



Spring 2012 • Volume 13

Storrs

Excellence is a journey, not a destination.



Journey to Excellence

UNISON SPRING 2012 • VOLUME 14



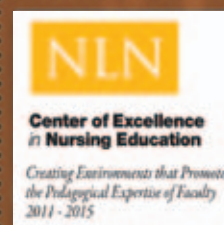
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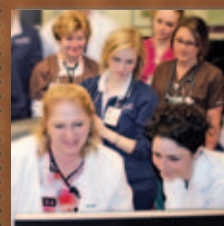
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Cover images from left: Desiree Diaz '94 BS, '09 MS, '11 PhD, Director of Simulation and Clinical Resource Laboratories in lab with David Kaplan '11; Monika Pomykala '10 during her clinical rotation at UConn Health Center ICU and Ashley Wells '11 with a young South African patient (photograph by Karen Breitreuz). **On our back cover:** Nisha Wali '12 in *Page 30* during her fall 2011 Study Abroad experience.

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



Our Journey to an *NLN Center of Excellence* ... pp. 2-3



The Strength of Our Partners ... pp. 10-11



70 Year Timeline ... pp. 16-18

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Alumni Awards



Award recipients back row from left: Christine W. Meehan, Jeanne Watson Driscoll, Patricia C. Bouffard, Dorothy M. Trebisacci; front row, from left: Nancy W. Fishman, and Kristine N. Williams.

Pictured right are Interim Dean Regina Cusson (l) with Marylouise Welch (r).



UConn School of Nursing Distinguished Alumni honored on October 1st, 2011

Christine Walsh Meehan '74

Medical device CEO and entrepreneur; angel investor (Carolyn Ladd Widmer Leadership Award)

Dorothy M. Trebisacci '71

Retired nurse consultant in the Newborn Genetic Screening Program, Connecticut Department of Public Health (Eleanor K. Gill Clinical Award)

Marylouise Welch '80 MS, '90 PhD (Antro)

Professor Emerita of Nursing, Saint Joseph College (Beverly Koerner Research Award)

Kristine Noardli Williams, '83 MS

Associate Professor, School of Nursing, University of Kansas (Marlene Kramer Research Award)

Jeanne Watson Driscoll '04 PhD

Owner and President of JWD Associates, Inc. (Beverly Koerner Education Award)

Patricia C. Bouffard '79 MS

Dean of Academic and Student Affairs, Northwestern CT Community College (Josephine Dolan Service Award)

Nancy Wieler Fishman '81

Senior Program Officer, Research and Evaluation Unit, Robert Wood Johnson Foundation (Josephine Dolan Service Award)

The Journey Forward



Bruce Adams '06 JD
Development Associate

The SON is uniquely special, but you already know that. Over the course of my first semester, I have met many of our graduates and friends who keep the SON close to their hearts in the form of enduring relationships with classmates, providing regular feedback, and by generously lending financial support. Here are a few examples of extraordinary support from the first semester:

Dean's Challenge – Interim Dean Regina Cusson kicked off the school year by challenging the school's faculty, staff, students and parents to give by her matching their gifts to the SON dollar-for-dollar up to \$10,000.

Estate Gifts – Two anonymous donors each made plans in their wills to leave six-figure gifts to the SON. One gift is for an unrestricted endowment for excellence, and the other is to create scholarships for nursing students.

Scholarships – One couple pledged funds to create a full-tuition undergraduate scholarship.

Widmer Wing – A number of donors have fueled the future of nursing by pledging funds to name features inside the new wing, including display cases and units in the simulation labs.

Annual Fund – More and more graduates are making a statement of support in the form of regular Annual Fund donations. Whether \$50 or \$50,000, your gift is an important investment in the quality of nursing education.

Ours is a vibrant community, and there are surely many more of you who desire to become closer to the SON. Please contact me. I would be happy to meet with you and explore the many ways you can become involved in the daily life and future success of the SON. Email: badams@foundation.uconn.edu or Call: 860.486.0516.



Interim Dean Regina M. Cusson with the suitcase of the School's founding dean, Carolyn Ladd Widmer, that she brought with her from Lebanon when she founded the school in 1942.

From the *Dean's Desk*

One of the things that most impressed me when I interviewed at UConn 14 years ago and decided to join the faculty was that I was joining a community of scholars. Many of those same scholars have become close friends and colleagues. They have been with me on our journey to excellence and others have joined us along the way. What makes a community of scholars? And what drives a journey to excellence? Tradition is part of it, and UConn certainly has a fine tradition of excellence, recently moving into the top twenty public universities nationally for the first time. Being driven is another part, accepting nothing less than the best. A sense of belonging, a belief that this is a place where good, meaningful work can be done educating the next generation of professional nurses. Expectations play a major role: that we can rely on each other, that different opinions will be valued, debated, and tested, and that we can tolerate some ambiguity as we strive to make UConn SON a place where excellence is expected and valued.

One of the joys of my day is to walk the halls of the school and see the excellence unfolding right before my eyes, whether it be several faculty members clustered in an office brainstorming about a

symposium they want to propose for the prestigious CANS research conference or an honors student advisor discussing a student's thesis findings. Sometimes I see a faculty member pulling a group of students together for an impromptu conference because they didn't "get" a concept from the class that day, or a graduate assistant helping a tentative student master a basic skill. Or I see a staff member who is listening patiently to a freshman's tale of woe over a missed assignment or a celebration over a grade that was higher than expected. All of these daily sights are part of a school that takes the journey to excellence seriously, where scholarship is a part of the very air that we breathe and the fabric of our being. Each one of us has a valuable role to play on that journey.

