

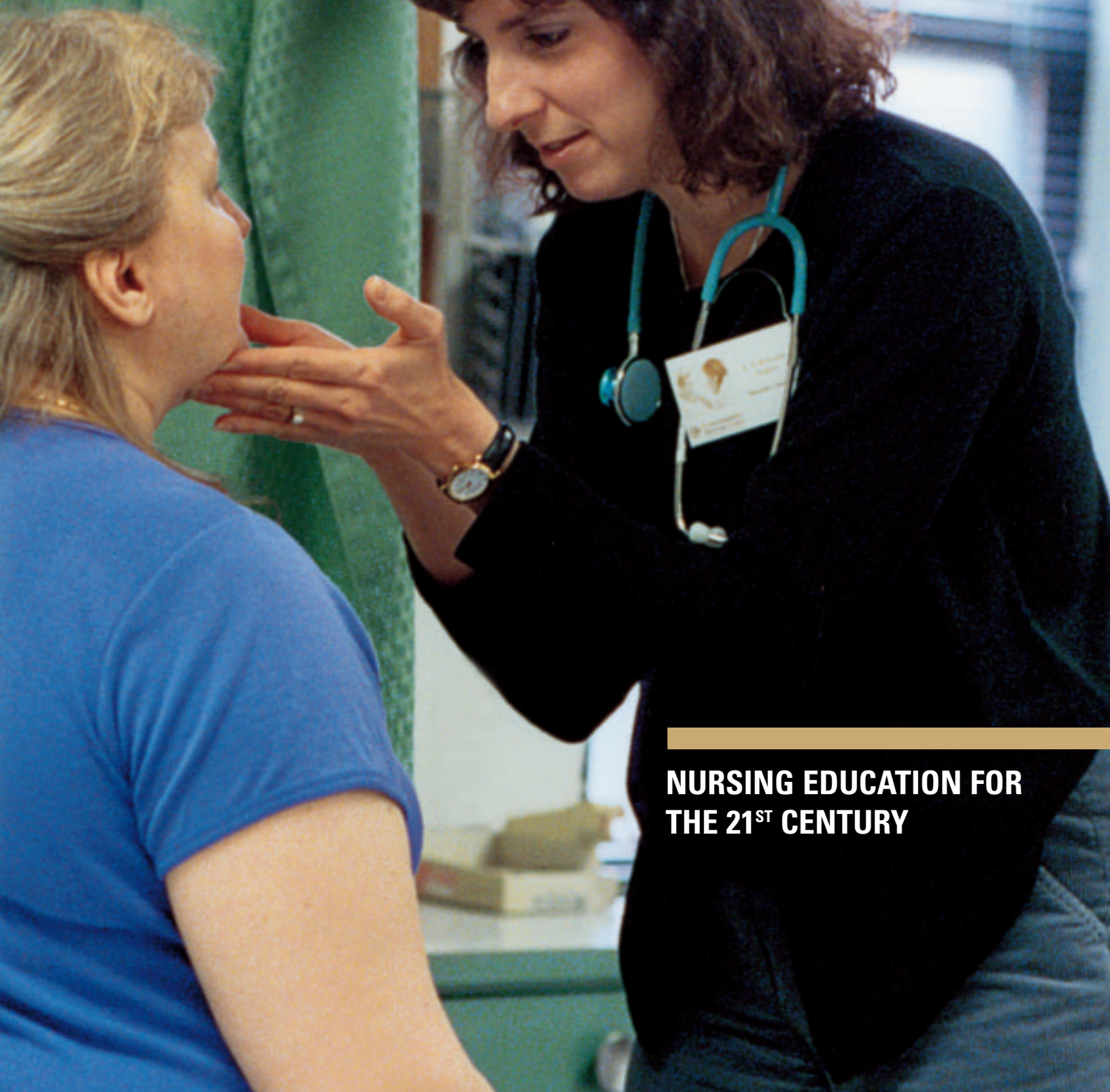
ROCHESTER



NURSING TODAY

A PUBLICATION OF THE UNIVERSITY OF ROCHESTER SCHOOL OF NURSING

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**NURSING EDUCATION FOR
THE 21ST CENTURY**



A MESSAGE FROM THE DEAN



THIS ISSUE OF *Rochester Nursing Today* marks a time of new beginnings for the School of Nursing. Faculty and staff are celebrating where we've been and where we're going, and we're extremely excited about the future.

WE HAVE THE pleasure of graduating this year's four-year class, the last of a program that was begun in 1926 and has proudly educated thousands of nurses since its inception. This class, as have those before it, will go out into the world of nursing and make us proud. Many of them will seek additional training through other School of Nursing graduate-level programs.



The School of Nursing's last four-year nursing class graduates in May.

THE DECISION TO phase out the traditional bachelor's degree curriculum was a result of the competitive world of nursing schools. It has developed into an opportunity for us to now focus even more intently on the key aspects of the School's prominence, particularly graduate-level offerings and research efforts, and we will continue to maintain the highest standards in nursing practice, education and research as we move forward with our comprehensive strategic plan.

IN THIS ISSUE YOU'LL read about new programs that are helping current nurses update their skills and move ahead, and some that are attracting newcomers to the nursing field and helping them become nurses more quickly. We are committed to staying on the leading edge of nursing education, in an effort to effectively prepare individuals for this constantly changing world of health care.

WE ALSO ARE proud to have recently introduced several vehicles that we hope will foster communication among alumni and the School. In addition to reaching out through *Rochester Nursing Today*, our Office of Alumni Relations has developed events such as the Lunch-n-Lecture series, which brings people together to learn about endeavors being undertaken by School of Nursing faculty. We also have launched a web site that includes information about the Alumni Network, the Alumni Travel Program, Reunion Weekend, and events and news, and provides a way for alumni to keep all of us updated on their activities, both professionally and personally. We hope that these initiatives will keep alumni in touch.

Patricia Chiverton

Sincerely,

Patricia Chiverton, EdD, RN

Educating for a new age in nursing



New degree programs debuting this year are attracting newcomers to the nursing field and helping them become nurses more quickly, while others are offering experienced practitioners opportunities to advance in their careers. Together, these innovative programs are strengthening the position of the University of Rochester School of Nursing as a leader in the depth and breadth of its offerings.

“These programs are unique in the Rochester area, and in some cases, unique in the nation,” says Judith Baggs, PhD, RN, associate dean for Academic Student Affairs. “We’ve looked at programs across the country to assess where nursing is going because we want to be on the cutting edge of teaching, research and practice.”

Accelerated Bachelor's and Master's Programs for Non-Nurses

In a traditional curriculum leading to eligibility for registered nurse licensing, non-nurses with bachelor's degrees are required to repeat their undergraduate education, which can take an average of three years. The School of Nursing's Accelerated Bachelor's Program for Non-Nurses will enable eligible college graduates to qualify for RN licensing in one year.

Instead of requiring non-nursing students to “start over,” the accelerated program philosophy is to build upon past education and experience. Students take courses in research and health systems and policy and are required to complete 660 hours of clinical training. Those who have taken prerequisite courses in anatomy, physiology, microbiology, nutrition, and growth and development can earn their degree in one year of full-time study. Part-time study is also available.

Coursework for the Accelerated Bachelor's Program will begin in May, with an anticipated enrollment this year of seven full-time students and 15 part-time students.

“This is by no means a watered down curriculum,” says program director Rita D'Aoust, MS, RN, ANP. “It is an ambitious three semesters with an emphasis on clinical hours. We're attracting the best and the brightest, people with strong academic backgrounds and rich life experience. One of our prospective students graduated Phi Beta Kappa with a degree in English and has worked setting up hospice programs overseas.”

The accelerated program has generated a tremendous amount of interest among prospective students from many walks of life. “We have quite a mix of students interested in joining our first class,” Baggs says, “including teachers, social workers, and foreign-trained physicians.”

