistry, and pharmacy who are learning with and from each other to provide health care to underserved populations.

Now UConn School of Nursing is recruiting a small action-oriented team of faculty to launch interprofessional education for the 2013-2014 academic year. The school's

Two important results can be achieved for the School of Nursing. First, our students will understand before licensure and their first RN jobs how other healthcare professionals work and how to work with them. Second, nurses will more quickly become effective leaders of healthcare teams in order to improve patients' health outcomes.

One example of such a collaboration is the pilot project in Middletown of Dr. Millicent Malcolm, MS '99, PhD '10, an alumna and assistant clinical professor, with nursing undergraduate and graduate students, physician residents, pharmacy students, physical therapy students, and the faculty members from their respective schools. This interprofessional learning occurs weekly for eight weeks at an assisted living facility on the campus at Middlesex Hospital.

Nursing's interprofessional healthcare education takes its impetus from the 2010 Institute of Medicine (IOM) report, *The Future of Nursing*, which built on the earlier foundation of the IOM's 2003 report, *Health Professions Education: A Bridge to Quality*. A set of core competencies for interprofessional collaborative practice was established in 2011 by the Interprofessional Education Collaborative, co-sponsored by American associations of nursing, medicine, pharmacy, dentistry, and public health education. ■

2 New Nursing Centers

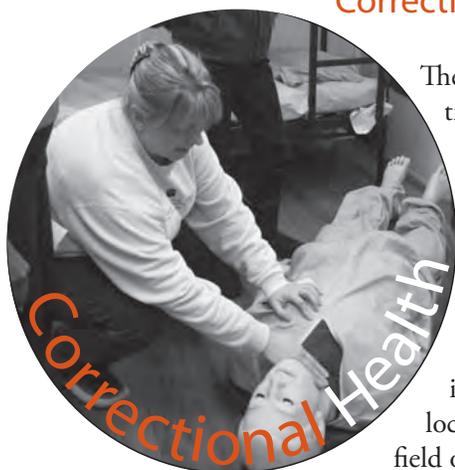
The Center for Advancement in Managing Pain



A new interdisciplinary collaborative Center for Advancement in Managing Pain (CAMP) is under development through the leadership of the School of Nursing. According to Dr. Deborah McDonald, MS '81, PhD, Associate Professor and nurse expert in chronic pain research, "We need to address problems across pain research specialties, so that we can uncover innovative ways to prevent pain, to treat pain, and to help people with pain have a better quality of life."

The School of Nursing is recruiting researchers in pain physiology and genetics to join McDonald and five other CAMP researchers, Drs. Xiaomei Cong, Craig Denegar, William Zempsky, Rene Manworren, and Mark Litt. This core group of inter-disciplinary pain researchers will seek federal funding, engage collaborative teams that include master's and doctoral students as research assistants, and advance the science of pain management.

The Center for Correctional Health Practice-Based Research Networks



The new Center for Correctional Health Practice-Based Research Networks will translate evidence-based programs to adapt them for health care in corrections settings. Dr. Deborah Shelton, who will return to UConn as professor in the School of Nursing and director of the new center, will evaluate evidence-based practices in multiple correctional systems with the help of partners and state and federal funding.

"It's really a blended model between a practice based research network and a center. It's a center in that it's located at the UConn School of Nursing, and it's a practice based research network in that the partners would be at other locations," said Shelton, an internationally renowned expert in the emerging field of corrections nursing.

Through the center Shelton will train and mentor new researchers, including corrections nurses, junior faculty, doctoral students, and post-doctoral fellows who have an interest in doing research in the correctional environment through the new center.

To learn more about the center, visit their web page at nursing.uconn.edu/chprn.

Student Highlights



Kylie N. Angell - 2013 UConn School of Nursing Class President *Extraordinaire*

Class President **Kylie Angell** is making record strides in outreach efforts. She has co-organized Hurricane Sandy relief efforts, arranged for leading nurse lectures, and organized students to create cards for troops.

Kylie, cofounder of UConn's Revolution Against Rape (RAR), is very passionate about violence against women prevention. She frequently speaks on radio station 91.7 WHUS to debunk myths about 'rape culture' and promote sensitivity to the topic of violence against women. She implemented education

workshops in local high schools to teach students about consent and recently presented at Vassar College's "Break the Silence" conference. Under the guidance of Dr. Beck, Kylie is writing a reflection on a grounded theory of sexual assault recovery. As a junior, Kylie wrote the winning "Associate Dean for a Day" essay. A deanship position is a goal Kylie hopes to attain herself in the future. *Read her essay on our website under "Student News."*

Courtney M. Beyers - Provost's Award for Excellence in Public Engagement

Senior Honors Program nursing student and Urban Health Scholar **Courtney Beyers** was the *only* undergraduate to receive a 2012 Provost's Award for Excellence in Public Engagement. Four of twelve awards were given to Center for Public Health and Health Policy affiliates this year! Beyers developed a program of study with an emphasis on nursing care for underserved patient populations, with a special focus on Sickle Cell Disease.

For her honors thesis, Beyers is investigating behavioral pilot research "Self-Medication Practices of Adults with Sickle Cell Disease."

International speaking engagements include presentations at Waseda University (Tokyo, Japan) and University of Auckland School of Medicine (Auckland, New Zealand). Recently, her Millennium Development Goals working group white paper was accepted by the United Nations for publication.



Pictured from left: Dean of Pharmacy Robert L. McCarthy, Courtney, Provost Mun Y. Choi. (Photo by Juan Castillo)



Pictured from left: Deborah Wachtel, Dean Regina Cusson, Frances Penny, Donald Jonas and Emily Tutbill.

Jonas Center for Nursing Excellence Reaches Goal

UConn School of Nursing had a part in the success of awarding a Jonas Scholar from every state. The school was asked by the Jonas Center if it would consider supporting a DNP student from Vermont, in addition to two PhD Scholars from CT. Dean Regina Cusson agreed and was successful in helping them meet their goal, saying, "We are very proud to have three Jonas Scholars in our doctoral programs."

The Jonas Center awarded a \$30,000 grant to the UConn School of Nursing to be used to provide scholarships and mentoring to two PhD scholars and one DNP scholar. Selected for their commitment to a career as faculty are, PhD scholarship recipients Emily Tutbill and Frances Penny and DNP scholarship recipient, Deborah Wachtel. In addition to a \$10,000 scholarship, each Jonas Scholar will participate in a mentoring program and will have opportunities to network with 250 Jonas Scholars across 50 states.

New Associate Deans



Dr. Paula McCauley, DNP, APRN, ACNP-BC, CNE
Associate Dean, Academic Affairs



Dr. Jacqueline McGrath, PhD, RN, FNAP, FAAN
Associate Dean, Research and Scholarship

New Faculty Appointments



Dr. Ivy Alexander

No stranger to the University of Connecticut after earning her PhD from the UConn School of Nursing with her dissertation on *Hearing Women's Voices: Primary Care Interactions*, **Dr. Ivy Alexander**, PhD '01, is returning as Clinical Professor and Director of Advanced Practice Programs. Alexander began her career in 1986 as a nurse for the Hershey Medical Center while earning her BSN from the Pennsylvania State University. She has since been awarded the Nightingale Award for Excellence in Nursing in 2010 and was inducted as a Fellow of the American Academy of Nursing in 2009. Her career and research interests have involved women's health, menopause, osteoporosis, risk reduction, and health disparities. Alexander is the co-author of popular book *100 Questions and Answers about Menopause*, now in its second edition, which has been translated into Greek, Italian, and Spanish. She has taught at Yale University School of Nursing and Howard University and has been an adult nurse practitioner for the Yale University Health Services since 2006. **Joined as a consultant for spring 2013 semester.*



Dr. Juliette Shellman

For **Dr. Juliette Shellman** nursing care is all about paying attention to stories. After earning a master's degree in education administration, Shellman became a nurse in 1994. She earned her MS '98 and PhD '03 from UConn School of Nursing. In 2004, Shellman was awarded a John A. Hartford Geriatric Nursing Research Post-Doctoral Fellowship at New York University. For the last ten years she has taught at universities in Connecticut and Massachusetts, including Yale University and the University of Massachusetts Lowell. Dr. Shellman's research is focused on the use of reminiscence to decrease depressive symptoms and prevent major depression in older Black adults. This research has resulted in numerous publications in peer-reviewed journals and paper presentations at national and international conferences. Her research has been supported through various funding agencies and successful collaboration with the North End Senior Center in Hartford. Clinically, Dr. Shellman has been involved with the Carelink program from its inception and is currently the liaison for this program between UConn and community agencies.