This year has been an exciting journey with many "firsts": ground breaking for the new Widmer Wing, the first building designed and built specifically for the School of Nursing; our designation as Center of Excellence in Nursing Education by the National League for Nursing inspired by the leadership of former Dean Anne Bavier and guided by a faculty team led by Carol Polifroni; admission of our first students into the new BS-to-DNP program, a degree that will change the future of advanced practice education; and the awarding of a bachelor's degree in nursing to graduates of our MEIN program, the first time the bachelor's has been awarded to these graduates.

The journey promises many wonderful things in the next year. First will be occupying and making the Widmer Wing our own: from the installation of the Dolan Collection in the common space to the cutting edge simulations labs and case-study room, all interconnected, not only with each other and our other campuses, but with the potential to connect us to nurses all over the world from our very own building. We are in discussions to sponsor the American Association for the History of Nursing's conference in 2013 in our new space, with nurse historians gathering from all over the world. The new Widmer Wing space allows us to engage in these activities.

Our journey began with the founding of our school in 1942 and has continued over the past 70 years. There are many exciting times ahead. Because it really is not about the destination, but rather what happens on our journey: creating UConn nurses, *the best* and *the brightest*.

Regina

Our Journey to an

NLN Center of Excellence



In the summer of 2011 the University of Connecticut School of Nursing was designated as a National League for Nursing (NLN) Center of Excellence for its sustained efforts to “Create Environments that Promote the Pedagogical Expertise of Faculty.” UConn will hold the designation for five years, earning recognition from the University at large, the state of Connecticut, and the nation. The award was not earned overnight, however, but instead, to use the NLN’s words, through a “sustained effort” over many years, by many people.

The effort started many years ago with the School of Nursing’s faculty, who exemplify an ethos of continuous quality improvement. Urged by a desire to do more for their students and their profession, the faculty began a process of rigorous self-assessment, fleshing out their strengths as well understanding their weaknesses. After much analysis and debate, a consensus was reached for greater success. The faculty set the standards of UConn Nursing’s curricula as professionalism, respect, accountability, excellence, integrity, and service, which are now formulated in the School’s PRAXIS pledge. With these values, the faculty found motivation and unity of purpose.

A new emphasis was also placed on interdisciplinary teaching; professors from the School of Nursing reached out across the University, working with professionals in other disciplines, including biomedical-engineering, medicine, global studies, and computer sciences fields. Student advisement became an even more important priority, with each full-time faculty member assigned a cohort of students to advise, ensuring that advisors both motivate and challenge their charges, while encouraging students to maintain balance in their everyday lives.

Determining goals and curricula for the School’s many degree programs were the next priority. Progress, excellence, and leadership were not foreign to the school: a seventy-year-old baccalaureate program, forty-year-old master’s program and a seventeen-year-old PhD program attest to that. These core programs were never enough, though, because the nursing shortage requires thinking outside the academic box. The School of Nursing pioneered an intensive eleven-month Master’s Entry into Nursing (MEIN) program for students in 2003. MEIN allowed students who already had a baccalaureate degree to become a registered nurse after a year of rigorous academic and clinical nursing experience.

In 2008 the school unveiled its new Doctor of Nursing Practice (DNP) program, allowing advanced practice nurses to become distinguished as researching professionals.

On a ceaseless journey, the School of Nursing never stopped making important and unique strides to lead the way in nursing education.

With an unshakeable foundation of professional and academic expectations solidified, full attention could be turned to the education of nursing students. Faculty sought out the expertise of the Institute for Teaching and Learning in the Center for Undergraduate Education in order to enhance their pedagogical skills. They selected state-of-the-art evidence-based NCLEX test-preparation strategies that they integrated into the junior and senior years of the curriculum. Over many years, the School of Nursing has maintained the highest freshman-to-graduation retention rate within the University, attesting to the motivation and work-ethic of nursing students. Embedded in unique “learning communities,” nursing students have the opportunity to live together, establishing support groups for both social and academic settings over their entire time at the University. Following the pioneering attitude of their professors and advisors, a group of student nurses worked to found the school’s chapter of the Student Nurses Association. They use the association and its connections to facilitate and ease the entry of graduates into careers as professional nurses.

UConn will hold the designation for five years, earning recognition from the University at large, the state of Connecticut, and the nation.

The journey to excellence has led these three distinct aspects of the School of Nursing to work in harmony: professors inspire students to achieve, students find themselves in programs tailored to their needs, and professors find a setting in which they can share their knowledge and experience with eager and engaged pupils. In preparing the Center of Excellence application, a committee comprised of faculty chose as its unifying image a traditional New England craft: the braided rug. Woven together of many strands of many colors, the braided rug, like the School of Nursing, finds its strength and durability by uniting diverse threads. The National League for Nursing recognized the School’s consistent legacy of distinction and the quality of its professional leadership. The designation as an NLN Center of Excellence was, therefore, not a surprise to those who have been with the school for many years, but instead a confirmation that they had been journeying in the right direction all along. ■



The Beck Factor: Distinguished Professor, Leader, and Nurse Researcher.

