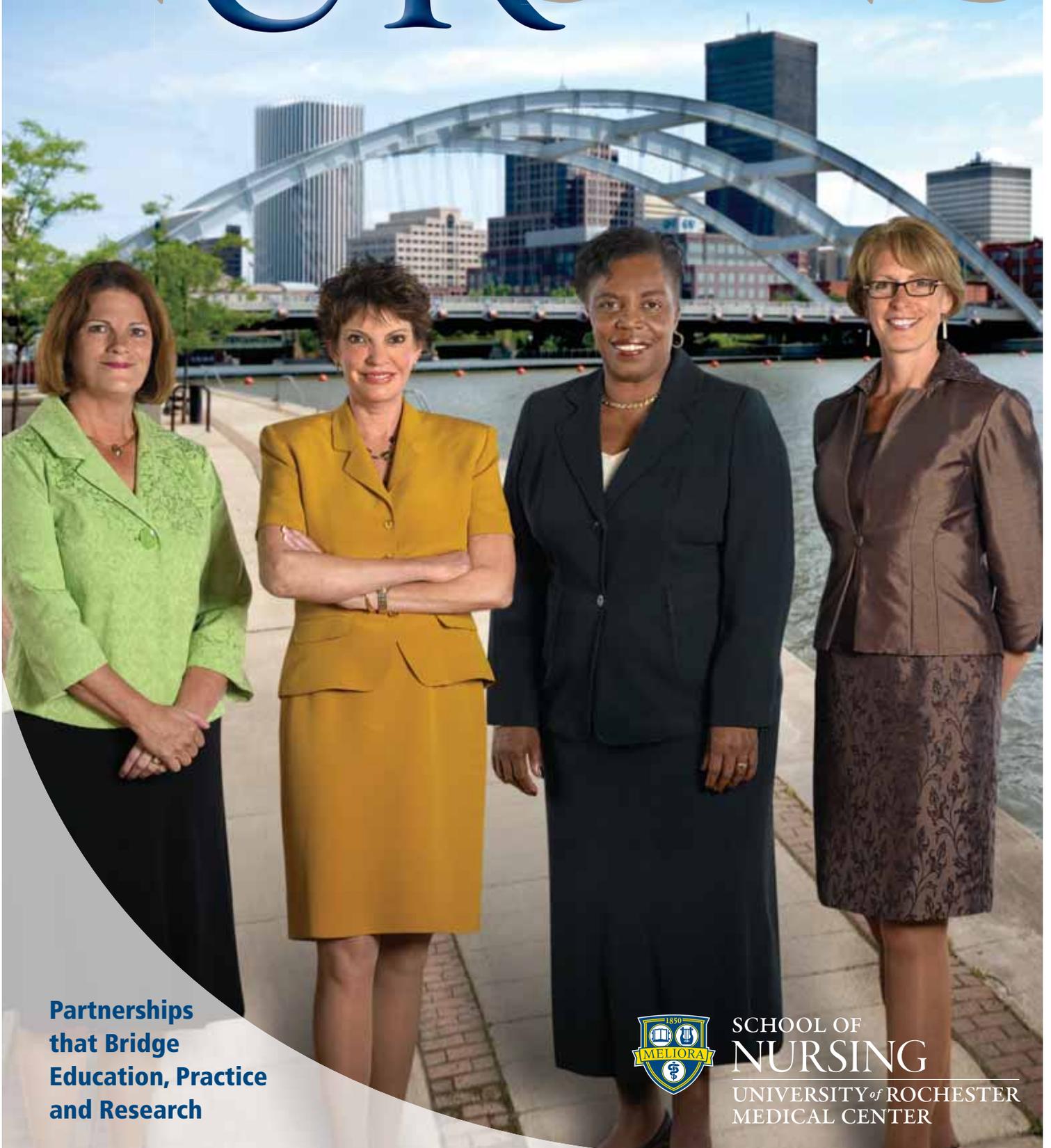


NURSING



**Partnerships
that Bridge
Education, Practice
and Research**



**SCHOOL OF
NURSING**
UNIVERSITY of ROCHESTER
MEDICAL CENTER

NUMBERS

DO KNOW

12 The University of Rochester Medical Center, of which the School of Nursing is a part, was one of the original 12 institutions nationwide to receive a Clinical and Translational Science Award from the National Institutes of Health.

7 The School is ranked seventh among 82 national schools of nursing awarded National Institutes of Health funding in 2009.

25,000 At \$25,000, the School's PhD student stipend is among the highest offered by U.S. schools of nursing.

19:3 For the third year in a row, the School of Nursing received funding from the Robert Wood Johnson Foundation's New Careers in Nursing Scholarship Program. Only 19 institutions in the country received some level of funding for all three years, and only three—the University of Rochester included—were funded at both the bachelor's and master's levels for each of the three rounds.

28:469 In May 2010, those who graduated from the School's Accelerated Programs for Non-Nurses (APNN) represented 28 different states. Enrollment in the APNN continues to grow, up 469 percent since their inception in 2002.

1972 In 1972, the unification model—a philosophy of integrating practice, research and teaching—was pioneered and implemented at the School of Nursing. It has since become a national model for nursing education.

14 The University of Rochester was one of the original 14 schools of nursing to receive funding in 2006 through the Graduate Assistance in the Areas of National Need Support Grant from the U.S. Department of Education. The GAANN Nursing Scholars program aids financially needy nurses pursuing PhDs to become nursing faculty. The School received funding again in 2009.



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NURSING online magazine

Once again we invite you to check out the online version of *NURSING*. This interactive version of our fall issue features all of the stories and news you find on the pages of the print edition, plus extra multimedia content and links. Remember, wherever you see our online icon, it indicates that related bonus material can be found at the magazine website: nursing-magazine.urmc.edu.



Kathy P. Parker, PhD, RN, FAAN

*Dean and Professor
University of Rochester
School of Nursing*

As you well know, the University of Rochester School of Nursing boasts an extraordinary tradition of innovation. Many factors contribute to our success, including the creativity, energy, and commitment of faculty, staff and students. But I also believe that the environment in which the School developed and continues to evolve is a key element. As part of an academic medical center, we benefit greatly from those around us.

The School is both literally and figuratively at the heart of the University of Rochester Medical Center, just as nursing is at the heart of health care. Even as challenges have presented themselves, the School and nursing remain on a trajectory of forward-thinking leadership. In addition, to facilitate progress, we are actively and strategically building partnerships across the Medical Center and the community.

One need look no further than across the street from Helen Wood Hall to see how time, commitment and a shared vision can grow into multifaceted collaborations. There are a number of projects that bring together individuals from the School and the Medical Center and its affiliates, and many have reach and relevance beyond the School, even beyond Rochester.

On the following pages we will look at several of these relationships and collaborations. Some are long-standing; others are newer. All illustrate a commitment from the individuals and organizations involved to recognize and elevate the ever-expanding role of nursing and its ability to transform health care and improve peoples' lives. The success of the unification model pioneered at the School is best achieved when we actively engage our community partners. Thank you to all of those people and organizations who work with us as we educate, as we practice and as we conduct research. We could not do it alone.

Kathy P. Parker

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On the cover:

Those in charge of nursing services and education from across the University of Rochester Medical Center and the community have worked to build partnerships based on their respective strengths and shared missions. (From left to right) **Patricia Witzel**, chief nursing officer at Strong Memorial Hospital, stands in front of Rochester's Frederick Douglass-Susan B. Anthony Memorial Bridge with **Kathy P. Parker**, dean of the School of Nursing, **Tommye Hinton**, Highland Hospital's chief nursing officer, and **Vicky Hines**, CEO and president of Visiting Nurse Service of Rochester and Monroe County, Inc.

Known for innovation and leadership, the University of Rochester School of Nursing moves forward, continuing to embrace collaborative relationships with University of Rochester Medical Center partners and affiliates.

History, change and opportunity are hallmarks of relationships with the Medical Center



Kathy P. Parker, RN, PhD, FAAN



“Nursing certainly has a social and ethical responsibility to evaluate itself as a profession. As a School we have to do that too, in a fully informed way,” said **Kathy P. Parker, RN, PhD, FAAN**, dean. “It is clear that while we have much to offer on our own and bring a richness to the Medical Center that would be lacking without a School of Nursing, we bring more when we are fully informed and engaged in partnerships that benefit the whole.”

To that end, Parker and her leadership team continue to earnestly pursue opportunities for collaboration within the University system and beyond. Nursing Practice at Strong has been a long-time educational partner without which students would not have the vast and varied clinical experiences they do. As health reform seems to signal an increase in home health care, the School is poised to embark on research with Visiting Nurse Service of Rochester and Monroe County, Inc. The arrival of a new chief

nursing officer at Highland Hospital brings with it a plan to increase community outreach efforts. And with the School’s newly formed Center for Research Implementation and Translation equally integrated as one of four core components within the University’s Clinical and Translational Science Institute, nursing will have its place in the research continuum.

“Just as our three missions—practice, research, and education—inform each other, so too do our partnerships. They are critical to the future of the School,” Parker said.

Practice

The School of Nursing’s history with Strong Memorial Hospital goes back to 1925, when they were founded concurrently with the School of Medicine and Dentistry. Over the last 85 years, the relationship has evolved. Today, Strong can be counted among the School’s most critical community partners.

“We have a positive ongoing relationship based on a history featuring remarkable achievements on all fronts,” Parker said. “There is great potential for the future. I believe we can serve as a national model by bringing to bear the richness of the profession.”

In 1972, the independent nursing school was established at the University, along with a model that aligned the School and nursing practice at Strong. Faculty held appointments in practice, and clinical nurse specialists at Strong had appointments at the School; those in leadership roles at Strong taught classes in the School. Over time, that structure changed, resulting in some separation of the services. But in 2010, there is a resurgence in people playing critical roles on both sides of the street.

“We need educators who are clinically relevant. In turn, having clinicians informed about education is just as important,” said Parker.