Read about our two additional new faculty appointments: Jacqueline McGrath on page 4 and Kelly Newlin Lew on page 13.

Inducted NLN Fellow



Professor **E. Carol Polifroni**, EdD, CNE, NEA-BC, has been inducted as a 2012 Fellow in the NLN's Academy of Nursing Education, a distinguished honor for nurses. Polifroni, inducted in the community partnership category, was one of only 32 distinguished nurse educators selected for induction. This sixth class of fellows, selected through a competitive application process, is the largest since the academy was established in 2007. Panelists take into account applicants' contributions to innovative teaching and learning strategies; nursing education research; faculty development activities; academic leadership; promotion of public policy that advances nursing education; and collaborative educational, practice, or community partnerships.

Polifroni's scholarship centers on program development, program grants, and serving the underserved. She guides programs for the Nursing Academy at Hartford Connecticut Public High School, which equips underserved students with all they need to succeed in applying to nursing school.

She teaches at undergraduate/masters/doctoral levels, and is a profession-wide leader in Patient Care Services and Systems Administration.

Teaching Promise Award Recipient



Thomas J. Van Hoof, MD '92, MA '96, EdD, associate professor, Department of Community Medicine & Health Care, UConn School of Medicine, and associate professor at the School of Nursing was recently named Teaching Promise awardee. The award, given by UConn American Association of University Professors (AAUP), is given to an early-career untenured professor with 3 to 6 years of service. Criteria for this award is demonstration of innovative teaching methods and curricular design, in addition to mentorship advising. Dr. Van Hoof is the first nursing professor to receive this award.

Earlier in the year, Dr. Van Hoof achieved national certification by the American Board of Medical Quality and a national certification as Certified Continuing Medical Education Professional, assessed by the National Commission for Certification of CME Professionals. Both are interdisciplinary designations.

ActualMeds, Corp. Partnership



The New York Digital Health Accelerator announced its inaugural class of eight start-ups, winnowed down from 250 applicants. They were selected not only by investors, but also by 22 New York-based hospitals and clinics.

ActualMeds, Corp. (formerly AdhereTx), cofounded by Professor **Patricia J. Neafsey**, PhD, was one of the eight selected.

New York Presbyterian Hospital, Mount Sinai Medical Center, Hudson River Health Care, and North Shore Long Island Jewish Health System have chosen to mentor AdhereTx and to provide feedback on using its medication management and reconciliation solution in several different settings along the continuum of care.

The company has exclusively licensed its core technology from the University of Connecticut. Adheretx provides Web-based solutions to facilitate patient data collection, and automates medication management in patients with chronic diseases such as hypertension, congestive heart failure and diabetes.

..... and Achievements

Best Research Article of the Year



The Journal of Midwifery & Women's Health recognized top authors and articles of 2011, giving the Best Research Article of the Year Award to Distinguished Professor **Cheryl Tatano Beck**, CNM, DNSc, CNM, FAAN; Carol Sakala, PhD, MSPH; **Robert K. Gable**, EdD, and Eugene R. Declercq, PhD, MBA. The article titled, "Postpartum Depressive Symptomatology: Results from a Two-Stage US National Survey" was published in Volume 56, #5 (Sept/Oct. 2011) of the *Journal of Midwifery & Women's Health*.

In this study, more than half of women (63%) screened positive for elevated postpartum depressive symptoms approximately 7 months after giving birth, which highlights the need for primary, secondary, and tertiary prevention of postpartum mood and anxiety disorders.

Interdisciplinary Faculty Member Creates New Website



Invited by the Modern Language Association to be one of its beta testers for a new MLA professional networking site, **Dr. Thomas Lawrence Long** (a School of Nursing associate professor in residence who has an appointment in the UConn English Department) created the new *Literature, Medicine, & Medical Humanities MLA Commons* Website.

This project was featured in a January 2013 article in the international *Chronicle of Higher Education*, which also mentioned Long's *NursingWriting.com* website (created in 2008).

The site can be found at: <http://medicalhumanities.commons.mla.org/>

Join our **UConn** Nursing **Team**

We are currently seeking to fill **tenured/tenure track faculty positions** for the 2013-14 academic year.

UConn is a research-extensive institution that ranks among the **top public universities** in the country.

For additional information on UConn School of Nursing open positions please visit: nursing.uconn.edu.



Faculty Scholarship

Child and Parent Health

Publications

- Beck, C. T., Kurz, B., & Gable, R. K. (2012). Concordance and discordance of the Postpartum Depression Screening Scale (PDSS) and the Patient Health Questionnaire-9 (PHQ-9) in an ethnically diverse sample. *Journal of Social Service Research, 38*, 439-450.
- Logsdon, C. M., Tomasulo, R., Eckert, D., Beck, C. T., & Dennis, C. L. (2012). Identification of mothers at risk for postpartum depression by hospital-based perinatal nurses. *MCN: American Journal of Maternal Child Nursing, 37*, 218-225.
- Bellini, S. (2012). Flushing of intravenous locks in neonates: No evidence that heparin improves patency compared with saline. *Evidence-Based Nursing, 15*, 86-87.
- Bellini, S. (2012). Highlights from the Neonatal Advanced Practice Nursing Forum 2012. *Neonatal Network, 31*, 346-347.
- Damato, E. G., & Bellini, S. (2012). Module 14: Nursing research and evidence-based practice. *Neonatal Intensive Care Nursing Review Course*. Illinois: National Association of Neonatal Nurses.
- Hegedus, K., & Beck, C. T. (2012). Development and psychometric testing of the Postpartum Depression Screening Scale: Hungarian version. *International Journal for Human Caring, 16*, 54-58.
- McGrath, J. M. (2012). Developmental care and pain management: Module #2. In *Neonatal Intensive Care Nursing Certification Review Course*. Glenview, IL: National Association of Neonatal Nurses.
- McGrath, J. M. (2012). Discharge planning and follow-up: Module #13. In *Neonatal Intensive Care Nursing Certification Review Course*. Glenview, IL: National Association of Neonatal Nurses.
- McGrath, J. M. (2012). Introduction: Guest editorial--Developmental care. *Advances in Neonatal Care, 12*(5s), s1.
- McGrath, J. M. (2012). Invitation to develop targeted interventions to support continued direct breastfeeding in the NICU. *Journal of Perinatal and Neonatal Nursing, 26*(4), 286-288.
- McGrath, J. M. (2012). Involving fathers in the care of the high-risk newborn: What could we be doing better? *Developmental Observer: The Official Newsletter of the NIDCAP Federation International, 5*(2), 6-7.
- (Abou) Samra, H., McGrath, J. M., Wehbe, M., & Clapper, J. (2012). Epigenetics and family centered developmental care of the preterm infant. *Advances in Neonatal Care, 12*(5s), s2-s9.
- Cartagena, D., Northoek, A., Wagner, S., & McGrath, J. M. (2012). Family centered care and nursing research. *Newborn and Infant Nursing Reviews, 12*(3), 118-119.
- Gephart, S. M., McGrath, J. M., Effken, J. A., & Halpern, M. D. (2012). Risks for necrotizing enterocolitis in neonates: State of the science. *Advances in Neonatal Care, 12*(2), 77-87, quiz 88-89.

- Matsuda, Y., Masho, S., & McGrath, J. M. (2012). The relationship between repeated unintended pregnancies and current contraceptive use: National Survey of Family Growth (NSFG) 2006-2008 data. *Journal of Community Health Nursing, 29*(3), 163-172.
- Phillips-Pula, L., & McGrath, J. M. (2012). Follow-up care for the NICU graduate. *Newborn and Infant Nursing Reviews, 12*(4), 182-183.