*Pictured above from left Professor Cheryl Beck with
PhD student Denise Puia. (Photograph by Barbara J. Slater)*

At the beginning of her clinical nursing career, Cheryl Beck worked as a registered nurse and nurse midwife where she found herself meeting an increasing number of women struggling with symptoms of postpartum depression. Turning to books and research articles to help treat her patients, she was disappointed to find that literature on the topic seemed to “amount to just a sentence or two.” At that point Beck set out on a journey to both research more about postpartum depression and apply that research to ease the suffering of her patients.

One of the University of Connecticut’s most distinguished professors and researchers, Dr. Cheryl Beck has been recognized worldwide for her work on postpartum depression and birth trauma. A Fellow of the American Academy of Nursing and the recipient of numerous book and research awards, Beck was also acknowledged by the University’s Board of Trustees in 2008, giving her the coveted title of “Distinguished Professor.”

Over twenty-five years later of daily research and writing, Beck continues to forge new paths in her field with junior scholars in tow, broadening her scope from postpartum depression to the various postpartum mood and anxiety disorders that can haunt new mothers. When asked if she ever finds her research to be emotionally taxing, Beck responded: “I never do, because the women who share their stories with me ...ask me to prevent the suffering of other women. I have an ethical responsibility to take what they have given me and speak on it.” Spurred by empathy, ethics, and her own personal desire for achievement, Beck has never faltered or hesitated on her journey to help others.

While keeping up with her research, Beck also teaches both undergraduate and graduate seminars on qualitative and quantitative research methods. Her enthusiasm and genuine interest for her students are obvious to anyone who interacts with her. While she describes the classroom as one of the most enjoyable places she spends her time, Beck takes her job teaching seriously. She says that teaching each new generation of nursing students how to do quality research is critically important to the future development of nursing; with that in mind, she strives to mold her undergraduate students into “knowledgeable consumers of nursing research” so that they can think critically and apply new knowledge effectively and correctly in their future careers as RNs. She gives students at all levels the tools to avoid pitfalls and mistakes while simultaneously exciting their passion for research.

But Beck’s role at the School of Nursing does not stop at researcher and educator. She rounds out her time as a mentor to undergraduate students in the honors program, graduate students, and School of Nursing faculty. Beck makes it a point to help others find what they are most passionate about; to give them a small piece of her own motivation and knowledge; to help them to discover the things that give them purpose, propelling them on the path to a fulfilling career.

“The women who share their stories with me ... ask me to prevent the suffering of other women,” says Beck.

Beck doesn’t have trouble juggling her career, hobbies, and family life, but mentions that she tends to be a workaholic. She has disciplined herself to sit down and write every day, no matter what else might invite her attention, keeping on top of her work and never letting her thoughts or passion become stagnant. “Success,” she says, “is achieved by pushing yourself and denying yourself.”

Despite her professional successes and academic triumphs, Beck remains grateful. “I leave [my job] at the end of the day sometimes,” she remarks, “and think, ‘How lucky am I to do what I love?’ Her happiness and attitude come as no surprise to those around her, though, who see her self-imposed discipline and efficiency constantly paying off.

Beck acknowledges that her journey is nowhere near complete and is currently busy preparing for the release of a new book on traumatic childbirth and acting as an editor for a forthcoming Routledge international handbook for qualitative nursing research. Her latest book, *Nursing Research: Generating and Assessing Evidence for Nursing Practice*, co-written with Denise F. Polit, was just awarded the 2011 American Journal of Nursing book of the year award.

Cheryl Beck has continually demonstrated that she is one of the University of Connecticut’s top assets through her scholarship, research, and work in the classroom. Without a doubt, as Beck’s journey continues, she will not only ease the pains of mothers suffering from postpartum depression and birth trauma, but she will inspire countless nursing students to aim for excellence. ■

Translational Health: Excellence *by* Design



*Professor Neafsey viewing
her latest interface.*

(Photograph by Barbara J. Slater)

Patricia Neafsey, professor in the School of Nursing and affiliate in the UConn Center for Health, Intervention, and Prevention, grew up in a family preoccupied with user-centered design. She remembers the letters to manufacturers that her communications engineer father would write, complaining about the “inhuman engineering” of the family’s home appliances, and recalls the ways that her father would re-engineer them, from the mailbox to the vacuum cleaner.

It comes as no surprise, then, that Neafsey now spends much of her time engaged in designing innovative computer applications to help older adult patients and their healthcare providers manage multiple prescribed and over-the-counter medications and supplements. Her group pioneered the use of touchscreens for patient data collection and education in the late 1990’s when they used Velcro to add touchscreens to IBM Thinkpads™.

Leveraging her education and years of research experience in nutritional biochemistry and pharmacology, Neafsey’s interdisciplinary research team created, tested, and refined the Personal Education Program—Next Generation (PEP-NG) that targets older adults and delivers interactive education tailored to their specific adverse self-medication behaviors. Compared to patients receiving usual care, patients using the PEP-NG significantly improved their self-medication behaviors and blood pressures as well as their knowledge and self-efficacy for avoiding drug interactions.