In the Accelerated Master's Program, non-nurses earn a bachelor's degree in a one-year generalist component and a master's degree in a two-year advanced practice component. Specialty areas in the master's program include acute care, primary care, pediatrics and psychiatric/mental health. Graduates meet New York state nurse practitioner standards and are qualified for licensure. They typically find jobs in advanced nursing practice, teaching and health care administration.



Rita D'Aoust, MS, RN, ANP (left), works with accelerated program student Nancy Cody, RD, CDE, CDN, on the cardiac intensive care unit.

The University of Rochester School of Nursing is one of only three schools in New York state and 25 in the country to offer an accelerated nursing program, although the number of such programs is expected to double in the next few years given the current nursing shortage. A diminished pipeline of new nurses entering the field and an aging and retiring workforce has contributed to the shortfall. The scarcity of nurses could become a crisis as the large population of aging baby boomers begins to place heavy demands on the health care industry. Experts predict that by 2020 there could be a shortage of 1 million nurses.

D'Aoust points out that, in addition to the overall nursing shortage, nurses with bachelor's degrees are becoming scarce at a time when a high level of knowledge is needed to care for increasingly sick patients. Of those who are entering the field, the majority have associate's degrees, while the number of nurses enrolling in baccalaureate programs has declined six years in a row.

“We need well-trained nurses more than ever because health care is becoming increasingly complex,” D'Aoust says. “Nurses are being asked to fill many roles, from leading multi-disciplinary teams to managing care across the continuum to serving as patient educators.”

Yet this complexity offers many new opportunities, which is precisely what is attracting newcomers. “People are looking for job satisfaction and job security,” D’Aoust says. “A career in nursing offers them both stability and personal fulfillment.”

D’Aoust acknowledges there are many challenges in store for future nurses who choose to enroll in the SON’s accelerated programs. “The curriculums are demanding, and nursing is a second career for many of our candidates, who are raising families and in need of tuition support. We are applying for grants to help with scholarship money, but we ask alumni and friends of nursing to keep us in mind when it’s time to plan charitable giving. And, of course, help us spread the word about these exciting new programs!”

Combined Master’s and Doctorate Program

“The shortage of nurses in the field is only part of the story,” Baggs says. “There is also a growing shortage of nursing faculty as teachers retire.”

To meet this need, the School developed an accelerated program for qualified nurses with bachelor’s degrees that leads to a master’s and doctorate in a minimum of four-and-a-half years of full-time study. Normally, a full-time student would take six to seven years to complete these two programs separately.

The dual, accelerated program is the only one of its kind in the nation, in that doctoral level research begins early in the program, in lieu of master’s level research courses, and doctoral credit is given for some courses taken as part of the master’s degree. And while other accelerated PhD programs reduce or eliminate advanced practice training, the School of Nursing program makes completion of the advanced practice master’s degree and eligibility for national nurse practitioner certification an integral part of the curriculum.

The MS/PhD program is designed to attract nurses who want to teach earlier in their careers, rather than later, which has been the norm. It is specifically geared to nursing faculty who wish to continue to practice while they teach and conduct clinical research.

“There are so many opportunities for graduates of this program, jobs that combine teaching, research, and clinical practice.” Baggs says. “It is ideal for someone with a bachelor’s degree in nursing who wants to be both a scholar and a practitioner. We are the only nursing school in the area

linked with a tertiary care center, so we combine theory and classroom learning with practice.”

A few students were admitted to the program in the fall of 2001, and the first full class will begin studies in the fall of 2002. They may specialize in the areas of pediatrics, pediatric/neonatal, acute care, adult care, family care, and psychiatric/mental health.

Pediatric Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner (PNP/PMHNP) Master’s Program

More than 20 percent of children and adolescents in the United States are affected by mental health problems that impair functioning at home and school, but only 70 percent of those afflicted receive treatment.

This summer, the School of Nursing’s new dual master’s program will begin training nurse practitioners in the specialties of pediatrics and mental health, qualifying them to screen for and treat mental health problems in primary care settings. Bernadette Melnyk, PhD, RN-CS, CPNP, is director of the ground-breaking program, which is also the newest specialty area of the School’s master’s degree offerings. The PNP/PMHNP Master’s Program is among the first of its kind in the country.

“Suicide among teens and children has quadrupled in the last 20 years,” Melnyk says. “Depression, anxiety disorders, substance abuse, eating disorders, smoking, risk-taking behaviors, and ADD/ADHD are prevalent among young people and could escalate due to increased stress as a result of the recent terrorism. Chronic health conditions that often affect a child’s mental health also are on the rise, such as asthma, diabetes and obesity.”

Because there are too few mental health providers to assess and treat children and adolescents with mental health problems, pediatric healthcare providers must often provide these services. Yet in a recent national survey that Melnyk spearheaded as founding chair of the National Association of Pediatric Nurse Practitioner’s new mental health campaign (KySS, or Keep your children/yourself Safe and Secure), she and her colleagues found the majority of pediatric primary care providers surveyed do not feel adequately prepared to assess and treat common emotional and behavioral disorders. What’s more, families wary of being stigmatized for accessing mental health services often do not seek treatment.



The new Pediatric Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner Master's Program will teach students how to assess and treat common emotional and behavioral disorders in children and teens in the primary care setting, issues that also are being addressed through the KySS campaign.

“Our goal in creating the PNP/PMHNP Master’s Program is to provide a new, holistic model of primary care for children geared to their biological, psychological, and social healthcare needs,” Melnyk says.

Pediatric/Psychiatric Nurse Practitioners in pediatrics offices can see all of the patients over time and have their own caseloads. They will be trained to spot mental health problems that can manifest themselves as psychosomatic complaints such as headaches and stomach aches. Families may feel more comfortable seeking mental health treatment for their children in primary care settings, making for successful early interventions and higher rates of compliance.

The PNP/PMHNP Master’s Program is consistent with the objectives of Healthy People 2010, the nation’s health agenda. One priority goal of Healthy People 2010 is to increase the number of adults and children who receive mental health screening and treatment.

Targeted to nurses with bachelor’s degrees locally and across the country, the two-year, full-time program will officially debut in June with hopes of enrolling about half a dozen students in its first cohort. Courses will be offered