- Smith, J. R., Raney, M., Connor, S., Coffelt, P., McGrath, J. M., Buckle, J., Brotto, M., & Inder, T. (2012). Application of the M Technique® in hospitalized very preterm infants: A feasibility study. *Advances in Neonatal Care, 12*(5s), s10-s17.

- Sullivan, M. C., Miller, R. J., Andreozzi, L., & Lester, B. M. (2012). Refining neurobehavioral assessment of the high risk infant using the NICU Network Neurobehavioral Scale (NNS). *Journal of Obstetric, Gynecologic & Neonatal Nursing, 41*, 17-23.

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- Moriarty Daley, A. (2012). Rethinking school-based health centers as complex adaptive systems: Maximizing opportunities for the prevention of teen pregnancy and sexually transmitted infections. *Advances in Nursing Science, 35*(2), e37-e46.

- Moriarty Daley, A. (2012). Contraceptive services in SBHCs: A community experience in creating change. *Policy Politics Nursing Practice, 12*, 208-214.

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- Beck, C. T. (2012, September). *When the bough breaks: Impact of postpartum depression*. Keynote address, Fifth Annual Nursing Research Festival, Scottsdale Healthcare, Scottsdale, AZ.

- Beck, C. T. (2012, September). *Posttraumatic stress disorder in the postpartum period*. Keynote address, Fifth Annual Nursing Research Festival, Scottsdale Healthcare, Scottsdale, AZ.

- Beck, C. T. (2012, September). *When the bough breaks: The impact of postpartum depression*. Presentation, Psychiatry Grand Rounds, University of Connecticut Health Center, Farmington, CT.

- Beck, C. T. (2012, June). *To care for me: Was that too much to ask?* Keynote address, 33rd International Association for Human Caring Conference, Philadelphia, PA.

- Beck, C. T. (2012, March). *Identifying and managing anxiety and mood disorders in the perinatal period*. Keynote address, Women's Mental Health Day Conference, University of Calgary, Calgary, Canada.

- Beck, C. T. (2012, March). *The obstetric nightmare of shoulder dystocia: Comparison of two perspectives*. Paper, 24th Annual Scientific Sessions of the ENRS, New Haven, CT.

- Bellini, S. (2012, May). *State of the state: NNP program update 2012*. Paper, Advanced Practice Forum Pre-conference: NNP Faculty Forum, sponsored by Dartmouth-Hitchcock Medical Center Washington, D.C.

- Bellini, S., Trzaski, J. M., Sink, D. W., & Hagadorn, J. I. (2012, April). *Nurse variation in achievement of oxygen saturation goals in premature infants before and after revising a neonatal ICU oxygen management policy*. Paper, Pediatric Academic Societies Meetings, Boston, MA.

- McGrath, J. M. (2012, December). *Epigenetics and experiences in neonatal intensive care*. Conference proceedings, National Association of Neonatal Therapists Virtual Summit.

- McGrath, J. M. (2012, November). *Appropriate play for preterms and parents: Touch and massage in the NICU*. Conference proceedings, Developmental Interventions in Neonatal Care, Contemporary Forums & the NIDCAP Federation, Orlando, FL.

- McGrath, J. M. (2012, November). *Integrating the evidence of developmental care into routine practice in the NICU*. Conference proceedings, Developmental Interventions in Neonatal Care, Contemporary Forums & The NIDCAP Federation, Orlando, FL.

- McGrath, J. M. (2012, October). *Facilitating appropriate play for infants and parents in the NICU*. Conference Proceedings, Get Connected, Leading the Way: The Power of Neonatal Care, National Association of Neonatal Nurses, 28th Annual Meeting, Palm Springs, CA.

- McGrath, J. M., Elswick, R. K., Fidler, H., Vollum, S., Noorthoek, A., & Wagner, S. (2012, September). *Changes in maternal competence, responsiveness, and stress with implementation of NICU-PLAY for very preterm infants in the NICU*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

- Baker, B., McGrath, J. M., Pickler, R. H., & Jallo, N. (2012, September). *Becoming a mother of a late preterm infant*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

- Matsuda, Y., McGrath, J. M., & Jallo, N. (2012, September). *Predictors of sexual relationship power, communication and sexual decision making among Latino couples*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

- Samra, H. A., & McGrath, J. M. (2012, September). *The influence of geographic isolation on late preterm infant and mother outcomes*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

"The doors we open and close each day decide the lives we live."

- Flora Whittemore
(1890-1993)



Faculty Scholarship **Opening** Doors

Child and Parent Health (cont.)

Presentations

Newnam, K., & **McGrath, J. M.** (2012, September). *Continuous positive airway pressure (CPAP) in the neonate: The state of the science*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

Kanhadilol, S., & **McGrath, J. M.** (2012, September). *Factors that influence breastfeeding initiation, and continued duration in Thai adolescent mothers*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

Cartegena, D., & **McGrath, J. M.** (2012, September). *Factors that contribute to infant overfeeding in Latina mothers*. Conference Proceedings, 2012 State of the Science Congress on Nursing Science: Discovery through Innovation, Council for the Advancement of Nursing Science, Washington, DC.

Pickler, R. H., Reyna, B., Lewis, M., Best, A., Wezel, P., **McGrath, J.**, Cone, S., & Tubbs-Cooley, H. (2012, June). *Effects of NICU environmental characteristics on preterm infant feeding*. Paper, AWHONN Annual Meeting, Washington, DC.

McGrath, J. M. (2012, May). *Introducing the NANN Research Institute: What is on the horizon for faculty and students?* Conference proceedings, Neonatal Advance Practice Forum 2012 – 10th annual Neonatal APN Faculty and Leadership Forum, Dartmouth-Hitchcock Children's Hospital at Dartmouth, Washington, DC.

McGrath, J. M. (2012, May). *Introducing the NANN Research Institute: What is on the horizon for faculty and students?* Conference proceedings, Neonatal Advance Practice Forum 2012– Sunrise Sessions, Dartmouth-Hitchcock Children's Hospital at Dartmouth, Washington, DC.

Sharafi, M., Duffy, V. B., **Miller, R. J.**, Winchester, S. B., Fogel, A., & Sullivan, M. C. (2012, October). *Differences in food preference and dietary restraint between young adult preterms versus controls may parallel future chronic disease risk*. Poster, Academy of Nutrition and Dietetics, Food and Nutrition Conference, Philadelphia, PA.

Sullivan, M. C., **Miller, R. J.**, Winchester, S. B., Barcelos, M., Oliveira, E., & Popa, A. (2012, May). *Developmental Origins Theory and HPA axis function: Evidence from a longitudinal study of preterm infants at young adulthood*. Poster, Massachusetts General Hospital, Yvonne L. Munn Center for Nursing Research, Nursing Research Expo, Boston, MA.

Sullivan, M. C., Msall, M. E., & **Miller, R. J.** (2012, May). *Functioning and participation outcomes of preterm infants at age 17*. Poster, Massachusetts General Hospital, Yvonne L. Munn Center for Nursing Research, Nursing Research Expo, Boston, MA.

Schapiro, N., & **Moriarty Daley, A.** (2012, March). *LGBT: What do these letters stand for and what do I do in clinic?* Presentation, National Association of Pediatric Nurse Practitioners NAPNAP 33rd Annual Conference on Pediatric Health Care, San Antonio, TX.

Corrections Nursing

Publications

Shelton, D. (2012). Conduct disorder during adolescence. In T. P. Gullotta & M. Bloom, *Encyclopedia of primary prevention and health promotion* (2nd ed.). New York, NY: Springer.

Shelton, D. (2012). Drug use and violence prevention in adolescents. In T. P. Gullotta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion* (2nd ed.). New York, NY: Springer.