Nearly 50 clinical faculty members work at Strong across a variety of practice sites. About 30 of those individuals hold joint appointments, meaning that while they retain a faculty position within the School, they are also appointed to a clinical service within Strong and vice versa. The purpose of joint appointments is to engage individuals in multidisciplinary work that will



Patricia Witzel, RN, MS

benefit both organizations. *(Read more about joint appointments on page 4.)*

“Teaching challenges you and your skills as a nurse,” said **Michael Ackerman, DNS, RN**, associate director of nursing at Strong and director of the Sovie Center for Advanced Practice. “The experience forces you to be on top of your game, and it can be a refreshing change of pace.”

Clinicians at Strong, as well as at many other URMC and community sites, also work with the School as preceptors, spending one-on-one clinical time with students in the accelerated and master’s programs.

Evidence of Strong’s commitment to nursing education is the staggering number of clinical opportunities that it provides. Students from area nursing schools, including the University of Rochester’s, participate in more than 3,000 clinical experiences annually. Accommodating such a huge demand can be a challenge. The accelerated programs’ “capstone clinical” component in particular requires that each student spend nearly 100 clinical hours working one on one with nurse preceptors.

Patricia Witzel, RN, MS, Medical Center associate vice president and chief nursing officer at Strong, is integral in facilitating clinical sites



The relationship between Nursing Practice and the School is fluid, changing right along with education, health care and community needs.

and preceptors within the Hospital to make this possible. While it is a challenge given the growth of the accelerated programs, Witzel said, Strong makes it work. "It's a priority for us," she notes. "Certainly, a number of our staff enjoy the experience of working with students." (*Read about one preceptor's experience online.*)

One of the benefits to having so many nursing students in the Hospital is being able to recruit early on by showing student nurses what their experience may be like as a Strong nurse. "It's proven a very successful way for students and managers to learn about each other," Witzel said.

The relationship between Nursing Practice and the School is fluid, changing right along with education, health care and community needs.

For instance, when Strong saw a reduction in resident hours in 2003, there was an increased need for people to fill the role of registered nurse first assistants (RNFA), perioperative RNs who

work in collaboration with the surgeon and health care team. The School boasts a successful RNFA program.

"I think you have to be very open to the dynamic nature of health care," said Witzel. "You have to be flexible and willing to try different things."

And so they have. Just this spring, a collaborative fellowship was created by the School, its Center for Outcomes Measurement and Practice Innovation, and Strong Memorial Hospital Nursing Practice. This fellowship will give a nurse practitioner from Strong the opportunity to work in a high-need clinical area while earning a practice doctorate.

"The fellowship is an opportunity for us to test out the role of the DNP," Witzel said. "It will be helpful to have experience and data in outcomes."

When it comes to promoting and teaching patient safety, the School is committed to

working across the Medical Center to ensure quality care. Simulation has served as a springboard for those efforts with the School of Nursing, Strong and the School of Medicine and Dentistry sharing simulation facilities. Cardiothoracic surgery has used the School's simulation laboratory for their critical-incident simulation.

In May, faculty from the School of Nursing and the School of Medicine and Dentistry held an interdisciplinary simulation at Helen Wood Hall for nurse practitioner and medical students. The purpose was to promote teamwork, collaboration and appreciation for each other's roles—all of which we know lead to better patient outcomes. (*To read more about this simulation experience, see page 13.*)

In other, quieter ways, the School and Strong have built relationships that maximize efficiency and collaboration. A School of Nursing representative sits on the Continuing Nursing Education

Joint appointment enriches teaching and practice



As a pediatric/neonatal advanced practice nurse at Golisano Children's Hospital at Strong, **Patrick Hopkins, MS, C-PNP, NNP, RNC**, wants to give every child he cares for the fullest possible potential. And, as a clinical faculty member at the School of Nursing, he is equally focused on providing students with the knowledge that will make them the best clinicians they can be.

Patrick Hopkins, MS, C-PNP, NNP, RNC

Committee at Strong, which is a provider of continuing nursing education units from the American Nurses Credentialing Center. Diversity planning groups from the School and Strong Nursing Practice jointly present educational offerings. Strong utilizes facilities within Helen Wood Hall to offer orientation sessions and other programs.

Research

Efforts to bridge clinical and research interests got a boost this spring when **Gail Ingersoll, EdD, RN, FAAN, FNAP**, director of the Clinical Nursing Research Center (CNRC) at Strong, was named interim associate dean for research at the School. Ingersoll's appointment gives her oversight of both research centers at Strong Nursing Practice and the School.

"This appointment will enrich our efforts across the board," said Parker. "It means that as researchers we will better understand the clinical perspective. I also expect it will make us more aware of funding opportunities. Gail's appointment and her dual roles bring us clinical relevance and strengthen our research endeavors."

The CNRC is Nursing Practice's central



Gail Ingersoll, EdD, RN, FAAN, FNAP

resource for nursing research and is available to all nursing employees of Strong. Its members serve as principal and co-investigators, data collectors, and facilitators of the research of others. They also actively promote the use of research and other sources of evidence in clinical and administrative decision-making.

Started 10 years ago by Ingersoll, the CNRC

has grown tremendously, becoming a national model for hospital-based nursing research centers. "Particularly, as more and more hospitals apply for Magnet status, they are introducing nursing research centers," Ingersoll said. "A large part of achieving Magnet designation is related to research and a facility's ability to measure and disseminate outcomes."

Strong's center does this well through its highly successful one-year internship experience, designed to expose nurses to research and evidence-based practice (EBP) principles. Those chosen for the program complete a clinically relevant EBP or research project with the help of a mentor. To date, 46 evidence-based projects have been completed by research interns on a wide range of topics and 15 more are underway this year. (*To read more about the impact that CNRC interns have, see page 6.*)

"We want to continue to grow the center, and I'm confident that opportunities for linkages with the School are great," Ingersoll said. "The School has a wealth of wonderful resources, including people experienced in research design, methods and data analysis, as well as faculty who have conducted clinically relevant research and can share their expertise."

"Teaching and nursing. These are the two things I am passionate about," said Hopkins, who holds the titles of pediatric advanced practice nurse at Golisano Children's Hospital at Strong and assistant professor of clinical nursing in the School of Nursing. He is one of many individuals who hold a joint appointment at both the School and some other area within the Medical Center.

"Having the joint appointment allows you to start building a relationship," said Hopkins, a recent Doctor of Nursing Practice graduate. "I think it's dynamic and it encourages collaboration. That may be a buzzword but it's true. Being engaged in practice and education jointly really does put forth this idea of a teamwork approach, with the idea of different perspectives all reaching for a similar goal."

When Hopkins first started working as a nurse practitioner 11 years ago, the job came with a joint appointment at the School. At the time, he held the title of clinical instructor, doing some teaching and guest lecturing.

Since then, Hopkins has taught and co-taught a variety of classes, including: "Care of the Neonatal Intensive Care Unit (NICU) Graduate in the Primary Care Environment," "Care of a Child in a Primary Care Center," "Care of the Child with Complex Health Needs," "Pathopharmacology," and "Pathophysiology."

For Hopkins, teaching has been a dream come true and an experience that has benefitted him greatly. "I am exposed to different teaching styles, which is always good and helps you develop your own style. And while I have taught on the unit, I

think the joint appointment and the experience I gain from it gives me credibility when I teach nurses in the NICU," he said.

The reverse is equally true. "I think the fact that I still work in the NICU is really important because it gives me credibility with the students. From me they get the practical side of knowledge," he noted.

In the end, of course, the patients benefit as well from Hopkins's joint appointment and the ways it enriches his practice. "To teach, I have to stay cutting edge and up to date. I apply this learning within my practice setting. For example, when I quote a research article to a family, I can do so knowledgeably. In the end, it all comes down to doing the best I can for those in my care."

Relationships with other research components of the Medical Center are productive and wide-ranging. The School's research portfolio was recently reorganized to align more with that of the School of Medicine and Dentistry. "We want to do everything we can to increase opportunities for collaborative work with the Medical School and build effective health care teams, particularly in primary care," Parker said.

Two current faculty members and one emeritus professor serve as chairs of biomedically focused Research Review Boards. (*Read about one person's experience online.*) Several others serve on CTSI planning groups and review CTSI proposal drafts.

The nursing-run Center for Research Implementation and Translation (CRIT) within the CTSI takes the School to a new level. "We're

not talking about a partnership with the CTSI," said Harriet Kitzman, RN, PhD, FAAN, senior associate dean for research. "We *are* the CTSI, and a key component of the continuum of research translation."

The CRIT, a multidisciplinary center housed in the School of Nursing, has developed infrastructure, experience and resource capacity to offer a wide array of services to investigators. The Center will provide assistance with proposal development, including treatment/intervention and study design, and implementation. It also houses support for comparative-effectiveness research.

"These are areas for which we have critical expertise," Kitzman said. "Nursing focuses on the science of the person's experiences in health and treatment. By increasing our understanding



Harriet Kitzman, RN, PhD, FAAN

By increasing our understanding of the needs of patients and the characteristics of their environments, treatment can be shaped to increase their efficacy. —Harriet Kitzman

Nurse's internship leads to change in national guidelines for skin care

Given the complexity of cancer treatment, skin care may seem like a small matter. However, **Trish Bieck, R.N.**, a senior nurse specialist at the James P. Wilmot Cancer Center, knew that skin issues were a constant source of anxiety for many patients receiving radiation therapy. Through research she began for her internship with the Clinical Nursing Research Center at Strong Memorial Hospital, Bieck discovered that routine advice was rooted in myth instead of scientific evidence. As a result, patient recommendations locally and nationally have changed.

Bieck examined whether evidence supports the exclusion of moisturizer or other topical agents on the radiation field within four hours of treatment. Generally, the use of skin lotion is viewed as a way to decrease or diminish skin changes, which are a common and distressing side effect of radiation treatment. However,

one widely held theory is that the presence of lotion can actually increase the risk of a bad skin reaction by inducing a bolus effect, or inadvertently making the skin thicker and thereby boosting the surface dose of radiation.

Yet going without lotion can result in skin damage and dryness, which can lead to infection and pain. This can interrupt treatment and increase chances that malignant cells will repopulate while the skin heals.

Following a literature review of relevant articles, interviews with experts, an examination of benchmarks at international cancer centers, and consultations with professional organizations, Bieck found a wide variation in practice nationally.