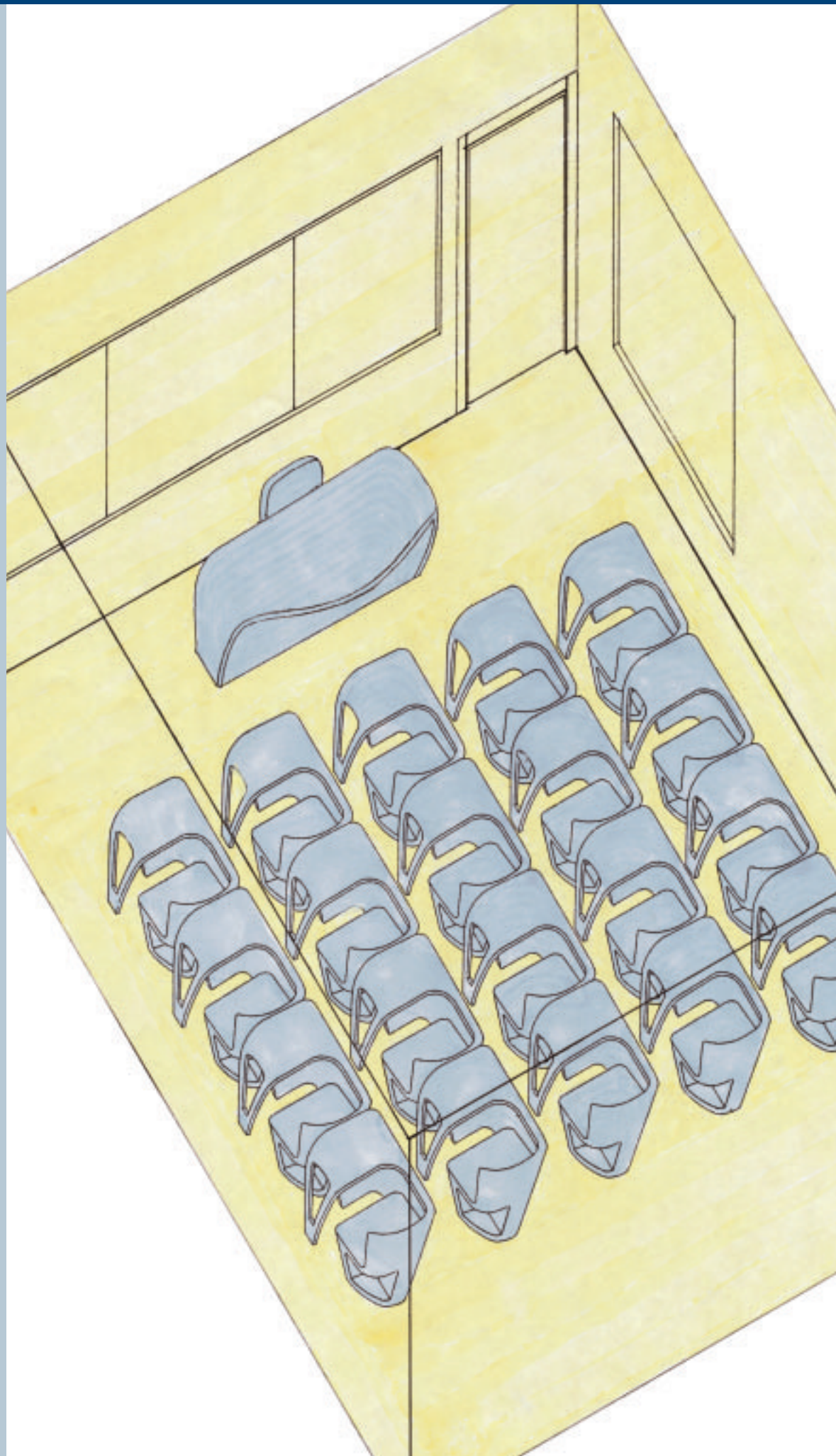
online during the summer to familiarize students with distance learning technology while they prepare to move to Rochester. Selected components of the program’s fall and spring courses will be offered online and via teleconferencing, as well. Faculty members are working on a plan for students to enroll part-time as an option.



Bernadette Melnyk, PhD, RN-CS, PNP

Students will fulfill the program’s clinical requirements in culturally diverse as well as medically underserved and rural areas, where waiting periods of up to 60 days and distances of more than 45 miles to access mental health treatment are not uncommon. Once the first graduates are working in the field, formal evaluations with both nurse practitioners and their employers will be conducted to determine the success of this new model of care.

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Reconfiguring the Classroom: new directions in nursing education

Center for Lifelong Learning offers leading-edge training for experienced nurses

It has been 10 years since Pam Green practiced nursing. She spent five years in medical-surgical nursing at Highland and Strong Memorial hospitals, as well as a hospital in Hilton Head. She also worked on and off in geriatric nursing. Then she made the decision to stay home to take care of her two children.

This year, though, with her kids now 8 and 10, Green decided to get back into the workforce. But she wanted a little help before rejoining a profession that had changed considerably in the last decade.

“I was interested in going back to work but I knew that in nursing, so much was different — computers, equipment, medications... I wanted to get up to speed on everything that’s current.”

Coincidentally, Green decided to call the School of Nursing on the off chance there was a course that might give her the information she needed to be confident about moving back into nursing. And School officials told her a new curriculum was being offered for people just like her. “I couldn’t believe my luck,” she says. “I was thrilled.”

UPDATING KNOWLEDGE, SKILLS

The new Registered Nurse Refresher Course, being offered through the Community Nursing Center's Center for Lifelong Learning, began this spring. It provides an opportunity to update knowledge and skills of current nursing theory and practice for those nurses wishing to re-enter the work force, like Pam Green, or nurses who want to enhance their skills in order to take on another job in the nursing field, says center director Pamela Smith MS, RN, ANP.

"We are very excited to be able to offer the RN Refresher Course," Smith says. "It gives registered nurses an update about the world of nursing as it is today, and provides them with confidence as they re-enter the work force or move to a different position than they've held in the past."

The first RN Refresher Course offered this spring attracted 21 nurses, from the Rochester area and across New York state. Tuition for the first 25 students was paid for through the New York State Work Training Program, which provided grant funding. The full cost for the course was \$2,695.

Smith also worked collaboratively with the Western New York Rural Area Health Education Center in recruitment of students for the program. In fact, they identified students from their coverage area and gave them applications for mileage reimbursement. Ten students were eligible.

In a time when the average age of nurses is 47 years old, the majority of those nurses will retire in the next decade. Only 9 percent of working nurses today are under the age of 30, down from 25 percent in 1980. It is anticipated that by the year 2010 there will be approximately 600,000 baccalaureate-prepared nurses available yet 1.4 million will be needed.

"This course is another way the School of Nursing is doing its part to help with the nursing shortage," Smith says.

The Center for Lifelong Learning is only a year old but already it is providing a wide range of courses that meet the needs of today's nurses who strive to learn and grow, and hopefully will make a difference in retaining nurses.

"We're committed to developing and implementing quality continuing education for nurses, physicians and other health professionals, providing enrichment for health care personnel who seek learning experiences that advance them personally and professionally," Smith says.

The Center is constantly searching for innovative ways to meet educational needs within these ever-changing times, moving into niche areas that will assist health care professionals and in the process have an impact on the nursing shortage facing this area and the rest of the country, she says.



Pamela Smith MS, RN, ANP

(right) Debra Cummings and Mary Sanderson are part of the new RN Refresher Course.



DISASTER RELIEF MANAGEMENT

Other programs being offered by the Center for Lifelong Learning are sure to provide leading-edge training for nurses who wish to gain valuable knowledge that will make a difference in their lives and impact their communities and beyond.

The events of Sept. 11 forever changed the way the world views health care and rescue personnel. The terrorists' actions and the death and destruction they left behind made the world realize that it needs to be prepared for anything and everything that could happen, including additional terrorist attacks and the threat of anthrax spores or the smallpox virus.

A new graduate-level course – Disaster Relief Management – is being offered in collaboration with the University of Ulster in Northern Ireland. The curriculum provides an online elective for health care professionals and others in the helping professions to acquire the knowledge and principles required to facilitate, manage and coordinate prompt and effective disaster management.

The coursework began in January with students accessing the course through the University of Ulster's new "virtual campus," a distance-learning Internet portal called Campus One. This course is the first of its kind. Interactive online sessions connect students with others from around the world. Any nurse or nursing student in the country can enroll.

The unique coursework was developed by educational institutions, aid relief organizations and national militaries in Britain, Ireland, Finland, Sweden and Spain. Kathryn Votava, PhD, RN, chief research officer of the Community Nursing Center and assistant professor of clinical nursing, is the course coordinator. William Russell, BA, BSN, RN, director of Passport Health, and Tener Veenema, PhD, MPH, CPNP, assistant professor, have contributed to the course content. University of Rochester Medical Center toxicology expert Thomas Clarkson, PhD, MD, also has contributed to development of the course materials.