Shelton, D., Bonham, E., & Jackson, P. (2012). Juvenile justice populations. In E. Yearwood & G. Pearson (Eds.), *Child and adolescent behavioral health: A resource for advanced practice psychiatric and primary care practitioners in nursing* (pp. 355-373). New York, NY: Wiley-Blackwell.

Kamath, J., Temporini, H., Zhang, W., Kesten, K., Wakai, S., **Shelton, D.**, & Trestman, R. (2012). Algorithm-driven treatment of bipolar disorder in Connecticut prisons: A feasibility study. *International Journal of Offender Therapy and Comparative Criminology*. Epub, doi:10.1177/0306624X11427537

Pagano, K., Leavitt-Smith, E., Rau, D., **Shelton, D.**, Zhang, W., & Trestman, R. (2012). Recidivism rates among mentally ill inmates: Impact of the Connecticut Offender Re-entry Program. *Journal of Correctional Health*, 18, 20-28.

Presentations

Shelton, D., **Panosky, D.**, Weiskopf, C., Butler, T., Nicholson, M., **Reagan, L.**, & **Diaz, D.** (2012, October). *One key to quality: Correctional nursing competencies*. Paper, National Conference on Correctional Health Care, Las Vegas, NV.

Shelton, D., **Panosky, D.**, Weiskopf, C., Nicholson, M., Butler, T., **Reagan, L.**, & **Diaz, D.** (2012, October). *Implementation of a statewide correctional nursing competency system: Year 1*. Paper, 20th Scientific Assembly, International Association for Forensic Nursing, Fajardo, Puerto Rico.

Culture, Language, and History

Publications

Long, T. L. (2012). The mark of the beast is the glory of the pariah: AIDS apocalypticism of Diamanda Galás and David Wojnarowicz. *LIT: Literature, Interpretation, Theory*, 23, 226-245.

Long, T. L. (2012, April 24). Some history on the origin of the word 'nurse'. *NurseManifest Blog*. <http://nursemanifestblog.wordpress.com/>

Telford, J. C., & **Long, T. L.** (2012). Gendered spaces, gendered pages: Union women in Civil War nurse narratives. *Medical Humanities*, 38(2), 97-105.

Presentations

Long, T. L. (2012, October). *Representing nursing ethics*. Paper, 14th Annual Meeting of the American Society for Bioethics and Humanities: Representing Bioethics, Washington, DC.

Long, T. L. (2012, March). *The mark of the beast is the glory of the pariah: AIDS apocalypticism of Diamanda Galás and David Wojnarowicz*. Paper, Gender and Sexual Health Seminar of the International Comparative Literature Association, Comparative Gender Studies Committee, American Comparative Literature Association Annual Meeting, Brown University, Providence, RI.

Disease

Publications

Alicea-Planas, J., **Neafsey, P. J.**, & **Anderson, E.** (2012). Using an e-health intervention to enhance patient visits for hypertension: The nurse practitioner perspective. *Journal of Communication in Healthcare*, 5(4), 239-249

McCauley, P., & **Datta, D.** (2012). COPD in the intensive care unit. *Critical Care Nursing Clinics of North America*, 24, 419.

Presentations

Delaney, C. (2012, September). *Promoting self-care in heart failure patients recently discharged from home care or skilled nursing facility*. Paper, Heart Failure Society of America 16th Annual Scientific Meeting, Seattle, WA.

Education

Publications

Bellini, S. (2012). Focus of faculty practice: The case for more "showing up." *Neonatal Network*, 31(3), 197-198.

Bellini, S. (2012). Professional doctoral education: The U.S. nursing versus the European perspective. *Neonatal Network*, 31, 268-269.

Bellini, S. (2012). State of NNP education programs 2012. *Advances in Neonatal Care*, 12, 366-368.

Bellini, S., **McCauley, P.**, & **Cusson, R. M.** (2012). The Doctor of Nursing Practice graduate as faculty member. *Nursing Clinics of North America*, 47, 547-556.

Clemmens, D., **Rodriguez, K.**, & **Leef, B.** (2012). Knowledge, attitudes and practices of baccalaureate nursing students regarding oral health assessment. *The Journal of Nursing Education*, 51, 532-535.

Delaney, C., & **Barrere, C.** (2012). Advanced practice nursing students' knowledge, self-efficacy, and attitudes related to depression in older adults: Teaching depression care. *Holistic Nursing Practice*, 26(4), 210-220.

Díaz, D. A. (2012). Homecare community setting with limited English proficient (LEP) patients. In S. H. Campbell & K. Daley (Eds.), *Simulation scenarios for nurse educators: Making it REAL* (2nd ed., pp. 13-20). New York, N.Y.: Springer.

Faculty Scholarship

Education (Publications cont.)

Long, T. L., Breikreuz, K. R., Diaz, D. A., McNulty, J. J., Engler, A. J., Polifroni, C., & Telford, J. C. Competence and care: Signature pedagogies in nursing education. In N. L. Chick, A. Haynie, & R. A. R. Gurung (Eds.), *Exploring more signature pedagogies: Approaches to teaching disciplinary habits of mind* (pp. 171-187). Sterling, VA: Stylus Publishing, 2012.

Presentations

Bellini, S. (2012, September). *Faculty practice*. Panel discussant, 5th Annual Doctors of Nursing Practice Conference, St. Louis, MO.

Bellini, S., & Cusson, R. M. (2012, April). *Professional clinicians on faculty in the academic setting: Bridging the knowledge-practice gap*. Poster, 3rd International Conference on Professional Doctorates, Florence, Tuscany, Italy.

Bellini, S., & Cusson, R. M. (2012, April). *The adoption of the clinical practice dissertation among U.S. Doctor of Nursing Practice programs: Revolution or evolution?* Poster, 3rd International Conference on Professional Doctorates, Florence, Tuscany, Italy.

Bellini, S., & Cusson, R. M. (2012, January). *Faculty practice, teaching, and program administration: An innovative strategy for blended roles and successful academic and clinical partnerships*. Paper, AACN Faculty Practice Pre-Conference, Naples, FL.

Delaney, C., & Barrere, C. (2012, June). *Advanced practice nursing students' knowledge, self-efficacy, and attitudes related to depression in older adults: Teaching depression care*. Paper, American Holistic Nurses Association 32nd Annual Conference, Snowbird, UT.

Diaz, D. A. (2012, October). *Resources: The thread that holds your simulation program together*. Invited lecture, Northeastern Simulation Day, New York College of Medicine /New York Institute of Technology, Long Island, NY.

Díaz, D. A., & Maruca, A. (2012, March). *Simulation mania: Bringing psychiatric scenarios into the curriculum*. Paper, Simulation in Healthcare: Where No One Has Gone Before, Drexel University, Fort Lauderdale, FL.

Díaz, D. A., Panosky, D., & Shelton, D. (2012, March). *Promoting experiential learning in correctional settings with simulation*. Paper, Simulation in Healthcare: Where No One Has Gone Before, Drexel University, Fort Lauderdale, FL.

Evans, H., Kuhnly, J., & Logiudice, J. (2012, June). *Teaching empathy to undergraduate nursing students: Feasible or fantasy?* Paper, 4th Annual International Nurse Educator Conference, Baltimore, MD.

Maruca, A., & Díaz, D. A. (2012, March). *What can you see with CIWA (Clinical Institute Withdrawal Assessment)?* Paper, Simulation in Healthcare: Where No One Has Gone Before, Drexel University, Fort Lauderdale, FL.

McCauley, P., Bellini, S., & Cusson, R. (2012, January). *Facilitating faculty doctoral education: one university's success*. Poster, AACN Doctoral Conference, Naples, FL.

Perfetto, L., & Freeman, E. T. (2012, April). *A faculty development TEAM: Transition, Experience, Adaptation and Mentorship*. Paper, Assessment Technologies Incorporated (ATI) Nursing Education Summit, Phoenix, AZ

Perfetto, L., & Freeman, E. T. (2012, November). *Building academic/clinical partnerships that support student success and transition to practice*. Paper, National Organization for Associate Degree Nursing Annual Convention, New Orleans, LA

End of Life Care

Presentations

Hegedus, K. S. (October, 2012). *Overview of palliative care: USA perspective*. Paper, International Conference, Palliative Care, School of Health Care, Polytechnic Institute of Setubal, Setubal, Portugal.