"My role is to instruct patients and this is something I was asked about often. But it always bothered me that there didn't seem to be any

rationale behind this restriction," said Bieck, who has worked in Radiation Oncology for 20 years. "When I looked into it, I discovered little evidence to support the four-hour policies. Instead, the practice was based on historical practice – in other words, 'just because, that's the way we do it.'"

Her findings were published in the *Clinical Journal of Oncology Nursing*. The study prompted the National Cancer Institute to revise its recommendations for patients and to rewrite its widely distributed brochure, *Radiation Therapy and You*, incorporating the new findings. In addition, Wilmot developed standardized skin-care guidelines and revised its education materials. "We've had a lot of feedback and we're very pleased we could explore a topic that makes a difference for patients going through cancer treatment," said Bieck, who credits the

of the needs of patients and the characteristics of their environments, treatment can be shaped to increase its efficacy. Our involvement will optimize the movement of research from the bench to the bedside.”

The School’s new interprofessional Clinical Research Coordinator (CRC) track within the Leadership in Health Care Systems master’s program is designed for those interested in research coordination in health care, to be responsible for the “hands-on” implementation and oversight of study protocols. While serving as a central training resource for the CTSI, the School’s CRC track serves the entire upper New York State region.

“Between the CRIT and the new CRC program as well as the School being physically connected to the Clinical and Translational

“We will not be an island unto ourselves,” she said.

“We will be present every opportunity we get to bring value, to increase the visibility and role of nursing and to contribute to the community.” —Kathy Parker

Science Building, we are fully integrated, and we have worked at all levels to make that happen,” Parker said.

In the coming months and years, Parker plans to continue reaching out to Medical Center and community partners with the hope of finding common ground and projects that open doors to collaboration. “We will not be an island unto

ourselves,” she said. “We will be present every opportunity we get to bring value, to increase the visibility and role of nursing, and to contribute to the community.”



For one preceptor’s story, check out **NURSING** online.



Learn about the role of faculty on Research Review Boards online.



CNRC internship for teaching her how to do the research that led to these findings.

“I had heard about the internship and I was at the point in my career where I felt I could do more. I had a lot of questions and I felt like this would be a great professional growth opportunity for me,” she said. “I thought that maybe I could come out of the year-long experience with something I could publish. I gained knowledge and authority to speak with my physician colleagues on the topic. That makes me feel stronger as a nurse.”

Bieck was surprised, too, that when all was said and done, she wasn’t the only one to gain from the internship experience. “I have tried to share what I have learned with my coworkers because of all the support they gave to me,” she said. “I can’t say enough how important it is to ask ‘why’ and to be able to support what you do with evidence.”



Trish Bieck, RN, talks with patient Chris Bedford.

Maximizing strengths and finding common ground

For years, Highland Hospital has been opening its doors to students in the School of Nursing's accelerated programs so that they can complete clinical hours and gain experience from seasoned nurses. Now, though, **Tommye Hinton, RN, MSN**, Highland's new chief nursing officer, and **Kathy Parker, PhD, RN, FAAN**, dean, would like to pursue new ways to expand the relationship and capitalize on each institution's strengths.

Since being named CNO in February of this year, Hinton's top priority has been preparing staff as they move forward in their application for Magnet designation, a recognition awarded by the American Nurses Credentialing Center to hospitals that satisfy a set of criteria designed to measure the strength and quality of their nursing. The process is familiar to Hinton, who, as associate vice president of patient care services/interim CNO at Detroit Medical Center-Detroit Receiving Hospital, led the development of that organization's successful 2009 Magnet application. While the Magnet process is an arduous undertaking, it has provided ample opportunity for Hinton to see the commitment of Highland nurses to quality and excellence as well as the unique contributions Highland can bring to future collaborations with the School.

"I believe we are in a wonderful position to have a presence and define community benefit as we weave the priorities of the Medical Center into practice," said Hinton. "We have great diversity in terms of our patient population. We have a very clearly defined model of care. And I believe our nurses distinguish themselves in the way they interact with patients and families. We do that well and we teach students to do that well."

Among the ways Hinton sees Highland and the School of Nursing supporting each other is having the hospital draw on the expertise of faculty as an initiative gets underway to create a stronger culture of evidence-based practice. She also hopes to work with the School to offer nurses leadership training and development, something Parker would like to see as well. In turn, these interactions with faculty and exposure to higher education may lead to student recruitment opportunities for the School, which in the long run could benefit Highland. "Increasing the number of nurses with master's degrees will increase the leadership capacity and knowledge base. We know from the literature that better leadership outcomes result in better patient outcomes," said Hinton.



Tommye Hinton, RN, MSN

Both she and Parker are committed to moving nursing efforts out into the community. Finding the right projects, ones that will allow the two organizations to merge their priorities, will be the key. "I think there are a number of things we can do jointly," said Parker. "Given the shared values and the tremendous amount of talent at both places, as well as a willingness to collaborate, the stage is set for a rich partnership."

Meet Tommye Hinton, Highland Hospital's new chief nursing officer

Tommye Hinton has been in the nursing profession for 36 years. She has a deep understanding of the impact that nurses and all those who care for patients can have on their recovery and well-being. Her enthusiasm and commitment are best reflected in her own words.

What attracted you to the position of CNO at Highland?

I'm very passionate about positive patient experiences. Highland Hospital is a highly collaborative environment, where everyone is focused on patient outcomes and the entire patient experience. Highland is also a data-driven environment where we make decisions based on hard data, and I like that.

What was your first priority when you came here?

I wanted to work in conjunction with nurse leadership, councils, and Magnet champions to create a shared vision for nursing. This is an important first step for me as CNO and also in the journey for Magnet recognition.

What is the Highland Hospital Nursing Vision Statement?

Highland Hospital will be a community of empowered nurses that use evidence-based nursing and evidence-based leadership, and act with competence, confidence, and compassion to produce superior outcomes—creating care and service distinction at all levels and sites of care.

What will Magnet designation mean to Highland?

Magnet status will officially recognize us as a hospital committed to nursing quality and excellence.

What are your other goals in your new position?

Rochester is a wonderful community and offers many opportunities for nurses to make a difference outside the hospital environment. My goal is that we will establish community partnerships and become very visible in the community. I also plan to be involved in the academic community as well, as I've been throughout my career.

DNP student's work is all about finding evidence

Pamela White, RN, MS, MLS, has a small poster taped to the wall next to her desk that reads, "Not to know is bad . . . but not to wish to know is worse." The quest for knowledge is inherent in White's many endeavors, all of which relate to closing the gap between research and practice.

Though her work has spanned different areas of the University of Rochester Medical Center and its affiliates, White's background has allowed her to move seamlessly between various projects, linking them together. With master's degrees in nursing and in library and information science, she is uniquely qualified to understand how research, education, and technology can inform practice.

Having been a librarian at both the John R. Williams Health Sciences Library at Highland Hospital and the Edward G. Miner Library at Strong Memorial Hospital, White helped nurses and physicians access information. With Tommye Hinton, RN, MSN, Highland's chief nursing officer, and the Nursing Research and Evidence-Based Practice Council at Highland, she also worked on an initiative to foster evidence-based practice (EBP) in clinical areas. And as a second-year student in the School of Nursing's Doctor of Nursing Practice (DNP) program, she is exploring how the implementation of electronic medical records (EMR) will lead to improved patient outcomes.

"For a long time, how we practiced was based on this idea that we do things a certain way because that's how it's always been done. But nursing has changed and evidence-based practice is the norm. It's not a radical idea. Most nurses today are already doing this—looking at evidence and literature—but they may not see this as EBP," she said.

So in recent months, White has worked with Hinton and the Nursing Research and Evidence-Based Practice Council at Highland to firmly establish an environment of EBP at the hospital. This has involved reintroducing the basics of EBP and making sure all nurses understand why it's integral to care and patient safety. "We want to encourage people to continually reflect on practice and go to the literature when they have questions," White said. This search should lead them to the library, which White, along with Bonnie Archer, senior library assistant, helped make a rich and valued resource with an array of easily accessible materials relevant to today's nurses.

"Efforts have been made at Highland to beef up library collections tailored to the population served here, such as geriatrics and orthopaedics. In addition, because Williams Library is part of the larger Medical Center Libraries and Technologies system, we have far greater access than most community hospitals. I encouraged people to take advantage of that," she said.

This fall, White embarks on a new pursuit related to her DNP capstone project. She was selected to participate in the Clinical and Translational Science Institute's Year-Out program, 12 months of mentored clinical and translational research. As the School of Nursing's first applicant to the program, White will examine how nurses specifically adapt to the implementation of eRecord, URMC's EMR project.

"There won't be a single thing a nurse does that won't be affected by eRecord. So understanding how the process works or doesn't work for nurses is crucial," she said.

"We want to encourage people to continually reflect on practice and go to the literature when they have questions." —*Pamela White*

Pamela White (right), RN, MS, MLS, works with Betsy Garton-Park, BSN, chair of the Nursing Research and Evidence-Based Practice Council at Highland Hospital.



In partnership to affect education and improve community health

Together, Visiting Nurse Service of Rochester and Monroe County, Inc., and the School of Nursing are uniquely poised to change how community health is practiced. So says **Vicky Hines**, CEO and president of VNS.

Hines' conviction is based on where she sees health care going and her in-depth knowledge of the School; for seven years she was the associate dean for administration and finance. That experience lends a deep appreciation for how the School and VNS, the oldest home care agency in Rochester, can partner for the betterment of the community.

"Health reform is in large part about influencing individuals to take control and stay healthy. So much of the change you'll see will come through nursing interventions happening in community settings. That presents us with many opportunities to collaborate and lead," said Hines.

VNS and the School enjoy a great deal of synergy already. Partnerships exist in all three of the School's mission areas: education, practice, and research. Each semester, VNS nurses precept more than 60 students from the School's accelerated programs; Hines herself co-teaches a class in the health systems leadership program. VNS nurses conduct home visits locally through the Nurse Family Partnership program, an evidence-based home visitation program that improves the health and well-being of low-income, first-time parents and their children. The program, which



Vicky Hines

serves more than 200 mothers in Monroe County, has its roots at the School; **Harriet Kitzman, RN, PhD, FAAN**, senior associate dean for research, co-developed the program.