UConn licensed the PEP-NG to the AdhereTx Corporation, a technology start-up company funded by UConn alumni angel investors and Connecticut Innovations seed investors. UConn and the School of Nursing are shareholders in AdhereTx, as is the Donaghue Foundation who funded Neafsey’s research prior to the NIH. AdhereTx has added new functionality to the PEP-NG (now known as KnowMyMeds™) including interoperability with biometric devices and electronic health records, the ability to scan in bar codes from medication containers, and an expanded provider interface that allows providers to instantly access accurate and actionable patient medication, biometric information, and conduct medication reconciliation.

Although she could have been employed in a research and development capacity, Neafsey says that she has loved teaching from the start. She particularly credits teaching in the School of Nursing with inspiring her: “Nurses get it, they get all of it: holistic health, medication behaviors, diet. And it’s all about behavior.” She observes that, “patients want to change behaviors to be healthy,” but often lack adequate information.

While many accomplished researchers do what they can to minimize their teaching loads, particularly undergraduate teaching, for over two decades Neafsey has been teaching three required undergraduate clinical science courses and a large graduate nursing pharmacotherapy course.

Neafsey currently supervises a team of five nursing honors students studying the self-medication practices of undergraduates. Each of the students carved out specific self-medication practices of interest. The team collaborated on a research protocol and gained IRB approval. They conducted focus groups, developed, and debugged an online survey using KnowMyMeds™ as the template. The survey was conducted in October 2011, and 1,700 UConn undergrads responded. Neafsey characterizes our honors students as being primed for graduate study and futures as nurse practitioners.

With publications spanning a remarkable range—from basic science, to clinical applications, to textbooks, to interactive information technologies—Neafsey has

“Nurses get it, they get all of it: holistic health, medication behaviors, diet. And it’s all about behavior!” says Neafsey.

also done groundbreaking work with Connecticut’s Chief Toxicologist Dr. Gary Ginsberg on genetic polymorphisms. She is excited that the Jackson Laboratory for Genomic Medicine, UConn Health Center’s new partner, will be investigating pharmaceutical therapies tailored to the unique genetic profile of each patient. Neafsey foresees a time in the near future when nurse practitioners will use a handheld device to assess a patient’s genetic polymorphisms prior to prescribing medications.

When asked about the extraordinary range of her career, Neafsey demurs: “Career? What’s that? I just enjoy the ride.” She prefers instead to think of her work as a journey and credits her resilience with the willingness to explore many paths and pursue novel research opportunities.

These are significant professional accomplishments, which might make another professor feel that she had “arrived.” But for Pat Neafsey, research and teaching are not about a particular destination but about the journey. ■

Crossing Paths of Nursing Excellence



*Suzanne Hetzel Campbell's photo by Jean Santopatre.
UConn photos by Barbara J. Slater.*

Compassion makes a skilled nurse a great nurse. Compassion lets the nurse build strong bonds with patients and their families, allowing for better quality care. But this same virtue also allows nurses to build lasting friendships with each other, as is the case with Dr. Carol Daisy, Dr. Suzanne Hetzel Campbell '83, '86 MS, and Dr. Jennifer Casavant Telford '99 (pictured above from left), who all have crossed paths as student and teacher.

A Massachusetts native and graduate of Simmons College, Daisy began teaching at Yale –New Haven Hospital immediately after completing her undergraduate degree. Three years later, she returned to Boston to get her master's degree from Boston University, then following the lead of several colleagues to take a position teaching at the University of Connecticut. In residence here, Daisy would come across a young

Suzanne Hetzel (Campbell), a bright and enthusiastic undergraduate and recent transfer into the School of Nursing.

Enrolled in the honors program, Campbell stood out to Daisy for her hard work. She encouraged and supported her talents in an effort to turn her into the best nurse she could be. "[Daisy was] always there for [me]," reflects Campbell, "she knew [what] I was capable of." As Campbell finished her undergraduate career, Daisy was quick to urge her into the School of Nursing master's program; that goal underway, Campbell accepted a role precepting UConn nursing students during their clinicals and soon joined the faculty as a clinical professor in 1989. As Campbell recalls, "[Daisy] saw something in me; that I would somehow contribute to the field. I was honored and still am."

With a classroom full of students of her own, Campbell moved easily into the role of teacher with support from her family of nursing mentors—Carol Daisy always watching closely. But another promising student would soon learn from both of them.

Compassion lets the nurse build strong bonds with patients and their families, allowing for better quality care.

At first hesitant to live on campus but urged to do so by her family and friends, Jennifer Casavant (now Jennifer Telford) took Suzanne Campbell's vacant seat as a nursing student in front of Carol Daisy. In that seat Telford inherited Carol Daisy's passion for nursing history and forged her own drive to succeed. At the same time Telford learned from Suzanne Campbell as one of Campbell's first (and, admittedly, favorite) students. Finishing her undergraduate degree in 1999, Telford had dreams of becoming a nursing professor; Daisy gave her the same advice as she had years before to Campbell: Go on. "She made me [continue my studies]," says Telford, "and, now that I have finished, I am so thankful she did."

This year finds all three nurses at exciting parts of their careers. Jennifer Casavant Telford has become a respected nurse-historian and one of the School of Nursing's youngest professors; she embraces the role of teacher with excitement making it her goal to "always have [her] door open to [her] students." Her relationships with Campbell and Daisy "helped [her] to see the true meaning of what it's like to be a nurse." As her career gains momentum, she looks forward to making a difference in the lives of students, just as her mentors did for her.