Hegedus, K. S., & Long, T. L. (2012, June). *Caring about self and others after experiencing a significant loss*. Paper, Caring Connections: Research, Practice, Education International Association for Human Caring Conference, Philadelphia, PA.

Hegedus, K. S. (2012, March). *End-of-life decision making: Euthanasia, facilitating the quality of life as the lifespan closes*. Paper, From Cell to Society: The Intersection of Nursing Research, Practice, and Policy, Eastern Nursing Research Society, New Haven, CT.

Hegedus, K. S. (2012, January). *Coping with cumulative suffering and loss: The caregivers' perspective*. Paper, Interdisciplinary Programme on Palliative care and End-of-Life Care, Arteveldehogeschool, Ghent, Belgium.

Gerontology

Publications

Delaney, C., Fortinsky, R., Mills, D., Doonan, L., Grimes, R., Rosenberg, S., Pearson, T., & Bruce, M. (2012). Pilot study of a statewide initiative to enhance depression care among older home care patients. *Home Health Care Management & Practice*. Epub, doi: 10.1177/1084822312465747

Presentations

Delaney, C. (2012, March). *Evaluation of a statewide initiative to enhance depression care among older home care patients*. Paper, 24th Annual Scientific Session, ENRS, New Haven, CT.

Pain and Symptom Management

Publications

Cong, X., Cusson, R., Walsh, S., Hussain, N., Ludington, S., & Zhang, D. (2012). Effects of skin-to-skin contact on autonomic pain responses in preterm infants. *Journal of Pain*, 13, 636-45.

Cong, X., Cusson, R. M., Hussain, N., Zhang, D., & Kelly, S. P. (2012). Kangaroo care and behavioral and physiologic pain responses in very low birth weight twins: A case study. *Pain Management in Nursing*, 13(3),127-38.

Good, M., Albert, J. M., Arafah, B., Anderson, G. C., Wotman, S., **Cong, X.**, Lane, D., & Ahn, S. (2012). Postoperative effects of relaxation/music and patient teaching on salivary cortisol. *Biological Research for Nursing*. Epub, doi: 10.1177/1099800411431301

McDonald, D., & Molloy, B. (2012). Factors predicting older adults' use of exercise and acetaminophen for osteoarthritis pain. *Journal of the American Academy of Nurse Practitioners*. Epub, doi: 10.1111/j.1745-7599.2012.00747.x

McDonald, D., & Walsh, S. (2012). Older adult osteoarthritis pain management from the 2008 National Ambulatory Medical Care Survey. *Journal of the American Academy of Nurse Practitioners*. Epub, doi: 10.1111/j.1745-7599.2011.00676.x

McDonald, D., Walsh, S., Vergara, C., Gifford, T., & Weiner, D. (2012). The effect of a Spanish virtual pain coach for older adults: A pilot study. *Pain Medicine*, 13, 1397-406.

Puia, D., & McDonald, D. (2012). Older Black adult osteoarthritis pain communication. *Pain Management Nursing*. Epub, doi: S1524-9042(12)00145-2. 10.1016/j.pmn.2012.09.001.

Presentations

Cong, X., & Delaney, C. (2012, September). *Nurses' perspectives and knowledge needs related to neonatal pain*. Paper, 2012 State of the Science Congress on Nursing Research, Washington, DC.

Cong, X., Delaney, C., & Keating, L. (2012, March). *Nurses' perspectives and knowledge needs related to neonatal pain*. Poster, 24th Annual Scientific Session, ENRS, New Haven, CT.

Cong, X., Cusson, R., Walsh, S., Hussain, N., Ludington-Hoe, S. M., & Zhang, D. (2012, January). *Effects of skin-to-skin contact on autonomic pain responses in preterm infants*. Poster, Neonatal-Perinatal Research Day - Improving the Outcomes of Infants and Mothers through Research, Hartford, CT.

McDonald, D., Walsh, S., Vergara, C., Gifford, T., & Weiner, D. (2012, September). *The effect of a Spanish virtual pain coach for older adults: A pilot study*. Poster, American Pain Society Conference, Honolulu, HI.

Camilleri, C., Davis, D., & **McDonald, D.** (2012, September). *Postoperative pain management for opioid tolerant patients*. Poster, American Society of Pain Management Nurses, Baltimore, MD.

Pharmacology and Nutrition

Publications

Judge, M. P., Cong, X., Courville, A. B., Harel, O., & Lammi-Keefe, C. J. (2012). Maternal consumption of a DHA-containing functional food benefits infant sleep patterning: An early neurodevelopmental measure. *Early Human Development*, 88, 531-537.

Neafsey, P. J. (2012). Essentials of antibacterial therapy self-study modules. In R. A. Lehne, **P. J. Neafsey, N.** Haugen, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Medication misadventures – adverse patient outcomes self-study module. In R. A. Lehne, **P. J. Neafsey, N.** Haugen, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Medications for diabetes mellitus self-study modules. In R. A. Lehne, **P. J. Neafsey, N.** Haugen, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Faculty Scholarship

Pharmacology and Nutrition

(Publications cont.)

Neafsey, P. J. (2012). Neuropharmacology self-study modules. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Pharmacokinetics self-study modules. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Pharmacotherapy of asthma self-study module. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Pharmacotherapy of atherogenic dyslipidemia self-study module. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Pharmacotherapy of hypertension self-study module. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Pharmacotherapy of pain self-study module. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Neafsey, P. J. (2012). Pharmacotherapy of peptic ulcer disease self-study module. In R. A. Lehne, **P. J. Neafsey**, **N. Haugen**, J. L. King, K. Rose, & A. P. Agins, *Pharmacology online for Pharmacology for nursing care, 8th ed.* Philadelphia: Elsevier.

Presentations

Lammi-Keefe, C. J., **Judge, M. P.**, **Beck, C. T.**, Durham, H. A., & McKelvey, M. M. (2012, April). *Consumption of docosahexaenoic acid (DHA, 22:6n-3) in pregnancy decreases risk for postpartum depression (PPD)*. Paper, 103rd Annual American Oil Chemists Society & Meeting & Exposition, Long Beach, CA.

Lammi-Keefe, C. J., **Judge, M. P.**, & **Beck, C. T.** (2012, November). *DHA during pregnancy for maternal and infant health and well-being*. Paper, Milanopediatria 2012, Milan, IT.

Santos, M., Summers, K., Buck, H., Dazkevich, K., Vo, K., & **Neafsey, P.J.** (2012, March). *Self-medication practices of undergraduate students: Nutrition supplements*. Poster, 24th Annual Scientific Sessions of the ENRS, New Haven, CT.

Buck, H., Summers, K., Santos, M., Dazkevich, K., Vo, K., & **Neafsey, P.J.** (2012, March). *Self-medication practices of undergraduate students: Alcohol use*. Poster, 24th Annual Scientific Sessions of the ENRS, New Haven, CT.

Professional Issues

Publications

Beck, C. T., & **Gable, R. K.** (2012). Secondary traumatic stress in labor and delivery nurses: A mixed methods study. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 41, 747-760.

Bellini, S. (2012). Implications for leadership in nursing: The 2010 IOM report. *Neonatal Network*, 31(2), 134-135.

Bellini, S. (2012). Calling all neonatal nurses: Please report back to the mother ship. *Neonatal Network*, 31(1), 54-55.

Bellini, S., & **Cusson, R. M.** (2012). The Doctor of Nursing Practice for entry into advanced practice: The controversy continues as 2015 looms. *Newborn and Infant Nursing Reviews*, 12, 12-16.

Galuska, L. (2012). Cultivating nursing leadership for our envisioned future. *Advances in Nursing Science*, 35, 333-345.

McCauley, P. (2012). Evidence base practice guidelines and their impact on line related infections. *Clinical Scholars Review*, 5, 18.