In terms of research, VNS of Rochester has worked with School of Nursing faculty before and has plans to do so again. **Mary Wilde, PhD, RN**, associate professor, conducted a study with VNS that looked at long-term urinary catheter use in home care. Kitzman reviewed nurse/home therapies for childhood asthma. And **Dianne Liebel, RN, PhD**, assistant professor at the School, hopes to begin a

study this fall that looks at a novel home care intervention to help the frail elderly, who are prone to depression.

When it comes to research like Liebel's involving the aging population, Hines calls VNS "the perfect clinical lab." VNS nurses visit more than 2,200 people—most over the age of 65—each day. Factor in that for 10 years the agency has been using a fully automated medical records system. That means a massive amount of data is available for analysis and study.

Collaborating with researchers is one step, said Hines, in creating a closed loop between practice, research and education. "I believe this is how we educate the next generation of nurses," she notes. "We take these projects and we trial new approaches to community health. Then we find the best practices and we teach them to students and we implement them in the community. Each part of this process is integral and affects the next. Research that informs practice that, in turn, informs education. That's what we want," she said.

Kathy Parker, RN, PhD, FAAN, dean of the School of Nursing, shares both Hines' enthusiasm and her desire to eliminate barriers to collaboration. "Our partnerships with community care organizations like VNS are increasingly important, and there are certainly areas that we want to focus on: continuity of care, quality and safety, outcomes," Parker said. "Now we need to look at how we can grow together to effect change."

"Health reform is in large part about influencing individuals to take control and stay healthy. So much of the change you'll see will come through nursing interventions happening in community settings." — *Vicky Hines*

Collaboration with VNS aims to detect depression, increase independence in frail elderly

While depression affects more than 6.5 million of the 35 million Americans 65 or older, it is more common among people who have illnesses or limited function, including those who are receiving home health care services in the community. One in seven disabled adults is depressed, but only 12 percent are adequately treated. A School of Nursing researcher hopes to partner with a local home health care agency to change that—one visit at a time.

Dianne Liebel, RN, PhD, assistant professor at the School of Nursing, has designed a comprehensive intervention that calls for home care nurses to work with patients on certain specific areas during their in-home visits. Included would be health promotion, disease and medication management, goal setting and a novel depression component. Liebel is awaiting news on funding from both the National Institute on Aging and the National Institute of Nursing Research that, if received, would allow her to pilot her Integrated Care at Home model in cooperation with Visiting Nurse Service of Rochester and Monroe County, Inc.

This project stems from Liebel's work as intervention supervisor for the Medicare Primary and Consumer-Directed Care Demonstration that ran from 1998-2003 and involved 1,600

community-dwelling older adults with existing disabilities. Participants receiving home visits from nurses who conducted health promotion and disease management reported their disabilities worsened less. This sparked Liebel's interest in studying nurse in-home interventions further, particularly with the frail elderly, who are at high risk to suffer from depression.

"Depression is not a normal part of aging, as many people think. It is real barrier to independence, and when left untreated the consequences are devastating," she said. "It becomes a vicious circle; the disability or illness leads to depression, and the depression in turn can worsen the disability."

VNS is the perfect partner for this project for a number of reasons, said Liebel. The agency is part of the University of Rochester system; it is the largest home care provider in the area; and the consistency of in-home services provided allows nurses to build relationships with the research participants. Often, the home care nurse is the primary health care contact.

"The sooner we can improve health and break the cycle the better," said Beth Dorscheid, vice president of clinical operations at VNS. "I have seen changes in the traditional home care component, but this is a huge offshoot from what

we were used to. It's an opportunity to define home care going forward."

If funding comes through, the study will begin immediately with the recruitment of VNS nurses who will be trained specifically to work on this project. Participants will be identified by VNS discharge planners using criteria developed by Liebel: those age 65 and older who are recipients of VNS home care and have needed assistance with two or more activities of daily living for more than six months will be eligible. Two groups will be formed; one will receive usual VNS care while the other will receive care through Liebel's integrated approach.

Liebel hopes the study will lead to best practices that allow nurses like those at VNS to address the magnitude of untreated depression in the home care population, thereby delaying or slowing physical decline so that people can stay independent. "I want to help people live with less disability or at least maintain their function level so that they can remain in their home. That makes such a difference," she said.

"Depression is not a normal part of aging, as many people think.

It is real barrier to independence, and when left untreated the consequences are devastating,"

— Dianne Liebel, RN, PhD



Dianne Liebel, RN, PhD

Community living centers offer unique chances to learn and share

The School of Nursing provides vital, far-reaching services throughout the greater Rochester community, particularly evident in the partnerships they foster within the University system's continuum of care. These can be hospital-based initiatives, projects in home health care, or collaborations with the University's long-term care division. The Highlands at Brighton and The Highlands at Pittsford are two more examples of University affiliates unique in their offerings and eager to collaborate.

The Highlands at Brighton is a skilled nursing facility that offers residential health care in addition to specialized services such as transitional post-acute care and rehabilitation, and dementia and behavioral step-down care. It houses the only unit of its kind in Monroe County designed for patients with severe neurobehavioral diseases and disorders; here, individualized programs in behavior management are offered on a short-term basis. It also boasts a highly specialized, stand-alone unit for ventilator-dependent patients; no other skilled nursing facility in the area offers this specialized type of around-the-clock care.

The breadth of services and patients treated—residents range in age from 15 to 103—means that The Highlands at Brighton can offer dynamic and diverse experiences to nursing students completing clinical requirements on site. "Because we are not a traditional nursing home," said **Cindi Barry**, administrator, "I think we can

provide a look at the future of long-term care as well as expose students to that stage in between hospitalization and long-term care."

The Highlands at Brighton began welcoming people—not just nursing students but respiratory therapists, pharmacists, physical therapists and geriatric fellows—into the facility four years ago for training purposes. And while nursing students do not currently spend time in the specialty areas, Barry hopes to work with the School to change that. "I'd love to show them that they don't have to get all of their experience in acute care in a hospital setting," she said. "They can get it in a smaller, controlled environment like ours, where they potentially will see more and may be able to be more hands-on."

Donna Grosstephan, RN, director of nursing at The Highlands at Brighton, said that while nursing students benefit from the clinical experiences available at her facility, the employees gain something as well. "It's really good for our staff and physicians and nurses to see students come through. It reminds them that we are doing really important work here and are a part of a larger medical and educational community," she said.

The Highlands at Pittsford is a university-based retirement community that sits just outside the village of Pittsford. A direct affiliate of the University of Rochester Medical Center, nearly 40 percent of its resident base has a direct connection with the University system.

Offering a full continuum of care on one campus, it provides cottages and apartments for independent living, enriched-living apartments, skilled nursing care, orthopaedic rehabilitation, and adult day programming to nearly 400 residents. The facility has a rich history of partnering with the School of Nursing to offer their residents educational programs and engage them as part of various research studies.

In 1998, The Highlands' Health Affairs Committee, a resident-initiated workgroup, and the School jointly explored how participation in health promotion and prevention activities would support residents' independence and health. Studies followed in 2000 and 2002 that looked at fall prevention and depression among seniors. In addition, the School holds annual vaccination clinics at The Highlands at Pittsford so that residents are protected against seasonal flu and shingles and, this past winter, the H1N1 flu virus. Speakers also present on topics of interest. In July, **Kathy P. Parker, RN, PhD, FAAN**, dean of the School, talked about sleep issues.

"We are proud to be a university-based retirement community and like to draw on all the strengths that accompany that, whether they be on the educational, research or clinical side," said **Lloyd R. Theiss**, executive director of The Highlands at Pittsford. "Our residents benefit from our partnership with the School of Nursing."

Carrie Tyler, a resident at the Highlands at Brighton talks with Phillip E. Rockwell and Taylor Eshleman, students in the School's Accelerated Program for Non-Nurses.



Nursing and Medical School students partner to learn teamwork

When treating critically ill patients, success hinges on more than just having the knowledge necessary to save them. Health care providers also need to make quick decisions and work as a cohesive team. Students from the University of Rochester School of Nursing and the School of Medicine and Dentistry participated in interdisciplinary patient simulations to learn how to communicate better in high-stress situations.

A total of 168 students—50 first- and second-year nurse practitioner students and 118 third-year medical students—went through an exercise designed to teach them more about each other's roles. Teams consisting of one nursing and two medical students were given 20 minutes to treat a critical patient with an unknown condition. Using the School of Nursing's high-fidelity SimMan, a sophisticated patient simulator that can mimic human medical conditions, and with just a few details about their patient, the students had to count on their diagnostic reasoning skills to stabilize him. Moreover, they had to work together and learn quickly how to function as an effective team.

"Simulation is an important component of health care education," said **Lisa H. Norsen, PhD, RN, ACNP**, associate professor of clinical

nursing and director of the School of Nursing's master's programs. "The chance to problem solve collaboratively in a safe environment where mistakes can be made and learned from is so valuable."

The students were videotaped throughout the experience and reviewed their simulations after they finished. A debriefing followed as they discussed what they learned, assessed whether they met their goals, and provided input to **Jeffrey Rubenstein, MD, MBA**, professor of pediatrics, who developed this interdisciplinary experience with Norsen and **Linda Spillane, MD**, assistant dean for medical simulation at the School of Medicine.

"In talking with students after the simulation, I saw them come away not only with respect and appreciation for the different roles people play as part of a health care team, but also with a better understanding of how to work across professions," said Rubenstein.

Simulations are widely used in both the University's nursing and medical schools to give students freedom to practice valuable clinical skills and work through emergency scenarios in a safe environment. They are regarded as one of the best ways for students to practice cognitive

and technical skills. But this joint simulation enhanced the educational experience even more.

"We often train health care professionals in silos and then expect people to come together and easily perform as a team," said Spillane. "Hopefully by training together early and frequently, medical students and nurses will know each other's strengths and develop respect for each other as colleagues. That will translate to better patient care, which is the ultimate goal."