Now at the Fairfield University School of Nursing, Suzanne Campbell demonstrates the excellence and leadership that have earned her a term as Interim Dean of the School. She is motivated to train a new generation of nurses while finishing her own research publications on clinical simulations. She reflects back on her time as a student, recollecting that Daisy and her other mentors

at UConn shared a "vision of nursing and what nursing could become." This same vision motivates Campbell in her career—with an established reputation, she is now ready to leave her mark on nursing education.

Through it all, Carol Daisy has remained a teacher and mentor at UConn. The relationship that she shares with Telford and Campbell is stronger than ever. The roles of teacher, mentor, and advisor have fit her well, demonstrated by her influence upon Jennifer Telford and Suzanne Campbell.

As these three nurses find themselves at different stages in their careers, their friendship is maintained, not just because of their institutional affiliation, but because of their compassion and bond as nurses. They actively touch the lives of students each day, knowing the power that a firm, guiding hand can have on the journey to achievement. ■

To learn more about joining our faculty team please visit nursing.uconn.edu/openpositions.



THE STRENGTH OF OUR PARTNERS



DEDICATED EDUCATION UNITS

Pictured left at Middlesex Hospital's DEU are (top row l-r) Megan Strobel '12, Amanda Leighton RN, Keri French '12, Chelsea Mangs '12, Deb Cabral RN, Justin Drew RN, Sarah Grabauskas '12, Lindsey Downing RN, Jessica Worroll RN, and Lauren Grant '12; (bottom row l-r): Jennifer Sullivan '12, Katherine Vetrano RN, and Lauren Boule RN.

(Photographs by Barbara J. Slater)

Many School of Nursing alumni from the 1950s and 60s remember fondly living in Hartford or New Haven during their intensive clinical years at Hartford Hospital or Yale New Haven Hospital in experiences that provided continuity with staff nurses and the patients for whom they cared.

Now, what's old is new again, though in an updated format: the dedicated education unit (DEU). While clinical experiences have always been an important part of a nurse's education, in recent years, as a result of the competition for clinical placements, students have often found themselves on a new floor, with a new patient, and a new staff nurse each week. Although students were certainly learning, nurse educators and staff nurses knew that the results could be amplified and more efficient. With that goal in mind, the school reached out to both Middlesex Hospital and Saint Francis Hospital and Medical Center to create DEUs at each location. A DEU is one floor or unit of a health facility devoted entirely to nursing students from a single nursing program and

staffed by a consistent group of nurses who are provided professional development as educators. The results have been immediate.

The most obvious benefits of DEUs develop from stronger bonds between staff nurse mentors and students; consistent interaction between them allows a staff nurse to gauge a student's strengths and weaknesses, have immediate confidence in a student's ability, and easily assess the daily progress of each student. A relationship founded in mutual trust and respect allows nursing mentors to cut away time spent on introductions and assessments and to direct it to learning and experience.

As assistant clinical professor and coordinator of the pre-licensure program Joan Kuhnly puts it, students are able to "spend more time actually giving and administering care," turning them into "stronger nurses with critical thinking skills."

The benefits don't stop for students, however, as staff nurses, hospitals, and (importantly) patients, gain from DEU arrangements with UConn. Nursing staff at both Middlesex and St. Francis receive professional development in education from the School of Nursing, strengthening them as instructors and, in turn, sparking a motivation in some to head back to school to build

move from "instructor" to "facilitator." They are able to focus student learning and draw upon overarching educational themes that students experience from working with the same nurse, on the same floor, at the same hospital. The change is, of course, exciting, as it empowers students to reflect on their actual experiences and ask questions they need to know, instead of just



Pictured left at St. Francis Healthcare's DEU (l-r) are Romina Sabando RN, Chelsea Cadirov '12, Christopher Rago '12, and Helena Connors, RN.

their own knowledge and clinical practices. Each hospital also develops a substantial relationship with students, giving UConn nurses an important edge when applying for new jobs with those hospitals after graduation. Never far out of sight, the quality of care a patient receives gets a significant boost in a DEU as nursing students work with the same regular patients, building understanding, compassion, and empathy within each nurse. "We were very excited to be chosen as a pilot site," says Carla Patrick, nurse manager at St. Francis Hospital, "The UConn students are actually 'living the life of a nurse.' The staff has embraced them as part of our family." Post Anesthesia Care Unit direct care nurse Lauren Boule of Middlesex Hospital reiterates praise of the program: "The preceptors' willingness to enrich the lives of these students with this educational opportunity is an invaluable piece in the students' educational journeys."

The institution of DEUs also marks a shift in the role of UConn's clinical faculty: their purpose has begun to

act as a receptacle to a constant stream of information. DEUs also open up important research opportunities for the School and the participating hospitals. They provide a setting rife with opportunities to measure and understand student learning and teaching methods; this kind of pioneering research is not only beneficial to our school and to our students but will leave UConn's mark on nursing education. UConn's School of Nursing once again finds itself at the forefront of education possibilities and opportunities.

Still comparatively a fledgling program within the school, DEU programs, according to Professor Kuhnly will "grow themselves" due to the many benefits for all parties involved. With positive student feedback and a genuine excitement among staff, DEUs may become the standard clinical experience. The future is bright as the School of Nursing begins efforts to partner with more healthcare settings around the state, starting a hand-in-hand journey to usher in a new generation of nurses. ■



Honors Program

... more than just academics.

"After graduating, I started work in the PICU [pediatric intensive care unit] at Connecticut Children's Medical Center.