Presentations

Cusson, R. M. (2012, February). *Advanced practice role transitions: Qualitative and quantitative approaches*. Invited master class, Royal College of Surgeons in Ireland Nursing and Midwifery Faculty 31st Annual International Conference, Dublin, Ireland.

Cusson, R. M. (2012, February). *Advanced practice role transition: The process of re-attaining expert status*. Invited plenary session, Royal College of Surgeons in Ireland, Nursing and Midwifery Faculty 31st Annual International Conference, Dublin, Ireland.

Dreher, H. M., Stoddart, K. M., Fealy, G., McNamara, M., Bugge, C., & **Cusson, R. M.** (2012, April). *A framework toward global standards for the professional doctorate in nursing: A workshop*. Panel, 3rd International Conference on Professional Doctorates, Florence, Tuscany, Italy.

Delaney, C., Robertson, S. Zahourek, R., McCaffrey, R., & James, D. (2012, June). *Research needs assessment of members of the American Holistic Nurses Association*. Workshop, American Holistic Nurses Association 32nd Annual Conference, Snowbird, UT.

McCauley, P., & **Delaney, C.** (2012, April). *Nurses' attitudes towards practice guidelines*. Poster, 24th Annual Scientific Sessions of the ENRS, New Haven, CT.

Quality Outcomes and Organizational Improvement

Publications

Van Hoof, T. J., & Meehan, T. P. (2012). Using theory and evidence to guide the use of educational outreach to improve patient care. *American Journal of Medical Quality*, 27, 467-471.

Van Hoof, T. J., Meehan, T. P., Bisognano, M., & Reinertsen, J. (2012). Leading quality improvement in primary care practice: Recommendations for success. *American Journal of Medicine*, 125, 869-872.

Van Hoof, T. J., Meehan, T. P. Jr., Kelvey-Albert, M., Galusha, D., Curry, M., Barr, J. K., & Meehan, T. P. Sr. (2012). A comprehensive evaluation of a diabetes quality improvement project in privately owned primary care practices that serve minority patients. *American Journal of Medical Quality*, 27, 217-225.

"The door that nobody else will go in at, seems always to swing open widely for me."

- Clara Barton,
American Civil War Nurse
Founder
of the American National
Red Cross, 1821-1912



Presentations

Van Hoof, T. J. (2012, January). *Leading quality improvement initiatives: Essential components of a new paradigm of continuing education*. Paper, Alliance for Continuing Education in the Health Professions 37th Annual Conference, Orlando, FL.

Theory and Method

Publications

Beck, C. T. (2012). Exemplar: Teetering on the edge: A second grounded theory modification. In P. L. Munhall (Ed.), *Nursing research: A qualitative perspective* (5th ed.) (pp.257-284). Sudbury, MA: Jones & Bartlett Publishers.

McGrath, J. M., Brown, R. E., & (Abou) Samra, H. (2012). Before you search the literature: How to prepare and get the most out of citation databases. *Newborn and Infant Nursing Reviews*, 12(3), 162-170.

McGrath, J. M. (2012). Systematic and integrative reviews of the literature: How are they changing our thoughts about practice? *Journal of Perinatal and Neonatal Nursing*, 26(3), 193-195.

Matsuda, Y., **McGrath, J. M.**, & Jallo, N. (2012). Use of the Sexual Relationship Power Scale in Research: An integrative review. *Hispanic Health Care International*, 10(4), 175-189.

Presentations

Beck, C. T. (2012, October). *Developing a program of research on postpartum mood and anxiety disorders: Combining both qualitative and quantitative methods*. Keynote address, St. Luke's Episcopal Hospital Annual Nursing Research Conference, Houston, TX.

Beck, C. T. (2012, September). *Qualitative methodologies: Using the richness of methods to explore postpartum mood and anxiety disorders*. Visiting scholar address, Uniformed Services University of the Health Sciences, Bethesda, MD.

Beck, C. T. (2012, July). *Developing a program of research: Postpartum mood and anxiety disorders*. Guest lecture, Qualitative Research in Healthcare Symposium, Sloan Kettering Medical Center, New York, NY.

Beck, C. T. (2012, June). *Workshop on qualitative research methods*. Invited address, Hong Kong Polytechnic University, Hong Kong.

Schjavadland, E. (2012, September). *Nursing pleiotropy, a contemporary and inclusive philosophy: Encounter, environment and enrichment*. Paper, International Philosophy of Nursing Society: Nursing in the 21st Century, University of Leeds, Leeds, UK.

Staff Feature



I Barbara J. Slater, the School of Nursing's Publicity and Marketing Administrator, believes in UConn Nursing!

You'll find her with camera in hand mingling at events, or traveling to Connecticut clinical settings to capture nursing "moments."

"Nurses by trade are not good self-promoters. That is where I come in," she says. "It's my goal to get the word out about all the good our nurses do. UConn students, faculty and alumni are making a positive impact, not only at UConn, but in our communities and our healthcare systems."

Joining the School of Nursing seven years ago from a marketing position at Eastern Connecticut State University's School of Continuing Education, with a BS from University of Hartford Business School and an ECSU certificate in graphic design, Slater came on board just as the school was creating a new website. "Shortly after websites caught on, blogs and social media became hot marketing tools, which meant we had a venue to share the school's achievements," says Slater.

Believe

Whether you have viewed the school's 2012 "I Believe" holiday video on YouTube, received an issue of the annual publication, *Unison*, or opened an event invitation, it is one Barbara has had a hand in creating. If it is visual, it becomes her project. "Once we moved into the newly refurbished Storrs Hall in 2011, the walls were bare. I wanted everyone who walked through our doors to recognize UConn nursing at its best, so I created a series of 2 x 3 foot image posters and 6-foot banners noting the school's accomplishments to place on the walls."

Maintaining a good working relationship with news media is vital to Slater's plan to strengthen the school's relationship with UConn, Connecticut, and beyond. "I must say I am a pretty competitive person, and I believe in UConn Nursing," adding "so you might say I am opening doors with a megaphone in my hand." ■

New Staff



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Dorine E. Nagy

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Susan O'Connor

Secretary
Admission & Enrollment Services
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Graduation Ceremonies

Graduate Recognition & Awards Ceremony

Saturday, May 11, 2013
11:30 am Reception/Ceremony
UConn Student Union Ballroom
University Ceremony 1:30-3:00 pm
Gampel Pavilion

Undergraduate Commencement

Sunday, May 12, 2013
1:00-2:30 pm ~ Jorgensen Center

Alumni Weekend

Friday, June 8 - Saturday, June 9, 2013
(See page 33 for details.)

SAVE the Date

Visit our event page
to learn more:
nursing.uconn.edu/events

Reflections of Excellence Awards

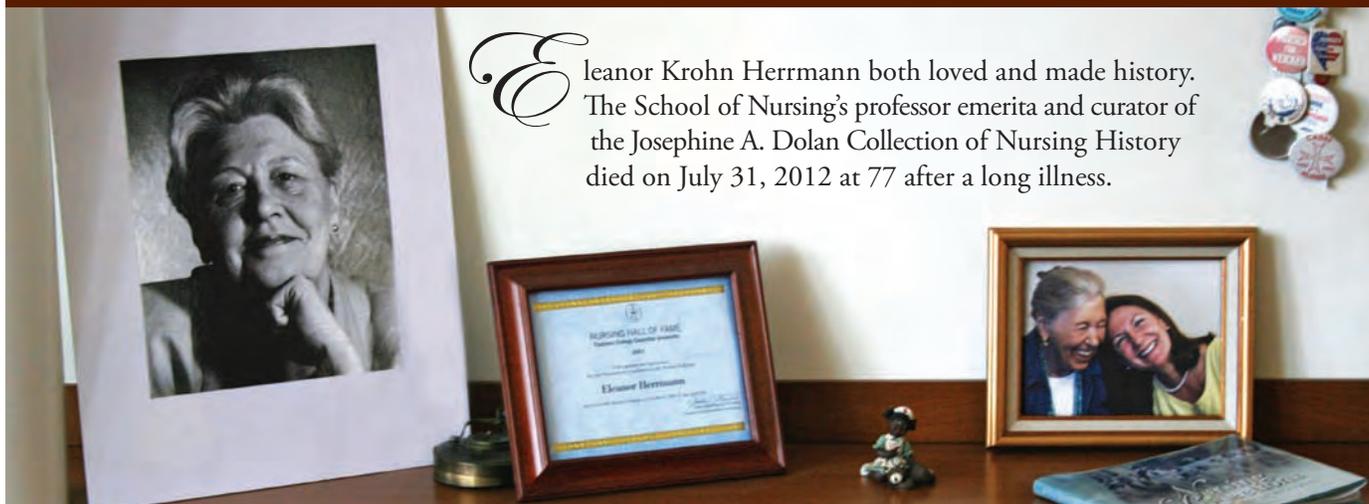
Alumni and Scholarship Recognition
Saturday, October 5, 2013
Rome Ballroom, Storrs Campus