"In talking with students after the simulation, I saw them come away not only with respect and appreciation for the different roles people play as part of a health care team, but also with a better understanding of how to work across professions," —*Jeffrey Rubenstein*



Students used Sim Man, the school of Nursing's patient simulator, to learn critical team-building skills.

RWJF funding awarded for third year

For the third year in a row, the University of Rochester School of Nursing received funding from the Robert Wood Johnson Foundation's (RWJF) New Careers in Nursing (NCIN) Scholarship Program. Grants provided will be used for scholarships to increase the number of students enrolled in the School's accelerated baccalaureate and master's programs for non-nurses, which build upon students' existing degrees by providing generalist nursing studies that qualify these students for their nursing licensing exams.

Since this competitive program began in 2008, only 19 institutions in the country have received some level of funding for all three years, and only three—the University of Rochester included—have been funded at both the bachelor's and master's levels for each of the three rounds.

The School received \$100,000, which will provide \$10,000 scholarships for 10 entry-level nursing students during the 2010-2011 academic year. This brings the total awarded to the School through the NCIN program since 2008 to \$380,000 with 38 scholarships given.

Launched by the RWJF and the American Association of Colleges of Nursing (AACN), the initiative aims to help alleviate the nation's nursing shortage by dramatically expanding the pipeline of students in accelerated nursing programs, the most efficient route to licensure as a registered nurse for adults who have already completed an undergraduate degree



in a discipline other than nursing. Although enrollment in these programs has steadily increased over the past few years, particularly at the University of Rochester, many potential students are unable to enroll since already having a college degree disqualifies them for receiving most federal financial aid programs for entry-level students. The RWJF New Careers in Nursing initiative addresses this problem. It also targets the need to recruit students from groups traditionally underrepresented in nursing and from disadvantaged backgrounds by giving award preference to those students.

NCIN funding has been used by the School to help leverage new faculty resources and ensure successful program completion by scholarship recipients. This year's grant will strengthen the tailored mentoring program that was started for awardees, provide them with enriched leadership opportunities and expand academic services, making its impact widespread.

Two inducted into American Academy of Nurse Practitioners



Jane Tuttle, PhD, RN

This year, two of the 44 fellows newly inducted into the American Academy of Nurse Practitioners (AANP) hailed from the School of Nursing. **Jill Quinn, PhD, RN**, assistant professor, and **Jane Tuttle, PhD, FNP-BC**, professor of clinical nursing and of pediatrics, were honored during the organization's national conference in June. The AANP fellows program recognizes nurse practitioner leaders who have made outstanding contributions to health care through clinical practice, research, education or policy.

Quinn named a 'Woman of Distinction'

Jill Quinn, PhD, RN, was honored in May by the American Heart Association with the inaugural Go Red for Women "Woman of Distinction" Award in the category of Education, Nonprofit and Community/Civic Service. The award recognizes Quinn for her commitment to raising awareness about cardiovascular health among women and empowering them to live longer, stronger lives.

Quinn received her master's degree from the University of Rochester in 1979. She then began working as a nurse practitioner caring for cardiac patients and their families—one of the first NPs working in acute care as a member of the cardiothoracic team at Strong Memorial Hospital.

Since then, she has worked with interventional cardiology, clinical cardiology and, most recently, with heart failure provider services at Strong.

In 2008, Quinn received a four-year AHA National Scientist Development Grant to research how four factors—symptom perception, depression, quality-of-life perception and the influence of family caregivers—can affect a patient's ability to identify symptoms and decide to seek medical care. Quinn's goal is helping patients and family caregivers recognize worsening symptoms before they require hospitalization.



Jill Quinn, PhD, RN

Eating disorders expert receives international award

Mary Tantillo, PhD, PMHCNS-BC, FAED, associate professor of clinical nursing at the School of Nursing, was honored by the Academy for Eating Disorders (AED) with the 2010 Meehan-Hartley Award for Public Service and Advocacy. The award, which recognizes contributions that have significantly advanced the field of eating disorders through impact on public policy, government advocacy and service to the community, was presented in June at the organization's international conference in Salzburg, Austria.

Tantillo, director of the Western New York Comprehensive Care Center for Eating Disorders, has been an extremely active member of the AED, a global professional association committed to leadership in eating disorders research, education, treatment and prevention. She is a fellow and a past board member as well as the current chair of the AED Credentialing Task Force and co-chair of the Patient/Carer Task



Force.

"The Meehan-Hartley Award recognizes and supports uniquely gifted and inspiring advocates like Mary who have made and continue to make significant contributions in advancing patient rights and access to quality care for those who

suffer from eating disorders," said Debra K. Katzman, MD, FAED, president of the AED.

Tantillo has worked with patients with eating disorders and their families for more than 25 years in a variety of clinical settings. She is a champion for family involvement in treatment and in education and advocacy efforts, and is well known for her tireless commitment to those she serves. She meets regularly with lawmakers statewide, educating them about eating disorders and encouraging their support of legislation that funds recovery programs.

In addition to her role at the School of Nursing, Tantillo is a clinical associate of psychiatry at the University of Rochester School of Medicine. She also recently developed a partial hospitalization program, The Healing Connection, LLC, for adults and adolescents with eating disorders, to fill a void in treatment options in the Rochester area.

Students and faculty present at annual ENRS conference

The following School of Nursing PhD students presented posters at the Eastern Nursing Research Society's 22nd Annual Scientific Sessions held March 24 to 26 in Providence, R.I.

Davya Brody, *PTSD after Vaginal Birth: A Literature Review, Concept Analysis: Good Birth*

Jane M. DeLuca, *A Frustrating Adventure: Parents' Information-Seeking During Newborn Screening Evaluations*

Susan Lowey, *Care Preferences of Individuals Living with Advanced Cardiac and Respiratory Illness*

Mary Dahl Maher, (with S. Lurie, S. Trafton, & A. Dozier), *Perinatal Outcomes of Latina Migrant Farmworker Women Using the Optimality Index-US*

Nomvuyo Mahlangu, *Understanding HIV Prevention in Abstinent South African Adolescent Girls*

Jamie Oliva, *Validity and Reliability of CD4+ Gene Expression Measurement after Allogeneic Stem Cell Transplantation*

Faculty taking part were:

Ponrathi Athilingam, *Biomarkers of Inflammation May Be Associated with Cognitive Function in Heart Failure*

Hyekyun Rhee, *Effects of an Asthma Self-Management Program on Adolescent Peer Leaders*

Preceptors come together for Workshop and Recognition Day

The School welcomed more than 90 community preceptors to Helen Wood Hall April 28 to recognize them for their contributions and provide free educational sessions.

Preceptors are critical to nursing education, usually spending eight to 16 hours a week over the course of a 14-week semester working one

on one with students. Many have served as preceptors continuous semesters year after year.

Two awards were given during the event. Mary Beth McCann was named Outstanding Preceptor of the Year, and Mel Callan was recognized as this year's Distinguished Alumna Preceptor.



Lisa Norsen, director of the master's programs at the School, stands with alum and preceptor Mel Callan, who received the 2010 Distinguished Alumna Preceptor.

New faculty bring expertise in oncology and home-based care



Marie Flannery, RN, PhD, was appointed an assistant professor of nursing effective July 1. She will teach in the PhD and Doctor of Nursing Practice programs.

While the position is new, Flannery certainly is not. She has held a joint appointment in the clinical track at the School of Nursing since 1998, teaching in the master's and doctoral programs. A senior nurse practitioner at the James P. Wilmot Cancer Center for 24 years, Flannery specializes in oncology nursing. She will maintain a clinical appointment at Wilmot in order to stay both connected to the patient population and clinically informed.

"I felt that I was successful in my nursing career and making a difference on the individual level," she said. "This appointment is the next stage. It allows me to make a difference on a broader level for patients, families and nurses. I will be able to generate evidence to help cancer nurses improve care."

Flannery's research has examined opioid use and cancer pain, quality of life for lung-cancer patients, and, most recently, the nature and volume of phone calls received by the ambulatory oncology department at Wilmot. Her findings led to changes in the way nurses practice. Staffing levels were adjusted and nursing assignments altered.

Flannery's plans for future research projects remain focused on ambulatory oncology. She

plans to study the experiences of individuals as they deal with their cancer diagnoses, treatment and side effects, as well as examine the role of the nurse in ambulatory oncology settings. "I am completely committed to this population," she said. "They really need nurses to help them adapt to the disease, manage symptoms, enhance quality of life and satisfy educational needs."

Flannery earned a bachelor's degree from the University of Albany and her master's and PhD from the University of Rochester School of Nursing. She has received many professional honors, is a member of the Oncology Nursing Society, and is active as a journal reviewer for several publications.



Dianne Liebel, RN, PhD, assistant professor of nursing, joined the faculty on July 1. She was previously a National Institutes of Health postdoctoral fellow in Geriatrics and Gerontology and a postdoctoral fellow at the School, focusing on home-based care and gerontologic research. Liebel will teach Research Principles for Evidence-Based Practice in the masters of nursing program and Research Data Collection and Intervention Administration in the Clinical Research Coordinator program.

With a bachelor's degree in nursing from Alfred University and a master's degree in community health education from the State University of New York at Brockport, Liebel

was able to blend her interests when she took on the role of intervention supervisor for a major Medicare Demonstration Project in 1998. This five-year study, her first foray into research, was a multi-site nurse intervention project conducted in three states with more than 1,000 disabled, community-dwelling Medicare beneficiaries. She was responsible for management of all phases of the research project, including implementation of the nurse intervention.

Liebel helped to conduct two follow-up studies after the Medicare Demonstration project ended; one looked at the effect of health promotion nurse model on depression in primary care and the effect of the nurse model for health promotion and chronic-disease self-management in rural areas.

In 2007, Liebel had the distinction of being the 100th graduate of the School of Nursing's PhD program. She was named a postdoctoral fellow that same year, and focused on further reviewing nurse data from the Medicare project. In the short term, Liebel hopes to pilot test a new integrated intervention she developed for frail elderly receiving home care. (*See more on this project on page 11.*) Her long-term career goal is to become a leading expert, designing models and structures of nurse home visiting that will maximize independence for community-dwelling older people with chronic illness and disability.