Votava cautions that while there is a real need for nurses to be trained to handle major disasters such as the one that took place at the World Trade Center, nurses also need to obtain the skills that will help with events on a smaller yet still serious scale. "Disaster is a matter of perception," Votava says. "A disaster is not a major incident, but a major incident can be a disaster. It depends on where it happens and how that area handles that event." For example, a recent train accident in a developing country in Africa was considered a disaster where as in western societies it would have been classified as



Kathryn Votava, PhD, MS, BS, RN, is leading a course in Disaster Relief Management, which brings together students from around the globe through an online initiative with the University of Ulster.

"A DISASTER IS NOT A MAJOR INCIDENT, BUT A MAJOR INCIDENT CAN BE A DISASTER. IT DEPENDS ON WHERE IT HAPPENS AND HOW THAT AREA HANDLES THAT EVENT."

a major incident but not a disaster. Something as common as an ice storm, if it occurs on a massive scale, can bring to a halt all community activities, preventing residents from getting food or emergency health care, and stopping rescue personnel from reaching those in desperate need of assistance.

Votava's course in disaster relief management helps nurses develop skills that apply to a wide variety of disaster situations. Students learn to plan ahead for a disaster, analyzing the systems currently in place, confirming the training level of personnel involved is adequate, and locating other resources that can assist during disasters. They will take a real-life look at disaster situations that have taken place or could take place where they live and apply what they learn about disaster relief management in an effort to double-check existing systems' abilities to handle a potential disaster.

Yet this course is a drop in the bucket. "We have made quantum leaps in terms of being aware of our vulnerabilities in the last seven months but there's still much to be done," she says.



Tener Goodwin Veenema, PhD, MPH

GLOBAL NURSING

The Center for Lifelong Learning also is offering a unique online course in Global Nursing and International Health Systems Analysis designed to prepare nurses for global public health practice. It uses the Internet as a tool to find the knowledge and skills necessary to effectively practice throughout the world. It also gives consideration to issues that require a public health response by local, national or international health care agencies inside and outside the United States.

Presented by Tener Goodwin Veenema, PhD, MPH, CPNP, assistant professor in the Center for High-Risk Children and Youth, the curriculum is an introduction to global health care organizations and educational resources focused on public health decision-making, health economics and issues surrounding international child health.

“Global nursing looks at the impact of geography, political environments, economics and changing demographics on health care issues,” says Veenema, who specializes in public health, pediatrics and nursing administration. “For nurses to make the biggest impact, they must take a broader look at the world and its needs.”

The course introduces students to international health organizations for an understanding of where particular groups work and what their missions are. The course covers the issue of the global burden of disease, helping students consider a broader population in health care planning and assessment.

“We need nurses to have the tools to quickly learn about cultures in addition to our own,” Veenema says. “For them to function in the international health care arena, they need to identify the unique needs of the population and establish priorities for a response.”

Communities in South Africa, for instance, have a variety of very different health care systems as a result of government and economic structures. In a culture that puts its

trust in traditional healers, an awareness of this leadership role can have an impact on the success of a particular health care strategy.

“If you don’t know who holds the power in the world you’re in, nothing you do will make a difference.” Having the knowledge, or at least knowing where to find it, is key.

The nursing shortage is a worry in all aspects of health care but becomes more significant when considering global concerns, says Veenema, who sits on the International Nursing Coalition for Mass Casualty Education.

“In the next 10 years we will continue to see the impact the nursing shortage is having on our society,” she says. “Add to that the threat of terrorism in its many forms and we’re facing a real problem. And it doesn’t have to be an act of terrorism that affects a community. It could be a flu epidemic, or a meningitis outbreak. But nurses are needed.”

“Global nursing is an opportunity for nurses to get involved. Hopefully this course will invigorate professionals to come into or stay in nursing.”

LEADING THE WAY, NOW AND IN THE FUTURE

The second year of existence for the Center for Lifelong Learning is already incredibly busy, with new programs being developed at a fast pace, Smith says.

Current offerings include: Credentialing for Registered Nurse First Assistants; Spanish for Health Professionals, which teaches simple phrases, terminology and pronunciation necessary to communicate with Spanish-speaking clients; and Nutrition and Health, a course that focuses on basic concepts of nutrition.

Also, a Debriefing Course that consists of communication skills workshops, seminars on coping with change and dealing with domestic violence and date rape, assessment and lethality workshop, and helping children deal with emotions; and Baker & Baker, which focuses on health care finance, accounting and financial analysis.

Coming this summer, the Center for Lifelong Learning will offer Nurse Entrepreneurship, Nurse Legal Consultant and End-of-Life Nursing.

The goal of the Center for Lifelong Learning is to provide opportunities for nurses who want to learn new skills or refresh their knowledge of the health care world in order to gain the confidence they need to re-enter the workforce, switch jobs or just become even better at what they already do, Smith says.

Distinguished School of Nursing alum inspires graduates, accepts University Scholar Medal



AS A CURIOUS YOUNGSTER GROWING up in a farming village in New York's Hudson Valley, Lillian Nail's inquisitive nature and hunger to learn was nurtured by inspiring educators and supportive parents. Today, as a distinguished scientist and foremost psychosocial oncologist, her curiosity has evolved into a passion for tackling quality-of-life issues that impact people undergoing treatment for cancer.

Lillian Nail, RN, PhD, FAAN, was in Rochester on May 18 and 19, 2001, to present the keynote address at the School of Nursing Commencement Ceremony, and to accept the University of Rochester's prestigious Distinguished Scholar Medal at the University's Doctoral Ceremony. The award recognizes graduates of the University's PhD program whose distinguished careers reflect positively on the University and its graduate education program.

Nail is the Dr. May E. Rawlinson Endowed Professor and a senior scientist at the Oregon Health and Sciences University. She holds a bachelor's, master's and PhD from the School of Nursing, where her thirst for knowledge was fueled by a fascination with research and a zeal for education.

Early in her career, during her PhD training, it was Nail's curiosity that led her to question the impact of emotional responses on cancer treatment when studying the effects of nursing interventions on outcomes. At the time, such side effects were typically controlled for in research studies, rather than addressed. Those early career seeds have blossomed into a career that's given prominence to both the topic and to Nail.

Her scholarly and clinical expertise, coupled with personal experience as a cancer survivor, has given focus to her work aimed at improving the quality of life for cancer patients. Nail's research has centered on coping with cancer and managing the disease and its treatment-related side effects to improve psychological and functional outcomes for patients. She has earned a national reputation for her scientific findings on fatigue and other symptoms that erode quality of life during chemotherapy and radiation treatments.

Nail's contributions have resulted in the ranking

of fatigue among prominent items on the national oncology clinical research agenda. Her innovative work is leading to significant advances in scientific knowledge that ultimately benefits patients and their families, and enhances the understanding of the professionals who care for cancer patients.

Nail has a litany of impressive accomplishments, including grant-funded studies, publications and awards.

She has been a primary or co-investigator on 17 grants totaling nearly \$5 million. She currently leads an interdisciplinary team that is examining the genetic basis of persistent fatigue after breast cancer treatment.

She is an advocate for effective cancer care whose commitment extends from clinical and academic to lay audiences, where her personal experiences as a cancer patient add empathy and credibility to her important message. Last fall she visited Rochester to lead the third annual *Thriving After Breast Cancer* conference with presentations to health professionals, cancer patients and survivors, and families.

In addition to the University's Distinguished Scholar Medal, Nail recently received the national Oncology Nursing Society Distinguished Researcher Award and the Western Institute of Nursing Lectureship Award which recognized her "deep passion for improving the lives of people experiencing cancer... [through] research and education."

A respected educator, Nail has been hailed as "an eager and generous mentor," according to her friend and colleague Madeline H. Schmitt, PhD, RN, FAAN, professor and Independence Chair in Nursing and Interdisciplinary Education at the School of Nursing.