School of Nursing Alumni Meeting

Friday, October 11, 2013
UCAA Faculty and Alumni Awards
Storrs Campus

Homecoming BBQ/Spirit Village/Game

Saturday, October 12, 2013
Rentschler Field, East Hartford



Eleanor Krohn Herrmann both loved and made history. The School of Nursing's professor emerita and curator of the Josephine A. Dolan Collection of Nursing History died on July 31, 2012 at 77 after a long illness.

"Eleanor's legacy will live on through her students and the Eleanor Krohn Herrmann Reading Room in the school's new Carolyn Ladd Widmer Wing," says Regina Cusson, dean of the School of Nursing. "She will be sorely missed."

At her memorial service in Meriden, her husband, Larry Herrmann, and hospice caretakers, friends, family, and former students spoke of Herrmann's deep spirituality and appreciation of cultural diversity.

Herrmann was born in New York City on Feb. 1, 1935, and grew up in Great Barrington, Massachusetts. She earned her BS in nursing from Adelphi University in New York, her MS from the University of Colorado, and her MEd and EdD from the Teachers College of Columbia University. Though Herrmann retired from UConn in 1997, she remained active with the School of Nursing, helping to significantly expand the Josephine A. Dolan Collection of Nursing History. She also taught at Yale, Cornell, Syracuse, and the Universities of Wyoming and Colorado. In addition to her passion for history, she held a deep commitment to social justice and had ongoing relationships with nursing education and professional development groups in several countries in Central and South America.

Herrmann was a charter member and later president of the American Association for the History of Nursing, and served on editorial boards and review panels for several professional journals. She was a member of Sigma Theta Tau Nursing Honor Society, a fellow of the American Academy of Nursing, and a consultant for the World Health Organization. A celebration of life was held in her honor in the Widmer Wing in March. The Dolan Collection that she helped expand and her many students are her final and lasting legacy. ■



Left to right: Alumni President Megan Richardson '08, '11 MS with Alumni Vice-President Bereshith Adams '06, '11 MS.

Dear Alumni,

The UConn School of Nursing Alumni and Friends Society is near and dear to my heart. After serving as vice president for two years I am now serving as president. We are dedicated to helping students connect with alumni so that once out in the world they have connections and contacts who help guide them to success. The relationships and contacts I have formed through the Alumni Association have helped me to excel in my nursing career. I received both my bachelor's and master's degree from the UConn School of Nursing and I still love connecting with current students and reconnecting with classmates and other alumni of our school.

*The School of Nursing Alumni and Friends Society is working to get functions up and running for different hospitals within our state to get increased interest in joining and participating in the society. We had several people step up and become leaders at the forefront of our group. First is **Bereshith Adams** '06, '11, our vice president who has gone above and beyond in this leadership role and is making strides in involving the Alumni Society in events around the state. **Karin Gaertner** '10, has also moved back to Connecticut from Maryland and has taken her alumni involvement to the next level by accepting a position as secretary. Along with other board members, Karin enjoys reconnecting with regular event participants and volunteers such as **Esther Haloburdo** and **Donna Sterling**, who are actively involved alumni board members from the class of 1960. **Allison Lampner** and **Rich Shok** have also become active and essential members of our alumni board by sponsoring functions through their company Code One Training Solutions. All of these nurses have taken the next step to help our alumni society grow, and for that we are so thankful. I hope that many more of our current and future nurses will consider joining us. We are excited and look forward to having you be part of a wonderful group.*

Yours sincerely,

Megan Richardson '08, '11 MS

President, School of Nursing Alumni & Friends Society

CONNECTING ALUMNI. SUPPORTING STUDENTS. STRENGTHENING UCONN.

● ● ●
Share your news with us!
 Contact kathe.gable@uconn.edu



Pictured right is alumna Helen Gallivan '62 (left) with School of Nursing Alumni & Community Relations Coordinator Kathe Gable (right) during the 2012 alumni weekend event.



All alumni, family, and friends are welcome during this two-day celebration!

Friday, June 7

Special events will be held to honor the 50th Reunion Class of 1963 *and more!*

Saturday, June 8

Visit the campus to reconnect with old friends during campus tours, and a lunchtime “Taste of UConn” festival style event. For a full schedule of activities go online to: uconnalumni.com



When you think of your days at UConn do you recall a special faculty member who supported you during your education? Alumni Weekend provides an opportunity for you to reconnect, reminisce and pay tribute to those who had a positive impact on your life and career.

When Josephine A. Dolan, the School’s first professor, was posthumously inducted into the American Nurses’ Association Hall of Fame, alumni were delighted that her legacy was finally being celebrated. Alumni Weekend is a perfect occasion to gather together with classmates, colleagues and family on campus. Come visit the Josephine A. Dolan Museum, stroll by your favorite place on campus, check out the new Storrs Downtown Center, and plan to have a great day! It is time to come to campus; enjoy the memories and make new ones too!

Class Notes . . .



Pictured from left: Anne Adams ‘47, Mariah Barrows ‘13, and Victoria Kirby ‘83.

**“The best nurses will always find the time ...”
Three Generations of UConn Nurses**

Anne Adams (l) of Washington, CT, graduated from the *first* UConn School of Nursing class in 1947. Anne practiced ob/gyn nursing at Mount Sinai Hospital. On far right is her daughter, Victoria Kirby, also a UConn nursing graduate from the class of 1983. Victoria resides in Portsmouth, Rhode Island, and practices home health nursing at a visiting nurse agency in Rhode Island.

Pictured center is current UConn nursing senior, Mariah Barrows of Andover, CT, the granddaughter of Anne and niece of Victoria, who is planning on practicing on a neuro-trauma floor after graduating in May.

Nursing advice given to Mariah by her grandmother, “Take the time to listen to your patients. The best nurses will always find the time.”

Class Notes . . .



Henrietta Bernal '69, '74 MS '84 PhD (NEAG) Professor Emerita

Henrietta's legacy at UConn now includes recognition by five alumni who recently established a scholarship fund in her honor. In response, she said, "nothing is more satisfying than seeing your students exceed your own

career aspirations." Henrietta's numerous awards and research grants, focusing mostly on diabetes with the Hispanic community, led to the development of a cultural self-efficacy scale. Her work with the Center for International Community Health Studies and Dr. Stephen Schensul reached many health workers around the world and propelled her career to an international level. Locally, she served on the board of the Hispanic Health Council for more than fifteen years, and the Carelink programs she founded have provided over a half a million dollars in care to individuals not served by our healthcare system. As a tenured professor in nursing, as well as in the departments of Anthropology and Community Medicine, Henrietta is widely known as an outstanding mentor and educator.

The Dr. Henrietta Bernal Fund (#180128) will support full time undergraduate or graduate nursing students; read the compelling letter about this tribute to Henrietta online at nursing.uconn.edu/giving.

Kristine Williams '83 MS

Kristine, a celebrated nurse gerontologist, recently joined the University of Iowa College of Nursing as the Sally Mathis Hartwig Professor in Gerontological Nursing. As a National Institutes of Health funded researcher, she is the recipient of numerous honors including a distinguished alumni award for excellence in nursing research at UConn in 2011. She is a fellow of the American Academy of Nursing and the Gerontological Society of America. Her research linking elderspeak communication to behavior of persons with dementia was highlighted by the Alzheimer's Association and reported in the national media including Good Morning America, the CBS Evening News, and the New York Times.