"As a faculty member at the School of Nursing I will have the unique privilege to work with a dedicated team of researchers, educators, and clinicians striving to enrich student experiences and transform healthcare. This position also provides the opportunity to continue my research helping to create new models and structures of homecare that will enable older persons with chronic illness and disability to live in the community for as long as possible," she said.

Liebel is a member of several organizations, including the American Geriatrics Society and the American Public Health Association. She received the Jill Thayer Dissertation Award from the University of Rochester in 2006.

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Alumnae start local dermatology chapter

For four years, **Ginny Hanchett, FNP, DCNP**, an alumna of the School of Nursing, considered starting a Rochester chapter of the Dermatology Nurses' Association (DNA). The DNA is a professional nursing organization committed to quality care whose core purpose is to promote excellence in dermatologic care.

"I am involved at the national level of the DNA. After attending many wonderful conferences all over the country I just felt there was something missing at the local level," she said. "Members who belong to the DNA would receive the journal and get a reduced conference rate, but then would ask, 'What does the DNA really do for me?'"

Hanchett and four other nurse practitioners—all graduates of the School of Nursing's nurse practitioner programs—hope to show these colleagues what the DNA can do with the creation of a local chapter. All five were voted in as the first officers of the Greater New York Chapter on March 9, 2010. In addition to Hanchett, who serves as president, chapter officers include **Anne Marie Ebling, MS, NP**, president-elect, **Malgorzata Sass, MS, NP**, director of public relations, **Trisha Breitung, MS, ANP**, treasurer, and **Kristin Capuano, MS, FNP-C**, secretary. The local chapter covers the greater Rochester region, which includes east of Syracuse and west to the border of New York, including Buffalo.

"I wanted to develop something local that our members could 'reach out and touch,'" Hanchett said. "Opportunities like educational sessions to nurture their own professional growth, community projects for the volunteer spirit, involvement in health fairs and teaching on prevention for the benefit of Rochester and surrounding communities."

For an organization in its infancy, Hanchett and her fellow officers are already seeing results. To date they have recruited 56 members, raised about \$1,000 toward fighting melanoma for the American Cancer Society, and held educational meetings that considered psoriasis, acne and dry skin. But this is just the beginning of what Hanchett and the other officers hope to achieve. "We are developing an extension of the SunAware program of skin cancer prevention for teenagers in our local high schools," she said. "In future years we hope to raise money for

The inaugural officers of the local chapter of the DNA are (from left to right): Kristin Capuano, secretary; Trisha Breitung, treasurer; Malgorzata Sass, director of public relations; Ginny Hanchett, president; and Anne Marie Ebling, president-elect.

dermatology-related causes such as the National Psoriasis Foundation and present a teaching day for professional nurses in our area; we also hope to help inform local colleges and universities on the dangers of tanning. There is definitely a role for us to lobby local government and insurance companies as patient advocates affecting health care policy."

Hanchett credits the inaugural officers' enthusiasm for making the local chapter a reality. "Once established, we looked around and said, 'We are all graduates of the University of Rochester School of Nursing!' Through this bond, we share a common thread with common goals and dedication. We are bound to succeed," she said.

Interested in joining the Dermatology Nurses' Association of New York State Greater Rochester Chapter?

For more information, call Ginny Hanchett at 585-487-1410 or send an email to dnagreaternychapter@gmail.com. Membership is open to dermatology nurses as well as staff who work in dermatology offices.



Other Faculty, Students and Staff Awards and Honors



Lauretta Allington

Recipient, University of Rochester School of Nursing Outstanding Faculty Colleague Award for 2010



Elaine Andolina

Named chair of the American Association of Colleges of Nursing Network "Graduate Nursing Admissions Professionals" for 2011-12 and chair-elect for 2010-11.

Judy Brasch

Recipient, University of Rochester School of Nursing Outstanding Staff Member Award for 2010

Lynn Brown

Recipient, University of Rochester School of Nursing Mary Dombeck Diversity Enhancement Staff Award for 2010



Lynn L. Cole

Invited to join the Registry Workgroup that will be responsible for revision of the protocol of the Autism Treatment Network. Cole, associate director of clinical services for the Division of Neurodevelopmental and Behavioral Pediatrics at Golisano Children's Hospital at Strong, is a co-investigator on the ATN and on the affiliated Diet and Nutrition in Children with Autism study.

Rita D'Aoust

Recipient, University of Rochester School of Nursing Mary Dombeck Diversity Enhancement Faculty Award for 2010

Susan Groth

Attended the 2010 Summer Biomarker Institute sponsored by Cells to Society: The Center on Social Disparities and Health at the Institute for Policy Research, Northwestern University. Groth was also awarded supplemental funds for community health initiatives from the Center for Community Health at the University of Rochester Medical Center in support of her research project, "Auricular Acupuncture in the Management of Adult Obesity." In addition, she received the School of Nursing's Promising New Investigator Award for 2010.

Holly Martin

Recipient, a student conference scholarship to attend the International Society of Psychiatric Nursing 2010 Annual Conference.

Jamie L. Oliva

Recipient, the 2010 Oncology Nursing Society Foundation Doctoral Scholarship through an Oncology Nursing Society Foundation Endowment. Oliva also was awarded the 2010 Oncology Nursing Society Foundation Josh Gottheil Bone Marrow Transplant Career Development Award.

Teresa Rogers

Recipient, University of Rochester School of Nursing Outstanding Staff Member Award for 2010

Martin Schiavenato

Recipient, the 2010 Rochester Academy of Medicine Nursing Award for his paper (co-authored with Ken Craig, PhD), "Pain Assessment as a Social Transaction: Beyond the Gold-Standard."

Daryl L. Sharp

Recipient, University of Rochester School of Nursing Outstanding Scholarly Practitioner Award for 2010

Jane Tuttle

Recipient, University of Rochester School of Nursing Professional Advancement Award for 2010



Faculty Publications

Elizabeth Anson

Tantillo, M., MacDowell, S., Anson, E., Taillie, E., & Cole, R. (2009). Combining supported housing and partial hospitalization to improve eating disorder symptoms, perceived health status, and health related quality of life for women with eating disorders. *Eating Disorders: Journal of Treatment and Prevention*, 17(5), 385-399.

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Karilee Bingham

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Susan Blaakman

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Sharp, D.L., & Blaakman, S.W. (2009). Report from the APNA tobacco dependence council. *Journal of the American Psychiatric Nurses Association*, 15, 412-414.

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Margaret Carno

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Robert Cole

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Carol A. Hanks

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Mary Tantillo

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Mary Wilde

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Research Awards

Acronym Key:

AHA American Heart Association
AHEPA American Hellenic Educational Progressive Association
FRSG Faculty Research Seed Grant
HRSA Health Resources and Services Administration
NIH National Institutes of Health
RTI Research Triangle Institute

Faculty research grant and award information was provided by the University of Rochester School of Nursing's Center for Research and Evidence-Based Practice.

Sheldon Fields

Robert Wood Johnson Policy Fellow
 Robert Wood Johnson Foundation
 09/01/2009 – 08/31/2012

Susan Groth

Limiting the Phenotypic Effect of Pregnancy Related Weight Gain
 NIH/K23NR010748
 09/29/2009 – 07/31/2012

Harriet Kitzman

Age-17 Follow-Up of Home Visiting Intervention
 David Olds, University of Colorado Health Sciences, External Collaborator
 NIH/R01/DA021624
 NIH/R01/DA0216624-03S2 (Supplemental Award- Economic Evaluation)
 NIH/R01/DA0216624-03S1 (Supplemental Award- Subsequent Children)
 05/15/2008 – 02/28/2013

James McMahon

HIV Risk Behavior of Adult Minority Heterosexual Men in New York City
 NIH/R01/HD057793
 8/15/2009 – 07/31/2011

Christine Koulouglioti

Improving Young Children's Essential Routines: Test of an Intervention
 Sigma Theta Tau International
 10/01/2008 – 09/30/2010

Greek-American Mothers Safety Concerns: An Instrument Translation Project
 AHEPA Educational Foundation
 03/01/2009 – 02/28/2010

Sally Norton

End of Life Decision Making in ICU's: Roles and Relationships of Key Players
 Oregon Health & Science University (Subcontract)
 ASONO0293ST-UOR
 4/01/2010 – 02/29/2012

Tobie Olsan

Comprehensive Geriatric Education Program: The Greater Rochester Nursing Home Quality Consortium
 HRSA/D62 HP15056
 07/01/2009 – 06/30/2012

Irena Pesis-Katz

Upstate Health Research Network Security Protocol for the Analysis of NY Data
 Syracuse University (Subcontract)
 02/01/2010 – 06/30/2011

Jill Quinn

Recognition of Decompensating Heart Failure by Patients and Their Family Caregivers/ Significant Others
 AHA/0830237N
 01/01/2008 – 12/31/2011

Hyekyun Rhee

Developing an Automated Symptom Monitoring Device for Adolescents with Asthma
 NIH/NR011169
 09/29/2009 – 07/31/2013

Martin Schiavenato

Developing a Multidimensional Pain Detection Device for Neonates
 Robert Wood Johnson Foundation Nurse Faculty Scholars/6772
 09/01/2009 – 08/31/2012

Mary Tantillo

Western New York Comprehensive Care Centers for Eating Disorders
 NYS/Health
 01/01/2010 – 03/31/2011

Mary Wilde

Study of People with Intermittent Urinary Catheters
 Hollister
 04/01/2008

Self-Management of Urine Flow in Long-Term Urinary Catheter Users
 James McMahon, School of Nursing
 Collaborator
 Robert Mayer, Department of Urology, External Collaborator
 NIH/R01 NR010553
 09/24/2008 – 06/30/2012

Ying Xue

Studies in Supplemental Nurse Staffing
 Robert Wood Johnson Foundation Nurse Faculty Scholars/64191
 09/01/08 – 08/31/2011

Educational Awards

Margaret H. Kearney

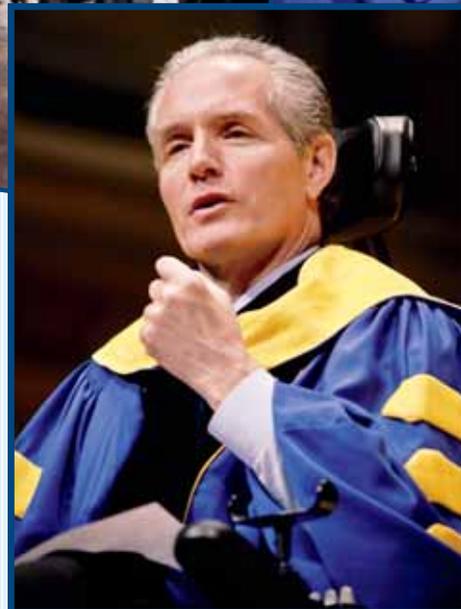
GAANN Nursing Scholars Program
 Education/ P200A090114
 08/15/2009 – 8/14/2012

Kathy Rideout

Advanced Education Nursing Traineeship
 HRSA/ A10 HP07433-05-00
 07/01/2009 – 6/30/2011

Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program
 Robert Wood Johnson Foundation
 09/01/2010 – 08/31/2011

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Graduation Kudos to...