The road to her current role in Oregon began with staff nurse positions at the University's Strong Memorial Hospital, spending time in surgical intensive care, cardiology, and eventually the Cancer Center where her work included research and teaching. In 1990 she moved to Salt Lake City to become associate dean for research at the University of Utah College of Nursing. She was eventually named professor and Louis S. Peery, MD, and Janet B. Peery Presidential Endowed Chair in Nursing at Utah. After serving in that capacity for a year, Nail moved to Oregon to assume her current professorship.

Research News

School moves up in NIH rankings

The School of Nursing received wonderful news this spring from the National Institutes of Health. The School moved up in rankings of schools of nursing, from 27th last year to 22nd this year.

The improved ranking is an illustration of the growth and success the School has experienced in the area of research during the past few years as well as the tremendous efforts by the faculty, says Bernadette Melnyk, PhD, RN-CS, CPNP, associate dean for Research and director of the Center for Research and Evidence-Based Practice.

“Research productivity has been soaring in the School of Nursing,” Melnyk says proudly. “Since 1999, NIH funding dollars have nearly quadrupled, from \$648,121 to \$2.25 million. Total research dollars since 1999 have increased from \$809,324 to more than \$3.13 million.”

Among some of the current innovative projects researchers are focusing on:

“Unintentional Injury Prevention Research/Socialization Strategy, Temperament and Childhood Injuries”

by Robert Cole, PhD (PI), Harriet Kitzman, PhD, RN, Lorrie Yoos, PhD, RN, CPNP, and Kim Sidora, MPH. This three-year study, funded by the Centers for Disease Control for \$818,525, is testing the interaction of maternal socialization, monitoring strategies and child temperament on the number of injuries suffered by preschool-age children.



“ICU Culture and Problematic Treatment Cases”

by Judith Baggs, PhD, RN (PI), and Madeline Schmitt, PhD, RN, FAAN, Mary Dombeck, PhD, DMIN, RN, and Sally Norton, PhD, RN. This three-year study, funded by NIH/National Institute of Nursing Research for \$677,218, is describing the cultural context of ICUs as well as developing and comparing contemporaneous perspectives of patients, families and healthcare providers and their relationship to end-of-life decision-making.

“Improving Outcomes of Low-Birth-Weight Premature Infants and Parents”

Being conducted by Bernadette Melnyk, PhD, RN, CPNP (PI), Linda Alpert-Gillis, PhD (Co-Investigator) and Nancy Feinstein, PhD, RN (Co-Investigator), the study received \$2.44 million from NIH/National Institute of Nursing Research. It is testing the effects of a theoretically driven reproducible intervention on the outcomes of 240 low-birth-weight premature infants through 2 years old and their parents at Golisano Children’s Hospital and Crouse Irving Memorial Hospital’s neonatal intensive care units.

“The KySS (Keep your children/yourself Safe and Secure) National Survey of Children, Teens, Parents, and Pediatric Health Care Providers”

The study is being conducted by Melnyk (PI), with Zendi Moldenhauer, MS, RN, PNP, Tener Veenema, PhD, MPH, CPNP, Jane Tuttle, PhD, RN, Pamela Herendeen, MS, RN-CS, PNP and Leigh Small, MS, RN-CS, PNP. Since the data collection for this study, which is being funded by the National Association of Pediatric Nurse Practitioners and Lowe’s Home Safety Council, began before the Sept. 11 tragedy, SON researchers could be among the first researchers to have this type of data nationally.

Melnyk founded and is chairperson of the national KySS campaign, an endeavor that will reduce/prevent mental health problems and psychosocial morbidities in children and teens. It is sponsored by the National Association of Pediatric Nurse Practitioners (NAPNP) and endorsed by 17 other national nursing and interdisciplinary organizations, including the American Academy of Pediatrics, Sigma Theta Tau International, the American Academy of Nursing, the National Association of School Psychologists, and the National Association of Social Workers.

AMONG RECENT RESEARCH HONORS BESTOWED UPON THE SCHOOL'S FACULTY:

Patricia Coleman, PhD, RN, was selected as a Hartford Post-Doctoral Fellow. She is one of nine selected nationally. The John A. Hartford Foundation's Building Academic Geriatric Nursing Capacity scholar program selected 20 new nurse scholars to receive \$100,000 each to support their studies and research in the field of geriatric nursing.

Hong Li, PhD, RN, and Sally Norton, PhD, RN, have been named Hartford Scholars for this summer's Hartford Institute. They have been selected to attend the same week-long program to develop their research skills and refine their research questions relevant to geriatric nursing practice. Li's research focus is on "Family Care for Hospitalized Elders: Developing and Testing Nursing Interventions." Norton's research focus is on "A Mixed-Method Evaluation of a Palliative Care Consult Service." They are among 12 scholars selected for the 2002 Summer Program. The selection of three School of Nursing faculty members for this program is a reflection of the strength of faculty in geriatric nursing research.

Bernadette Melnyk, PhD, RN-CS, CPNP, was honored as the recipient of the Eastern Nursing Research Society's 2002 Distinguished Contributions to Nursing Research Award at the ENRS conference in March. She was recognized for her program of research that has improved outcomes for children and families who face a variety of stressful life events and transitions, such as unexpected hospitalization, divorce, premature birth, and mental health/psychosocial morbidities. ENRS also recognized Dr. Melnyk's national contributions through the KySS campaign and her assistance to families after the September 11 attack on our nation to help children and teens cope with the event as well as her national leadership in evidence-based practice.

Diane Mick, PhD, RN, CCNS, has been awarded a Hartford Institute/Merck Fellowship Award. She will attend the week-long 2002 Summer Program and receive additional mentoring to do pilot work for a grant application for National Institute of Aging (NIA). Her research will focus on "Exploring Predictors of Cascade Iatrogenesis in Hospitalized Elderly." She is one of three selected.

Sally Norton, PhD, RN, was honored as the recipient of the 2002 Eastern Nursing Research Society's John A. Hartford Geriatric Nursing Research Award as a Junior Investigator. Norton recently completed a two-year post-doctoral fellowship at Oregon Health Sciences University and is building an important program of research on end-of-life decision-making and end-of-life care. Her dissertation study used grounded theory and analyzed how families, nurses and physicians negotiate decisions near the end-of-life and how they influence one another. In her postdoctoral work, Norton studied surrogates of residents with dementia in nursing homes and how their decisions on end-of-life care were made. She has published these studies and was recently recognized by two esteemed awards – the Midwest Nursing Research Society Qualitative Section Dissertation Proposal Award of Excellence and the Friends of NINR Ada Sue Hinshaw Scholar.

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Learning from nursing colleagues in China

Hong Li, PhD, RN, assistant professor of nursing, is developing a unique relationship between the School of Nursing and China Military General Hospital in Beijing.

Li is working with officials at the hospital, which includes a military post-graduate medical school and the Chinese Military Clinical Nursing Technology Center, to create a program that allows nurses from Beijing and Rochester to learn from each other through conferences, research projects and an exchange of personnel.

“There is so much that is possible when we all work together,” Li says. “The world is getting smaller and smaller because of advanced technology, and an exchange of information and expertise is very valuable.”

Li’s collaboration with China Military General Hospital began while she was at the Oregon Health Sciences University, where she completed her BSN, MS, PhD and postdoctoral training in nursing after working seven years as a staff nurse at First Teaching Hospital of Beijing Medical University. She facilitated a similar exchange program between OHSU and China Military General Hospital. The relationship was successful, Li says, providing distinctive encounters for all involved.

This is the second partnership involving the University of Rochester that Li has organized with nurses in China. She currently is leading a Chinese-American team of researchers on a project unprecedented in that country, by which Chinese nurses are studying – through interviews with families and patients – how families provide care to elderly cancer patients at Beijing Cancer Hospital.