The UConn Honors Program not only was a great experience and allowed me to complete research as an undergrad, but it gave me the opportunity to be in an ICU for my senior capstone clinical and helped me to later get hired there.

The honors program was a huge part of my experience at UConn!"

... Jennifer Song '11 BS

Explore your passion... and discover the tools to become a leading nurse-researcher.

The UConn Honors Program is home to the University's academic stars. A competitive, rigorous, but rewarding track, the Honors Program allows its intellectually gifted and highly motivated students the opportunity to work directly with their professors and mentors doing hands-on research and serious academic investigation. Honors students live, work, and study together, allowing them opportunities to make equally-motivated friends and diversify their academic interests. In the School of Nursing, faculty members pair with students, allowing students a glimpse at professors' latest research into evidence-based care and giving the feedback and guidance into the students own, similar areas of interest. The opportunities offered to these students allow them the freedom to explore their passions and the tools to turn them into leading nurse-researchers.

School of Nursing junior and Honors student Paul Banach works with Professor Colleen Delaney '80, '98 MS, '03 PhD conducting research on heart failure patients, exploring interventions that will prevent being readmitted to the hospital, such as patient education and early symptom detection. "So far with [Professor Delaney], I've been able to take an active role in her research," explains Banach, "visiting patients for the purpose of enrolling them in the study as well as educating them on how to maintain their health given their condition." He describes his work with Delaney to be "enlightening" and is proud to be able to help her. The experience is well-aligned with his own interests, taking the initiative to plan a trip to investigate healthcare in Peru last summer: "[The Honors Program] is a great opportunity to see different ways you can utilize a degree in nursing." Banach has since visited Dr. Delaney's classroom of sophomore nursing students to speak about his experience visiting, working, and learning in Latin America.

While its academic achievement is the face of the Honors Program, it offers students countless other opportunities to develop a personal and professional identity. Their work with School of Nursing faculty gives students guidance and direction. The Honors Program helps to foster the "nursing-scholars of the future," as Professor and Honors Program coordinator Elizabeth Anderson puts it, "the one-on-one with faculty mentors makes a huge difference in their lives and careers."

Laura Foran Lewis '10 enrolled immediately into the School's Bachelor's to PhD program after completing her Honors degree and works full-time as an oncology nurse at the University of Connecticut Health Center. She spent her time as an undergraduate interviewing hospice nurses in America and Ireland. "If not for the opportunities I had through the Honors Program," says Lewis, "I can honestly say that I never would have considered pursuing research, a path that now seems like such a good fit for me."

Opportunities in the Honors Program are unique and lauded across the university. "The Honors Program gave me lifelong friends and mentors and changed my entire perspective on where I was heading in nursing," says Lewis. Banach echoes her praise: "For me, personally, the opportunities I've been exposed to in the Honors Program have been some of the most valuable learning experiences of my undergraduate curriculum. Leading in the classroom and collaborating on research have helped me develop skills I will utilize throughout my professional career."

The Honors Program is one of the many efforts that make UConn into one of the leading Universities in the nation: the research done here is world-class. Honors students not only have their hands directly involved in the work of their mentors and teachers but have the support system in place to make their own contributions to the field of nursing and beyond, all while still undergraduates; the experience sends many Honors graduates to pursue advanced degrees after graduation. By giving academically gifted students the resources they need to excel, the School of Nursing is cultivating the next generation of nurse researchers and advanced practitioners. ■

Excellence

After pioneering the first Post MS-DNP program in CT, UConn School of Nursing now offers a new BS-DNP program to prepare advanced practice nursing with a clinical doctoral degree. The program allows nursing students to enter the Doctor of Nursing Practice (DNP) program with a Bachelor of Science in Nursing, rather than requiring a master's degree.



MEIN Opens New Doors

Faced with a historic statewide and national nursing shortage, the UConn School of Nursing recognized its obligation to Connecticut's citizens to educate more nurses for healthcare settings around the state and across the region. In 2003, the result was an innovative accelerated nursing education program that allows students who have already earned a baccalaureate degree or higher to become a registered nurse in just eleven and a half months: Master's Entry into Nursing (MEIN). This program alone has recently allowed the school to turn out more than eighty additional nurses each year, significantly reducing the strain that the nursing shortage has left on healthcare providers within the state and beyond.

At its inception on the Storrs campus, the MEIN program was mostly made up of non-traditional students who felt a desire to return to school, many to fulfill a life-long goal to be a nurse, but that had been previously put off by family, finances, or other obligations. MEIN gave these students "state-of-the-art simulation labs" and "learning opportunities," says MEIN Admissions Coordinator Susan Furlong, to help propel them into a new career—to open new doors and make one of their professional dreams come true. Students now can choose to study at Avery Point, Stamford, and Waterbury, as well as at Storrs.

Since its inception, the program's coordinators and teachers have noticed a slow change in the makeup of their students. "Now we're getting about a fifty-fifty mix," explained professor and director of the MEIN program at the Avery Point and Storrs campuses, Dr. Robin Miller, "half of whom are in their young twenties, are recent graduates, and the other half who are a little bit older, have been out in the work force a while."

"MEIN students will receive a *second* bachelor's degree in nursing upon completion of the program. This is the first year that a bachelor's in nursing will be awarded."