Commencement Award Winners

Suzanne Marie Chase
*Recipient, the Mabel Sine Wadsworth Award
for 2010*

William W. Clark
*Recipient, the Dorothea Lynde Dix Prize for
2010*

Hannah M. Dominick
Recipient, the Clare Dennison Prize for 2010

Sally Nila Ellis Fletcher
*Recipient, the Paul Burgett Nursing Student
Life Award for 2010*

Yena Kim
*Recipient, the Elizabeth Clinger Young Award
for 2010*

Regina Marie Lomaglio
Recipient, the Registered Nurse Award for 2010

Jack O'Connor
*Recipient, the Student Nursing Association
Recognition Award for 2010*

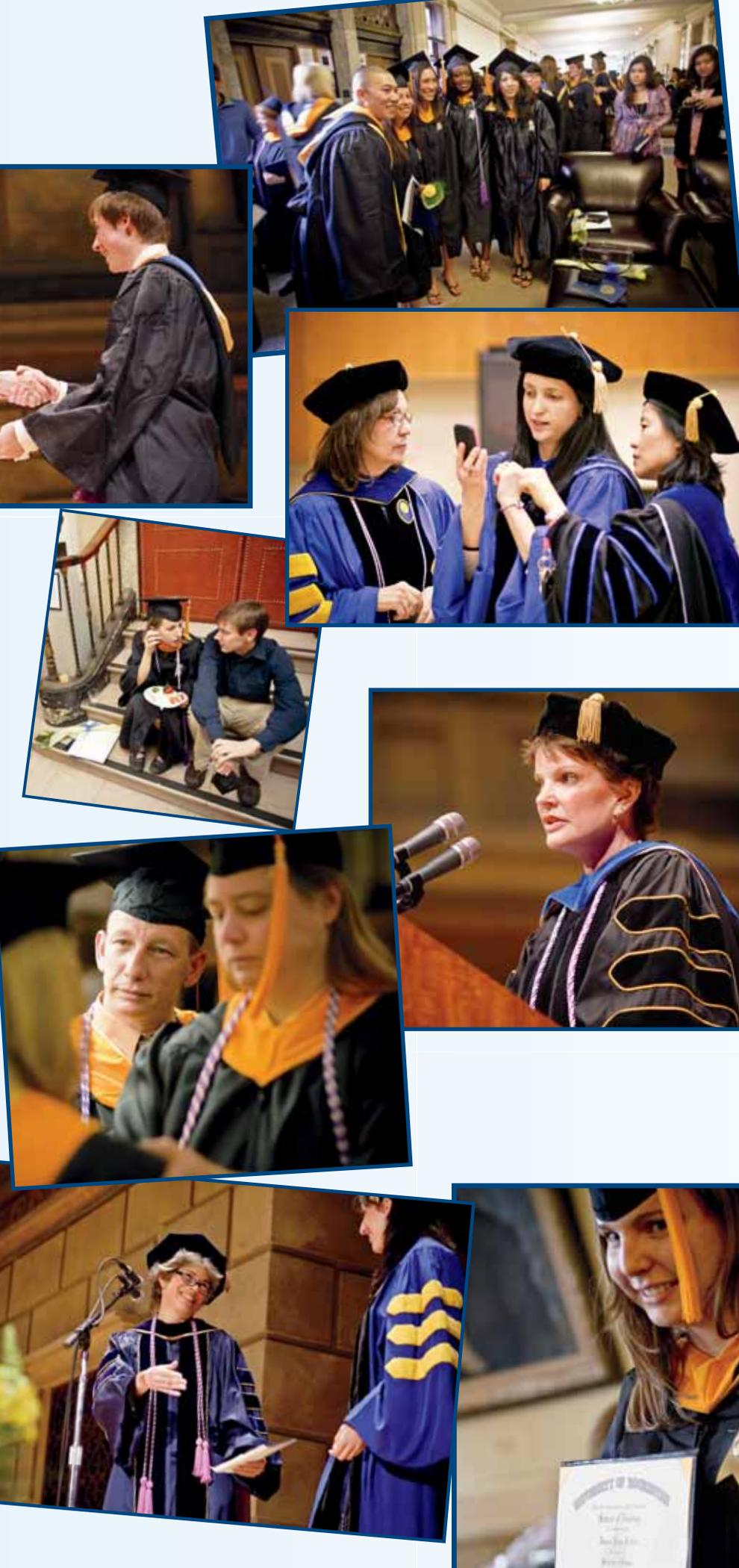
Sheila B. Ostly
*Recipient, the Margery Fancher Daly Memorial
Prize for 2010*

Amy Beth Rowland
*Recipient, the Leadership Faculty Award for
Excellence in Leadership for 2010*

Margaret Rose Stein
*Recipient, the Mary Reding Eckl Award
for 2010*

Rebecca G. Tucker
*Recipient, the Sarah and Ernest Taylor
Memorial Nursing Award for 2010*

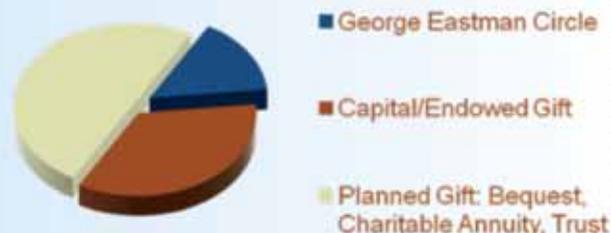
Sharon E. Zimmerman
*Recipient, the Louise Wilson Haller Memorial
Prize for 2010*



Reunions inspire alumni annual gifts and endowed scholarship in Center for Research on Aging



Structuring a Three-Part Gift



By Christopher B. Rainy

Pamela McQuilkin Lewis '62 and **T. C. Lewis '60** have expressed their appreciation for their Rochester educations in a number of ways. Through support of the annual fund as well as special and planned gifts, they have created their own personal legacy for the benefit of future generations of nursing students.

Pam celebrated her 45th nursing reunion in 2007; T. C. is actively involved in planning his 50th this year with the College Class of 1960. As T. C., a semiretired financial advisor from Fairport, N.Y., tells the story, Pam and he met in the fall of 1958. T. C. was helping his younger sister move into Susan B. Anthony Hall dormitory. His sister's room was on the top floor and after several trips to and from the car, T. C. lay down to rest on the vacant bed while his sister unpacked. A short time later there was a knock on the door and a voice said, "Hi, we must be roommates. I'm Pam McQuilkin..." The rest is history. Three children, six grandchildren and 50 years later, Pam and T. C. will celebrate their golden wedding anniversary in September 2011.

The Lewises have been long-time donors to the annual fund and the Dean's Diamond Circle and are charter members of the George Eastman Circle. Pam, who finished her studies at

Columbia University School of Nursing while T. C. was stationed with the Navy in New York, celebrated her 45th reunion in 2007, marking the special occasion by establishing the T. C. and Pamela McQuilkin Lewis Endowed Scholarship. The fund supports nursing students pursuing graduate studies in aging, particularly those with a strong interest in research solutions, practice innovations and commitment to improving quality of life for the elderly.

Their gift was inspired, in part, by Pam's mother, who at age 97 receives regular nursing care, as well as by their good friend, **Elaine C. Hubbard, PhD**, founding benefactor of the Elaine C. Hubbard Center for Research on Aging at the School of Nursing. "We wanted to do something to support nursing, and the endowed scholarship gave us a way to focus our interests on the students," Pam said. "We're looking forward to meeting the McQuilkin-Lewis Scholars in the coming years." T. C. added, "All alumni have benefited from those who came before us in terms of endowment support. It is something that we're glad we could do to help the students today as well as helping the School address the future need for financial aid."

This year, in honor of his 50th reunion, T. C. and Pam pledged a substantial bequest to their endowed scholarship fund, made a second special gift to their scholarship and made a new five-year

commitment to the George Eastman Circle as Sustaining Members.

"On behalf of the students and faculty of the School, we can't express with enough enthusiasm what this kind of commitment means to us," said **Kathy P. Parker, PhD, RN, FAAN**, dean. "By providing unrestricted resources we can use now to support our students, Pam and T. C. are helping aspiring nursing students pursue their dreams of a Rochester nursing education. Funding a named endowed scholarship today and substantially providing for that scholarship in their will is truly visionary. We are incredibly grateful for Pam and T. C.'s generosity and leadership."

For more information about structuring a gift to the School of Nursing or membership in the George Eastman Circle or the Eleanor Hall Planned Giving Society, contact Dianne Moll at 585-273-5075 or dianne.moll@rochester.edu.

For information about gift-planning opportunities, tax-wise giving or gift arrangements that return income to you, contact the Office of Trusts and Estates at 1-800-635-4672 or 585-275-7547.

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590 Mt. Hope Avenue, Rochester, NY 14620.