She and Bernadette Melnyk, PhD, RN-CS, PNP, associate dean for research and director of both the School of Nursing’s Center for Research and Evidence-Based Practice and the Pediatric Nurse Practitioner Program, have launched a pilot study in the U.S. to test the effects of a nursing intervention, Creating Access for Relatives’ Empowerment (CARE), on outcomes of patients and their family members.



Hong Li, PhD, RN (above), is working with nurses at China Military General Hospital in Beijing to create a program that allows nurses from both countries to learn from each other.



“Jo Craytor Put Her Gift to Nursing in Trust, and . . .”



Jo Craytor (left) is a generous benefactor of the School of Nursing. With Jo in one of the renovated teaching labs in Helen Wood Hall is Rebecca Damore '02, a fourth-year, dual-degree major in nursing and psychology.

- Provided generous financial support for the School of Nursing
- Released earning power of appreciated assets without incurring capital gains tax
- Created a guaranteed lifetime annuity
- Obtained tax relief

For information on giving to the School of Nursing through charitable gift annuities, contact Jack Kreckel, Development Office, Department of Trusts and Estates, at kreckel@alumni.rochester.edu; phone (585) 273-5904; or call toll free:

1-800-635-4672

School News

FOCUS ON GIVING



Members of the Davenport-Hatch Foundation board and other family members of Helen Hatch Heller gather for the ribbon-cutting dedication of the Helen Hatch Heller '37 Clinical and Educational Resource Center.

Front, Lindsey Knoble, Helen Hatch Heller, Shirley Warren; second row, Austin Hildebrandt, Dave Taylor, Lee Taylor, Christine Taylor, Ty Warren, Mary Hildebrandt; back, Forbes Warren, Bill Ely, Tom Hildebrandt, Doug Taylor, Marianne Taylor.



Helen Hatch Heller (left) and School of Nursing Dean Patricia Chiverton proudly cut the ribbon on the new Helen Hatch Heller '37 Clinical and Educational Resource Center at a ceremony April 9.

Davenport-Hatch Foundation participates in the McLouth Challenge

The Davenport-Hatch Foundation has provided a grant of \$100,000 to name the School of Nursing's Clinical & Educational Resource Center for Helen Hatch Heller, a 1937 alumna who has been a dear friend and generous supporter of her alma mater through the years. As a member of the Davenport-Hatch Foundation Board, Mrs. Heller has played an integral role in the Foundation's outstanding support of the School, including its establishment of the Mabel M. and A. T. Hatch Memorial Scholarship in 1979. This scholarship, named for Heller's parents, has grown to be the School's largest scholarship endowment, and has touched the lives of 95 nursing students with awards totaling \$700,824. In the words of Carmen Rodriguez, recipient of the Hatch Scholarship for the past two years, "Mrs. Heller is truly an inspiration to us all."

The School of Nursing is proud to name the Helen Hatch Heller '37 Clinical & Educational Resource Center, and grateful for the Davenport-Hatch Foundation's most generous grant that has helped secure an additional \$200,000 for the McLouth Scholarship Fund.

Online Giving

The Office of Development has created a secure, online giving form for all donations to the School of Nursing. If you would like to make a gift to the School online, visit our secure server at:

www.urmc.rochester.edu/smd/Alumni/Gift/makeagift.cfm.

McLouth Challenge: Alumni and friends leading the way

The McLouth Challenge for the 21st Century, a \$2 million challenge grant that provides a 2:1 match for new and increased contributions to the University of Rochester School of Nursing, has inspired alumni, friends and charitable foundations to invest generously this year. Currently, our fundraising efforts total nearly \$950,000 with just a few months remaining. We are confident that we will exceed this ambitious goal with the help of individuals and organizations who believe in our outstanding programs in nursing education, practice and research.

The \$2 million McLouth Challenge Grant, which provides a 2:1 match for new and increased gifts to the School, will create the much-needed McLouth Scholarship Fund for Nursing Students. This grant makes it possible for supporters to triple the impact of their generosity this year.

It was Charles McLouth III of Palmyra, N.Y., who made this challenge grant possible for the School of Nursing through provisions in his will. He recognized the importance of preparing nursing students to become leaders in their field, and hoped to inspire alumni, friends and organizations to support the outstanding work done at the School of Nursing in this area. Leadership contributions since the fall issue of *Rochester Nursing Today* include:

The Davenport-Hatch Foundation provided a generous grant to name the Helen Hatch Heller '37 Clinical & Educational Resource Center, and also establish a Dean's Capital Resource Fund.

Eleanor Hall made a major contribution to name the Eleanor Hall Heritage Center, and to support the School's programs in nursing education, practice and research.

Marilyn Fiske '67 and Harold H. Gardner, MD '65 have made a significant commitment to establish a Nursing Faculty Support Fund in their names to provide resources for interdisciplinary and community health research, education and practice endeavors by faculty.

Lucretia W. McClure has made a leadership gift to establish the Lucretia W. McClure Heritage Library Fund to support historical initiatives at the School of Nursing, including the Oral Histories Project.

If you have any questions or would like to participate, please call Vicki Dodds in the Office of Alumni Relations & Development at (800) 333-4428.



Honorary alumna Eleanor Hall invests in School of Nursing's history, future

Eleanor Hall, RN, MA, has provided a gift of \$100,000 to the School of Nursing, naming the Eleanor Hall Heritage Center and providing much-needed resources to advance the School's outstanding programs in education, practice and research.

Hall was chair of the Department of Nursing of the School of Medicine & Dentistry from 1957-71. She led in the effort to regain the School's accreditation in 1960, and paved the way for an independent School of Nursing within the Medical Center. Hall has been an outstanding advisor and supporter ever since, and has been a leader in the School's historical preservation efforts. She was named an honorary member of the alumni association in recognition of her leadership and involvement.

The Eleanor Hall Heritage Center provides a beautiful space for students, alumni, faculty and visitors to view historical memorabilia and learn from the historical volumes and videos housed within. The Center is located on the first floor of Helen Wood Hall, in a room that was once part of a suite used by Clare Dennison, who led the School of Nursing from 1931-1951.

Not only has Eleanor Hall's gift helped the School preserve and promote its rich history, but it will provide funding to support programs that are integral to the School's success in the future. The School is grateful for her generosity, and proud to name this important new facility in her honor.

School News

FOCUS ON ALUMNI



Letter from the Alumni Office

By now you all have received a few issues of *Rochester Nursing Today*, the alumni magazine for the University of Rochester School of Nursing. I hope you are enjoying catching up on all that is happening here at the School of Nursing and reading about the exciting programs and new initiatives underway.

If there is something you would like to see in *Rochester Nursing Today* or have a question on an article featured in the magazine, please don't hesitate to contact the alumni office by e-mail at RochesterNursingToday@urmc.rochester.edu or by calling 800-333-4428. This is your magazine and I welcome any feedback you may have or ideas for future issues.

The alumni office is always looking for better ways to stay connected with you. There are so many things you should know about, and while this section of the magazine will inform you about some of our plans, it can't possibly keep you informed about everything.

For those of you with access to the Internet, I urge you to check our web site at www.urmc.rochester.edu/son/alumni to find alumni news that either doesn't fit into the magazine or isn't available in time to be printed. In this issue you will see our growing Class Notes section, a place for alumni to share any updates in their lives.

I hope to see you all in Rochester for **Fall and Reunion Weekend, Oct. 3-5, 2002**. It promises to be a wonderful time connecting with old friends and making new ones. Thank you for your continued support of the School of Nursing and I look forward to connecting with you soon!

Sincerely,

Andrea M. Marshall
Associate Director of Development
and Alumni Relations

Rochester's area code is now 585

A reminder for those of you who live outside of the Rochester area: The region is undergoing a two-year process that is changing the area code from **716 to 585**. The new number took effect Nov. 15, and a six- to nine-month period of "permissive dialing," in which both area codes work, is currently in effect.