Interim Dean Regina Cusson

While this new mix of students has required faculty to adjust their teaching methods, it has also brought new discussions into the classroom.

Students young and old are able to share stories and experiences, broadening their perspectives on both nursing and education. As Dr. Susan Burger, director of the Stamford and Waterbury MEIN programs puts it, this mix leads “to rich debates regarding prioritizing nursing interventions and advocating for improvements in care.” This exposure creates nurses with the strong communication skills, ideas, and sensitivity that enable them to become successful.

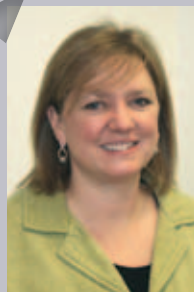
The program has grown further this year, with the university’s decision to award MEIN program graduates with a Bachelor of Science in Nursing to complement the degrees they already hold. This new development has been huge boon, not only opening up opportunities for nurses to work in magnet hospitals where a bachelor’s degree in nursing is required for employment, but making graduates more competitive when viewed by employers across the country. Efforts are in progress to award a bachelor’s degree to former MEIN graduates as well.

The benefits for MEIN graduates don’t stop there, however. The MEIN program awards its graduates with nine graduate-level credits to use toward a master’s degree. School of Nursing professor and program creator Dr. Carol Polifroni explained that “in [UConn’s] nursing master’s program, a substantial percent of the students are MEIN graduates. They earn a graduate degree more quickly than traditional students.” The School of Nursing’s master’s degree includes specialty tracks in acute and primary care, in neonatal, family practice, and in clinical nurse leadership.

The School of Nursing’s MEIN program has given hundreds of students the opportunity to become nurses, and it has helped address the nursing shortage. On the eve of its tenth anniversary, the program will continue to change and grow with the times, but Polifroni and Miller are confident that the core values of the program will not be altered. It will continue to act as a launching pad for students young and old, preparing them for entry into nursing practice and later for advanced practice nursing. ■

Learn more about our MEIN program at nursing.uconn.edu/mein

Robin Miller PhD, RN



Robin Miller is an Associate Clinical Professor and Director of the MEIN program at the Storrs and Avery Point campuses where she currently teaches the graduate classes for the program. She is also a co-investigator with the Preterm Infant to Adult Study at Women and Infants Hospital in Providence, Rhode Island.

Susan Burger PhD, RN



Susan Burger has taught nursing at schools all along the East Coast. She is the director of the MEIN program for the Stamford and Waterbury campuses and teaches MEIN students undergraduate and graduate coursework. Outside the MEIN program, she works to further her own research on the effects of health policy on health outcomes, most recently studying the impact of telehealth monitoring on rehospitalization rates of chronically ill elders living in the community.

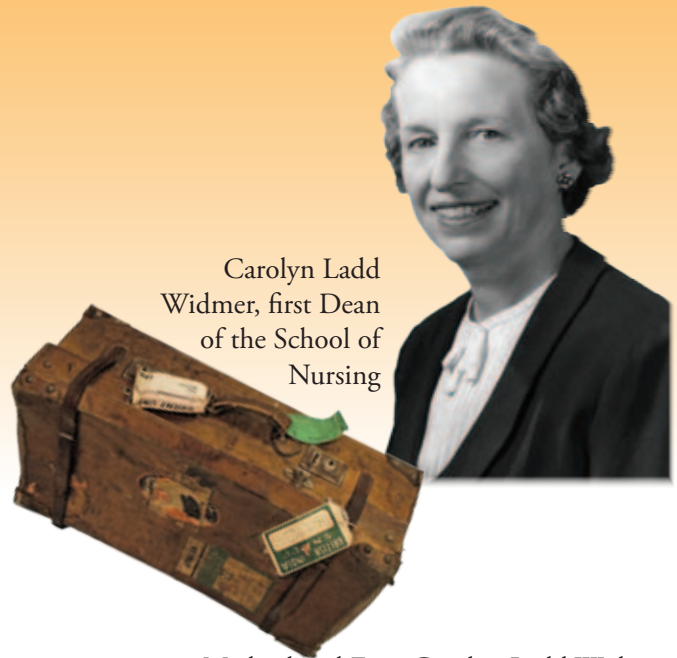
Susan Furlong JD, '96 MS, RN



Susan Furlong is both a nurse and an attorney. Influential in the inauguration and the administration of the School of Nursing’s Master’s Entry Into Nursing (MEIN) program at the regional campuses, following retirement, Susan continues to work in the administration and coordination of the MEIN admissions at the UConn Center for Continuing Studies.

1942

The establishment of the University of Connecticut School of Nursing took place in 1942, as the first thirteen students were admitted into the School. Carolyn Ladd Widmer was named Director of the School, and the following year, named Dean.



Carolyn Ladd Widmer, first Dean of the School of Nursing

With this suitcase and her two young sons, Michael and Eric, Carolyn Ladd Widmer, at the outbreak of World War II, traveled from Lebanon across the Indian and Pacific Oceans and the continental United States, to arrive in Connecticut, becoming the founding dean of the School of Nursing.

1947

The first UConn School of Nursing Capping Ceremony took place, and ten students received their bachelor's degrees in nursing.



1949

The National Committee for the Improvement of Nursing Services classifies UConn into the top 25% of the nation's nursing schools.



1955

The school established the Mu Chapter of Sigma Theta Tau International, the Honor Society for Nursing.