Class notes

1960s

Pat Gorzka '61 was honored in May by The Frances Payne Bolton School of Nursing at Case Western Reserve University. The school's alumni association presented Gorzka with their highest honor, the Distinguished Alumni of the Year Award, which is given to an alumna/us who has demonstrated continuous, outstanding, creative and exemplary contributions to the discipline of nursing or to health care. Gorzka, an associate professor and director of continuing education at the College of Nursing at the University of South Florida, is an advocate and visionary in the field of multidisciplinary nursing education.

1970s

David Bolesh, '75, a patient-safety manager at Kenner Army Medical Center in Fort Lee, Va., was awarded the 2009 Department of Defense Patient Safety Award in the category of Identification and Mitigation of Risks and Hazards in Ambulatory Care. The award recognizes "those who have shown innovation and commitment to the development of systems and processes that are tightly organized around the needs of the patient."

1980s

Carol Glod '80, professor of nursing in Northeastern University's Bouvé College of Health Sciences, lecturer in psychiatry at Harvard University Medical School, and director of developmental studies at McLean Hospital, in April was appointed dean of the School of Graduate Studies at Salem State College in Salem, Mass. Glod's experience includes over 20 years as a clinical researcher with a primary emphasis on psychiatric disorders and their treatment among children and adolescents. She is a fellow in the prestigious American Academy of Nursing, which represents the most accomplished nurses in the country.

Patricia A. Tabloski '89, associate dean for graduate studies at the William F. Connell School of Nursing at Boston College, won an *American Journal of Nursing* book of the year award in the category of gerontological nursing for her book *Gerontological Nursing*, 2nd Edition.

1990s

John Parker '96 has been named director of nursing at the Vines Hospital in Ocala, Fla., a behavioral health facility specializing in substance abuse, addiction and related psychiatric disorders. Most recently, Parker was a supervisor of nursing operations at Natchaug Hospital in Mansfield Center, Conn.

2000s

Debbie Partrick '02 recently received her master's degree in science management in health care administration from Marlboro Graduate School in Brattleboro, Vermont. Partrick is the manager of The Birthing Center in Brattleboro, Vermont.

Nancy Brown Bennett '05 and **Cary Bennett** '00RC, '04, '07 welcomed their first child, Annalise Leona, in January. Nancy and Cary are both pediatric nurse practitioners. "Cary works in the pediatric intensive care unit at St. Joseph's hospital in Phoenix. He is working on the development of Phoenix's first pediatric heart transplant program. I work for an insurance company, enrolling children in a program for kids with congenital anomalies and chronic illnesses."

In Memoriam

The School of Nursing expresses sympathy to the loved ones of our deceased alumni.

Alexander, Gladys R. (Robin), '36N, March 17, 2010. East Peoria, Ill.

Birk, Janet (Davidson), '48N, Feb. 9, 2010. Hilton Head Island, S.C.

Coffey, Charles Edward, '95N, Aug. 22, 2009. Rochester, N.Y.

Dunn, Emily J., '63N, March 31, 2010. Norwood, Mass.

Faulkner, Janet J., '51N, Feb. 2, 2010. Jamestown, N.Y.

Finelli, Rose M. (Fallico), '51N, Feb. 24, 2010. Syracuse, N.Y.

George, Melda R., (Russell), '35N, May 27, 2010. Jamestown, N.C.

Ghent, Nancy (Wakeley), '47N, July 10, 2007. Wheaton, Ill.

Larkin, Kathleen Holbert (Marden), '69N, March 25, 2010. Honeoye Falls, N.Y.

Randall, Marianne M. (Moore), '58, '59N, May 3, 2010. Flourtown, Penn.

Rank, Susannah (Mallery), '63N, May 28, 2010. Cincinnati, Ohio.

Richards, Nancy (Church), '46N, May 17, 2009. West Tisbury, Mass.

Shwabe, Joyce Ann (Burlingame), '58N, Feb. 14, 2010. Scottsdale, Ariz.

Syron, Jane (Wetherby), '47N, March 22, 2010. Bushnell, Fla.

Weaver, R. Lucy (Gould), '41N, March 11, 2008. Berkeley, Calif.

Williams-Lupi, Beverly (Densmore), '65N, June 6, 2010. Elba, N.Y.

**UPDATE
US!**

We want to know what's happening. Send NURSING the latest news on your career advancement and honors, publications and family. Please include pertinent information as well as class year and degree and a way to reach you with questions. We also invite you to submit photos from significant events you'd like mentioned in Class Notes. We will feature as many as space allows. We accept color or black-and-white prints, or high-resolution digital images. E-mail news and digital photos to Susan_Fandel@urmc.rochester.edu. Mail news and photos to NURSING, c/o Susan Fandel, 601 Elmwood Avenue, Box SON, Rochester, NY 14642.

Roberta Busky Abrams ~ 1937-2009 ~ Class of 1958, 59N



By Kay Anderson, Class of '59

Roberta was very well known and highly respected for her work in maternal and child health. Following graduation in 1959 and positions as a staff nurse, a head nurse and a nursing instructor, she went on to earn a master's degree in administration/supervision at Fairfield University. She became an assistant professor of nursing at Ohio Wesleyan University and from there moved into nursing administration at Riverside Methodist Hospital in Columbus, Ohio, where she was director of the Elizabeth

Blackwell Center from 1978 to 1986. In this position she planned and implemented reconstruction of the Women's Hospital, developed an extensive network of patient education and support groups, co-chaired the development of the Women's Center, and developed a program in perinatal nursing research with several published projects.

In 1986, Roberta became an associate administrator at Henry Ford Hospital in Detroit, leading one of three clinical nursing divisions until her retirement in 1993.

Among her many accomplishments were working as part of the leadership team to transform nursing service in the hospital, developing a framework for collaborative practice and securing several grants for improvements in client care, including a grant to create a Teen Health Clinic in an urban middle school.

Upon retirement from Henry Ford Hospital, Roberta continued to share her knowledge as a consultant in women's and child health, an instructor at Madonna University, and a clinical director responsible for developing and implementing a comprehensive care program for women and children at Arcadia Health Care. Through all these years, Roberta earned many honors and several nursing certifications, published articles and spoke at many national

events. She held leadership positions within state and national organizations, including roles in both the Ohio and Michigan chapters of the Association of Women's Health, Obstetric and Neonatal Nurses. She was a member of the Greater Detroit Organization of Nursing Executives as well as Lamaze International and Sigma Theta Tau International.

Most recently, Roberta volunteered as a member of the Coalition of Michigan Organizations for Nurses, serving as president and working with the state chief nurse executive. For her work with this organization, she received a Lifetime Achievement Award from her peers for outstanding service and support of nursing in Michigan.

Roberta was the driving force keeping the class of '58, '59N close through the years. As families were raised, Bobbie—as she was known to her classmates—organized a mini-reunion. That led to special get-togethers every one to two years. These reunions kept everyone in close touch and helped them be a support group for each other as health issues and other difficult situations occurred. For that, the class will always be grateful.

Roberta lived her life well, always using her extensive knowledge and kind heart to help others. She truly made a difference for the better in the lives of her friends, as well as all those with whom she worked and served in her nursing career.



Louise Holmes, Connie Leary and Roberta Abrams at the 2009 Reunion.

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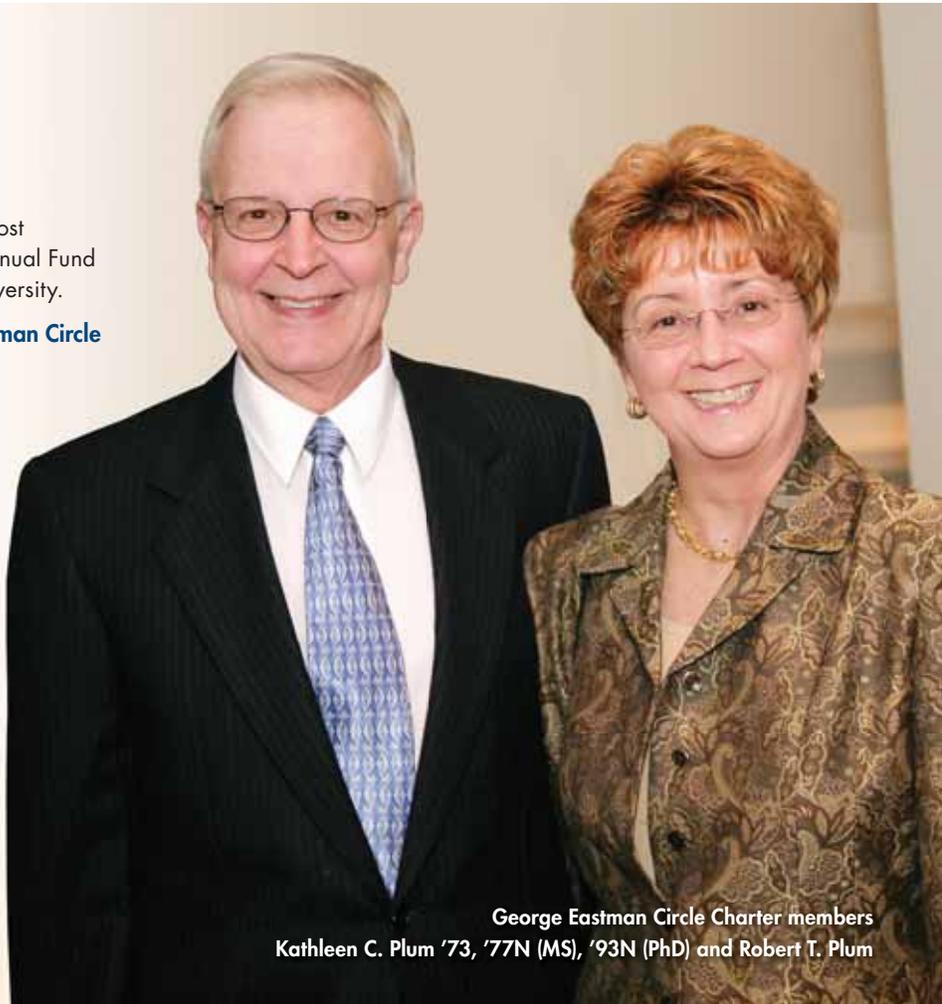
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