Donald St. Onge '84 MS

In October 2012, Don assumed the position of chief operating officer of Day Kimball Healthcare (DKH). In this role, he also serves as the health care group's chief nursing officer and senior vice president. A previous DKH executive director and former Putnam mayor, Don has extensive

leadership experience in his community. At UConn, he was a valuable member of the School of Nursing advisory and alumni boards. He is also past president of the Northeastern Connecticut Chamber of Commerce and past president of the Quinebaug Valley Community College foundation and a board member emeritus of the Foundation.



John O'Keefe '86, '91 MS

John was appointed vice president of Patient Care Services at Day Kimball Healthcare and began his new role on February 25. His most recent position before returning to Day Kimball was as chief nurse and director of in-patient services at Natchaug Hospital.

John is board certified as an advanced nurse executive. He previously served on the UConn School of Nursing Alumni Board and is currently a member of the Putnam Lions Club.

Tara Trimarchi '92

Tara is currently the advanced practice nurse manager for Critical Care, Radiology and Sedation at the Children's Hospital of Philadelphia (CHOP). She received her master's degree at the University of Pennsylvania School of Nursing, and previously served as president of their alumni board. A frequent presenter at conferences, Tara enjoys working with students and maintains a teaching appointment at UPenn. She is a proud UConn grad and is interested in gathering classmates together to visit the growing Storrs campus and downtown center. Tara and her husband David Munson (a physician at CHOP) have two young daughters and reside in Wynnwood, PA.

Class Notes . . .

Patrick Donohue '93

For over fifteen years, Patrick has worked from coast to coast (CA to ME, NC, SC & FL) in anesthesia. He contracts full-time as a Certified Registered Nurse Anesthetist and has been given opportunities to travel all over New England for his coveted skills in this specialty. Patrick and his wife (also a CRNA) live in Providence, RI, with their beautiful 14-month old daughter Rose.

Betsy Gaudian '93 MS

Former president of the Connecticut Alliance of Diabetes Educators Association, Betsy received the association's "Diabetes Educator of the Year" award in 2012. Her lifelong passion has been diabetes care. Her community/administration graduate research study was on the nutritional status of homeless men in urban shelters. She currently is a hospice aide supervisor at Vitas Innovative Hospice Care in Middlebury, CT. Vitas specializes in diabetes and a sub specialty is honoring veterans and their families when facing death; Betsy was pleased to care for Dr. Eleanor K. Herrmann when she found herself at life's end.

Liz Visone '95 MS

Liz is currently working at Windham Internal Medicine and Regency Heights of Windham, both of which are located in Willimantic, CT. She received her DNP from the University of Massachusetts in 2012. Liz is actively involved with the Connecticut Advanced Practice Registered Nurses Society and serves as the group's website director.



Amy Brunquell Korber '04

In her presentation to nursing students on January 29 (sponsored by the Class of 2014 and SON Alumni & Friends Society), Amy shared her journey to becoming a clinical education specialist. Since 2004, she has worked at Connecticut Children's Medical Center as a staff nurse, assistant nurse

manager, and now as a nurse educator. Amy received her master's degree at the University of Hartford and taught there for three years. She and her husband John have two boys and enjoy ultimate Frisbee.



Alysia J. Monaco '03, '08 MS

Alysia has worked in the cardiac surgical ICU at Massachusetts General Hospital since 2009 and is currently pursuing a post-master's certificate as an acute care NP. She has taken her skills

abroad volunteering in Haiti, first with Project Hope after the earthquake, then during the cholera outbreak. Last year, with Team Heart, she spent 16 days at King Faisal Hospital in Kigali working with and training Rwandan ICU nurses on caring for the post-op open-heart patient. She is involved with the Boston Alumni Chapter and is a proud member of the UConn Alumni Association.

Maren Coffman '05 PhD

Maren is an assistant professor in the School of Nursing at the University of North Carolina at Charlotte. She has been awarded several external grants including the American Nurses Foundation Presidential Scholar award, and the Robert Wood Johnson Foundation Nurse Faculty Scholar award. Maren is currently a coprincipal investigator on a 5-year National Institutes of Health funded study to examine social determinants of health in the Latino community. Her area of research is health literacy, diabetes self-management, and access to health care in Latino immigrants. She lives in the Charlotte area with her husband and 4 children.

Andrea Oliveira '08

Andrea began her career as a commissioned officer and registered nurse for wounded warriors at Walter Reed Army Medical Center (WRAMC) in Bethesda, MD. She is currently a captain stationed at Landstuhl Medical Center in Germany and was able to spend some time with the UConn Men's basketball team and coaches during the USO tournament in November. She has completed an MBA in Health Care Management at Columbia Southern University, worked at WRAMC in Washington, D.C., and served for six months at a military hospital in Afghanistan.

Alumni Awards



Alumni Awardees from our 70th Anniversary Reflections of Excellence event (above from left): Mary Jane Mongillo Williams, Christine Murphy, Anne M. Harrington, Barbara Bennett Jacobs, and Maureen Banks.



Below are 2012 School of Nursing scholarship award recipients. Over \$250,000 was awarded to more than 60 students for academic year 12-13.

Photographs by THE DEFINING PHOTO LLC



Alumni awardee Anne M. Harrington (right) holds a squirrel statue given to her during the ceremony by Mell Hobson, director of staff & patient education at John Dempsey Hospital.



UConn School of Nursing Distinguished Alumni honored on November 2, 2012

Maureen Banks '79

President of Spaulding Hospital & COO of Spaulding Rehab Hospital
(Carolyn Ladd Widmer Leadership Award)

Anne M. Harrington '89

COO Long Term Solutions, Director of Clinical Services of Boston Visiting Nurses Association
(Eleanor K. Gill Clinical Award)

Barbara Bennett Jacobs '02

Director of the Clinical Ethics Consultation Service at Hartford Hospital
(Beverly Koerner Research Award)

Christine Murphy '84

Research Consultant at Northeastern University
(Marlene Kramer Research Award)

Mary Jane Mongillo Williams '82, '95 (NEAG)

Policy Advisor of Nurses for Healthy Environments and President of Connecticut Nurses Association
(Josephine Dolan Service Award)

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Pictured above are Elaine and Christopher McLeod

McLeod's Have a Passion for Nursing ...and for UConn.

Elaine McLeod '78 discovered her nursing career by accident. In need of a summer job after freshman year, she approached a nursing home near her house, close enough to walk to work. She was hired and very quickly found her passion.

"I admired the nurses caring for the patients so much, that I petitioned for admission to the School of Nursing" says McLeod, who started her UConn journey in the College of Liberal Arts and Sciences. She was accepted, and the rest, as they say, is history. "Nurses are the backbone of the health care system," says McLeod, who continues to work as a pediatric nurse today. "Even with all the new technology, bedside nursing is still essential. When you're sick, you want a well-educated, caring person by your side, taking care of you."

In 2004, Elaine and her husband Chris established the McLeod Family Endowed Scholarship, their first of several gifts to UConn. Since then, the fund has provided scholarships to eight different nursing students. "We wanted to give back, and, of course, I am biased, but I think the School of Nursing and the nursing profession deserve our support."

Last year, boosting their support for UConn and the nursing profession, the McLeods gave the School of Nursing a four-year commitment to support an annual full-tuition scholarship.

The McLeods also have provided support for UConn more broadly, by providing a fellowship in the Neag School of Education designed to improve K-12 science education, and through Chris's service as a member of the Board of Directors at UConn Ventures, a subsidiary of the UConn Foundation, created to establish new business start-ups based on innovative technologies developed by university faculty and staff.

"Our goal is to try to support education, and pass along the gift of good education that we received," says Chris. ■

For additional information on making a gift to the School of Nursing please visit nursing.uconn.edu/giving.



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