STAY IN TOUCH THROUGH THE ALUMNI WEB SITE

The School of Nursing's alumni web site is available to further improve communication between the School and our alumni. Check us out on the web at www.urmc.rochester.edu/son/alumni/index.html.

You will find information about the Alumni Network, the Alumni Travel Program, events, news, Reunion and the Rochester Alumni Council. Easily submit news online for the class notes section of *Rochester Nursing Today*. You can also download copies of recent issues of *Rochester Nursing Today* and *The North Star*, the School's doctoral student newsletter.

www.urmc.rochester.edu/son/alumni/index.html



Lunch-n-Lecture series provides health care information for alumni

On Feb. 21, the Office of Nursing Alumni Relations hosted its first Alumni Lunch-n-Lecture, a quarterly event for School of Nursing alumni designed to address current health care topics.

Alumna and faculty member Kathleen B. King, MS '76, PhD '84, RN, FAAN, kicked off the series with a well-attended talk about "Cardiovascular Health for Women," which was followed May 6 by Nancy M. Watson, PhD '91, RN, who spoke about "Improving the Quality of Life for Persons with Dementia."

The series was developed as a way for local alumni to reconnect with one another, learn about what faculty members are doing and gain contact hours for continuing education, says Andrea Marshall, associate director of Development and Alumni Relations.

"It also offers nursing alumni and friends the chance to see first-hand how research in the School of Nursing has an impact on the community and the country. By exposing them to this up-to-the-minute research, alumni are able to carry the research back into nursing practice, and even into their personal lives when applicable," Marshall says. "Everyone benefits."

Attendance at the lectures also helps spread the word about nursing and may influence alumni who are considering an advanced degree, reminding them about the many opportunities that are available right here at their alma mater, she adds.



Kathleen B. King, MS, PhD, RN, FAAN, talks about cardiovascular health for women during the School's first Lunch-n-Lecture.

The events have been truly remarkable, engaging alumni who have been away from the School of Nursing for some time and helping to set the stage for future alumni events.

The first Alumni Lunch-n-Lecture in the fall will be held Monday, Sept. 16, at Helen Wood Hall. The topic, presented by Vicky Hines, MHA, the CEO of Visiting Nurse Service, will be about home health care issues and VNS. For more information or to register, please contact the Office of Nursing Alumni Relations at (585) 273-5945.

SAVE THE DATE

The first Alumni Lunch-n-Lecture in the fall will be held **Monday, Sept. 16**, at Helen Wood Hall. The topic will be home health care issues and Visiting Nurse Service.

Reunion 2001



CLASS OF 1941

FRONT Row: Florence Danielson Schimer,
Marjorie Smee, Anna Bater Young

BACK Row: Dorothy Felton, Doris Hubbard Crough

CLASS OF 1946

FRONT Row: Doris Nelson,
Rosalyn Schreiber, Rita Studley

BACK Row: Catherine Browning



CLASS OF 1951

FRONT Row:
Margaret Jensen,
Audrey McIntosh,
Dolly Kelly, Barbara
Outterson,
Beverly Eisenbraun

BACK Row:
Nancy Hare,
Barbara Beam,
Jeanne Till,
Dorothy Crim,
Gretchen Parry





CLASS OF 1956

FRONT ROW: Patricia Muirhead, Betty Sullivan

2ND Row: Joanna Donk, Jane Hill, Carol Goddard, Carolyn Wyatt, Mary Ann Daley, Carol Brink

3RD Row: Peggy Sholette, Ann Klos, Theresa Cooper, Elizabeth Clements

4TH Row:
Susan Mastin, Elizabeth Zwerger, Dolores DeWhirst, Carol Nichols, Joanne Fiaretti



CLASS OF 1966

FRONT Row: Helen Thomas, Gladys Alexander (Class of 1936, mother of Ann Alexander Hoher, deceased member of Class of 1966), Sandra MacMurray

2ND Row: Jayne Richard, Heide George



CLASS OF 1961

FRONT Row: Judy Herrrema, Peggy Smith, Nancy Gugino, Maryann Caroompas

2ND Row: Jan Hilliard, Karen Sutherland, Barbara Sanford, Ann Myers, Sally Shea, Karen Freeman, Jean Wood

3RD Row: Sandi Mandarano, Marian Stpehenson, Nancy VanHooydonk, Anne Browne, Susan Boulay, Carol Markham, Kathleen White, Jane Honeyman, Patricia Gorzka

Class Notes

1930s

Ethel Corrigan Doyle, '37B, enjoys hearing news of the School of Nursing and Strong Memorial Hospital. She still resides in Texas.

1960s

Judith B. Cordia, '64BS, completed her EdD from Nova Southeastern University in 2001 and is a Professor of Nursing at Jamestown Community College.

1970s

Margaret A. Burkhardt, PhD, RN, CS, HNC, '75MS, completed her second book, "Spirituality: Living our Connectedness." She resides in West Virginia with her husband, Joe Golden. Her work includes rural health care practice and education, offering seminars and workshops on spirituality and healing.

Deborah L. Campbell Kampff, '75B, is a full-time school nurse for the Annunciation School in Elma, N.Y., and continues her 15-year position teaching water aerobics, as well as teaching for the Red Cross. Her son, Adam, is a senior at Harvard University majoring in Astrophysics and Philosophy and her daughter, Gretchen, graduated from University at Buffalo with a bachelor's degree in Nursing.

Sue Furdon, '76B, is working in a dual role as clinical nurse specialist and nurse practitioner at Albany Medical Center. She recently received a national leadership award from the National Association of Neonatal Nurses.

1980s

Susan I. Boerschlein, '86BS, and Christopher Brown were married Oct. 6, 2001, in Rochester. She is working at Strong Memorial Hospital.

Rigmor G. Miller, '86BS, '92MS, has been retired since 1997. She and her husband, Paul, have been traveling on their sailboat, *Perseverance*, exploring bays and rivers along the eastern seaboard as well as the islands of the Bahamas.

1990s

Cheryl Bagley Thompson, '92PhD, is an Associate Professor of Nursing at the University of Nebraska College of Nursing, teaching in the informatics program.

Alyson B. Dritz, '93BS, and Jeffrey A. Schlosser were married Oct. 6, 2001, in New York. After receiving a master's degree in Health Administration from Cornell, Alyson is now the Senior Director of Recruiting for Managed Clinical Solutions, a staffing agency in New York for pharmaceutical companies and clinical research organizations.

Bonnie Budd, '94MS, and Alfred G. Olsen III were married June 30, 2001, in Rochester. Bonnie is a nurse practitioner at Edison Technical Institute's school-based health center.

Sandra "Sam" Brzoza, '95MS, joined the faculty of Roberts Wesleyan College as Assistant Professor of Nursing in January 2001.

Susan P. Lander, '95BS, and Dr. Michael J. Singh were married Sept. 15, 2001, in Canandaigua, N.Y. Susan is a certified registered nurse anesthetist at the University of Massachusetts Memorial Hospital.

Patrice Wooten, '96BS, launched a job search web site for nurse professionals, www.graduatenurse.com.

Beth Carpenter, '98BS, is working for Finger Lakes Donor Recovery Network as the Director of Recovery Services, the organ procurement organization for the region affiliated with the University of Rochester Medical Center. Beth spent more than three years working on the burn/trauma unit at Strong Memorial Hospital, and also served six months in the trauma unit at Beth Israel Hospital, Boston.

Megan A. Sullivan, '99BS, and Dr. Jack W. Finnell were married Sept. 22, 2001, in Manlius, N.Y.

Jessica L. Tatro, '99BS, and D. Todd Moore were married on Oct. 6, 2001, in Glens Falls, N.Y.

2000s

McKenzie A. Cantwell, '00BS, and Timothy D. Jones were married May 26, 2001, in Saranac Lake, N.Y. McKenzie is pursuing a degree in midwifery at the State University of New York at Stony Brook and is a community health nurse for Franklin County Nursing Service in Saranac Lake.

Alumni Events Around the Country



Alumni gather at a reception March 9 at Sanibel Harbor Resort and Spa. From left: Christopher Raimy, director of Medical Center Alumni Programs, Richard Grant, Betty Pixley Grant '44, Thomas Joslyn, Hilda Joslyn '54, Bruce Cameron, Barbara Cameron '52, Dr. Elaine Hubbard, Bernadette Melnyk, associate dean for Research, Barbara Kuehn '51, '52, Paul Kuehn '52MD, Andrea Marshall.



Alumni gathered at the home of Anne and John Gardner in Cleveland on April 6. Front: Anne Gardner '60, Dr. John H. Gardner III, Judith Baggs '84MS '90 PhD, E. Diane Fletcher White '59; back: Dr. Ronald Savrin '70 (River Campus), Connie Visousky '93BS '95MS, Carol Savrin '71, Alfred Heggie '56MD, Barbara Heggie '52, Dr. Edward C. White '61. In front of the group is dog Polly.

An alumni reception was held March 8 at the Renaissance Orlando Resort at Sea World. Front: Andrea Marshall, associate director of Alumni Relations, Joanne Fiaretti '56, Lew Carriere '69, Julie Sanford '55 '56, '59MS, Dr. Loretta Ford '00HNR, Elizabeth Fox '49, Betty Deffenbaugh '48 '58, Dr. Bernadette Melnyk, associate dean for Reseach; back: William Ford, Don Fiaretti, Lorraine Carriere, James Sanford, Homer Deffenbaugh '45 (college), Christopher Raimy, director of Medical Center Alumni Programs.



Consider the School of Nursing's academic program offerings

The School of Nursing offers a full range of degree and certificate opportunities for registered nurses who wish to continue their nursing education. From bachelor's degrees to doctoral study, the School of Nursing offers a wide variety of academic programs.

RN to BS to MS Program

RN to BS Program Coordinator:
Joanne Clements, MS, RN
(585) 273-2520

Broaden your skills and enhance your career mobility. This program accelerates movement through the BS and MS degrees, with a savings of 19 to 24 credits, depending on specialty.

Accelerated BS, MS Program

Program Coordinator:
Rita D'Aoust, MS, RN, ANP
(585) 275-8887

Enables eligible college graduates to qualify for RN licensing in one year.

Master's Program

Master's Program Director:
Charlotte Torres, EdD, RN, CS, FNP
(585) 273-5713

Pursue a career in evidence-based practice:
Acute Care Nurse Practitioner
Adult Nurse Practitioner
Family Nurse Practitioner
Pediatric Nurse Practitioner
Pediatric Nurse Practitioner/Neonatal Nurse Practitioner
Psychiatric/Mental Health Nurse Practitioner
New: Dual Degree – Pediatric Nurse Practitioner/Psychiatric
Mental Health Nurse Practitioner

Post Master's Certificate Program

Obtain advanced education in another clinical specialty area and/or nurse practitioner certification. We offer advanced practice nurses an opportunity to pursue a post-master's certificate in six clinical specialty areas in the master's program. The new Neonatal Nurse Practitioner Post-Master's Program is now available.

MS and PhD Dual Degree Program

Doctoral Program Coordinator:
Madeline Schmitt, PhD, RN, FAAN
(585) 275-8889

This program is for highly qualified nurses with a bachelor's degree in nursing who anticipate a career in teaching/research or practice/research. Combines curricula that offer the opportunity for an intensive, accelerated program, providing preparation for advanced practice in one of six clinical specialty areas and research training at the doctoral level.

Doctor of Philosophy

Aspire to leadership roles in health policy, within health care settings, and/or in academic research careers. Two Centers of Excellence – in Clinical Research in Aging and High-Risk Children and Youth – provide outstanding collaborative opportunities for PhD study and mentorship.

Post-Doctoral Study

Individually designed opportunities are available for one- and two-year post-doctoral experiences. Two Centers of Excellence – in Clinical Research in Aging and High-Risk Children and Youth – provide outstanding collaborative opportunities for post-doctoral study and mentorship.

New Electives: Community Nursing Center

Center for Lifelong Learning:
Donna Tortoretti, BS, BA, RNC, CMAC
(585) 275-8864

As part of your nursing education, you have an option to prepare for a specialty practice in one of these exciting areas:

- Legal Nurse Consultant:** prepare to work with attorneys on health-related issues
- Forensic Nurse:** learn to care for individuals in the criminal justice system
- Disaster-Relief Nurse:** prepare to respond to national emergencies or disasters
- E-health:** explore innovative telehealthcare delivery methods
- RN Entrepreneurship:** business opportunities in nursing



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SCHOOL OF NURSING

Fall Weekend & Reunion 2002 Preliminary Schedule

**For more information about
Fall Weekend & Reunion 2002,
contact:**



Andrea M. Marshall

Associate Director of Development
and Alumni Relations
300 East River Road
PO Box 278996
Rochester, NY 14627-8996

585-273-3173

andrea_marshall@urmc.rochester.edu

Thursday, October 3, 2002

- | | |
|------------|---------------------------------------|
| 4 – 7 p.m. | Registration Helen Wood Hall Lobby |
| 5 – 7 p.m. | Reception Helen Wood Hall Lounge |

Friday, October 4, 2002

- | | |
|-----------------|--|
| 8 a.m. – 5 p.m. | Registration Helen Wood Hall Lobby |
| 8 – 9 a.m. | Tour of Frank & Caroline Gannett Emergency Center featuring the Laurence and Dennis Kessler Regional Trauma Unit and Ronald McDonald House Charities Children’s Emergency Department |
| 8 – 9 a.m. | Tour of Strong Memorial Hospital |
| 9:30 – 11 a.m. | 44th Annual Clare Dennison Lecture Lower S Wing, Adolph Auditorium University of Rochester Medical Center 1-7619 |



Friday, October 4, 2002 *continued*

- 11:15 a.m. –
11:45 a.m. Class Photos
- noon – 2 p.m. School of Nursing Luncheon
Helen Wood Hall Lounge
(Lunch will be served at
12:15 p.m. Program will
begin at 1:15 p.m.)
- 2:15 – 3:15 p.m. Estate Planning Seminar
Location: TBD
- 2:30 – 3:30 p.m. Community Nursing Center
Presentation and
Informational Session
Classroom 118
Helen Wood Hall
- 3 – 4 p.m. Tour of Emergency Center
3 – 4 p.m. Tour of Strong Memorial
Hospital
- 5 – 7 p.m. Dean's Diamond Circle
Reception
Cunningham House Art
Studio
Rochester Museum and
Science Center
Invitation to members
of the Dean's Diamond
Circle Gift Club
- 6:30 – 10 p.m. All Alumni Event
Rochester Museum &
Science Center

Saturday, October 5, 2002

- 8:30 – 9:30 a.m. SON 50 Year Club
Breakfast Reception
Helen Wood Hall Lounge
- 10 – 11 a.m. URMC Memorial Service
Medical Center Chapel
- 11 a.m. – 3 p.m. URMC Colonial Belle Boat
Tour on Erie Canal
Lunch provided
Boat departs at noon
Boat returns at 2 p.m.
Packett's Landing –
Fairport, New York
- 11:15 a.m. –
12:30 p.m. Tour of Emergency Center
- 11:30 a.m. – 3 p.m. URMC Golf Outing
- 2 – 4 p.m. Celebration of Scholarship
Helen Wood Hall Lounge
- 6:30 – 10 p.m. School of Nursing
Class Dinners
Hutchison House
930 East Avenue

*Please note: All event times
and locations are subject
to change.*