1970's -1980's



The 1989 Nursing Club students shown here with their mentor Eleanor Krohn Herrmann (right), now one of our professors emeriti.



The first class was admitted into the School of Nursing's Master of Science Program in 1970.

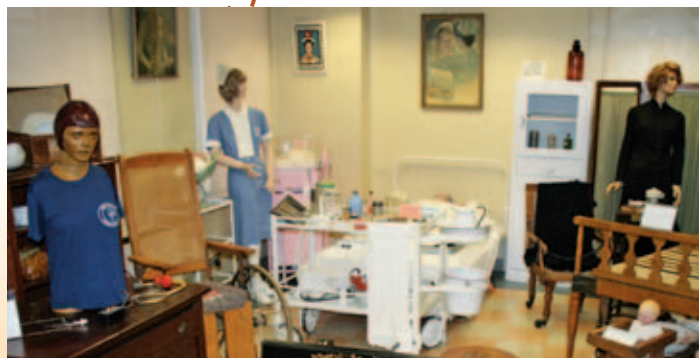
1991



The School's Center for Nursing Research Scholarship was founded in 1991 to assist faculty and students as they pursue research endeavors.



1996



Josephine A. Dolan, first nursing instructor, donated her collection of historical materials relevant to the UConn School of Nursing to Archives & Special Collections in 1996. A permanent exhibit for the collection will be housed in the new Widmer Wing.

2003

In a continuing effort to help address the nationwide nursing shortage, the SON establishes its Master's Entry into Nursing (MEIN) Program for students with non-nursing baccalaureate degrees.

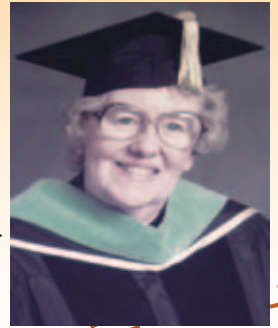
The timeline is continued on next page.

2005



SON receives its first SimMan, an interactive patient simulator, used to teach UConn nursing students a more hands-on approach.

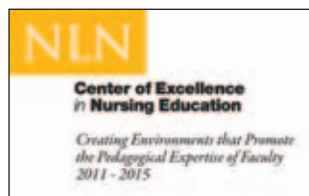
2012



The first instructor in the UConn School of Nursing, Josephine A. Dolan will be inducted into the American Nurses Association Hall of Fame at the upcoming 2012 ANA House of Delegates.

2011

Construction begins on the School of Nursing Widmer Wing in Storrs, named after the first Dean, Caroline Ladd Widmer.



The School of Nursing was named a *Center of Excellence* by the National League for Nursing.

2007

The first School of Nursing study abroad to Puerto Rico takes place.



2008

The Doctor of Nursing Practice (DNP) Program is established.

2012

“My Journey to Nursing”

School of Nursing junior Theresa Connolly knew she was destined to be a care-giver since childhood. Armed with a Fisher-Price medical bag as a toddler, she worked through the typical kindergarten aspirations of doctor and veterinarian, finally settling on nurse. Her mind made up and goals set in place, Theresa has not once faltered in her journey.

“My first UConn visit intimidated me, it was so huge,” explained the Massachusetts native, “but a tour of the School of Nursing helped to make up my mind that this university could give me the opportunity I wanted.”

Connolly quickly took active roles within the school, living inside the nursing learning-community dorm and becoming involved with the School’s chapter of the Student Nurses Association. With a growing base of student and faculty support, she found that her first two years at the University flew by with ease. Entering the last half of her undergraduate career, Connolly finds herself becoming a guide to the newer students entering the School as an upperclassman in the same living-learning community and as president of the Student Nurses Association (SNA). Her wealth of experience and knowledge make her a natural leader and teacher; mentoring “is just part of who I am,” she remarks.

She continues to get guidance and support from her faculty advisor John McNulty, a relationship she has fostered since her first day at UConn. “Theresa is self-motivated, responsible, and willing to take on leadership roles above and beyond the typical requirements,” says McNulty. “Her greatest asset is allowing other students to take responsibility. She has a knack for getting other students excited and involved.”

Connolly’s “willingness” and “self-motivation” allow her to take on challenging experiences in order to become the best nurse she can possibly be. She describes her first clinical experience inside a men’s correctional facility, a location that can intimidate most adult nurses, not to mention students, as exhilarating. “You quickly become comfortable in the setting,” says Connolly, describing her semester-long work helping an inmate prepare and set goals for his pending release. “I think the fact that somebody cares about them gives them confidence in their future...I chose [to work at this location] because I knew it would be a unique experience, and I was not let down.” She traces her compassion to the years she has spent caring for her cousin, who has been dealing with the progression of muscular dystrophy. For her it was the progression of this disease that has spurred her transition from student to professional caregiver. Each experience helps to build her into a motivated, empathetic, and courageous nurse.

Connolly is excited for the future. She expresses a desire to work with children after graduation, but, in the spirit of her diverse clinical experiences, remains open to new challenges. Despite her heavy social and academic involvement in the School of Nursing, Connolly never burns out. Each school assignment, SNA project, and clinical patient gets her full-attention. “Nurses,” she says, “are the ones who you always remember.” Her success at the UConn School of Nursing ensures that she, indeed, won’t be forgotten.



Theresa Connolly '13 SNA President and junior nursing student.

New Journeys Abroad



Puerto Rico

Pictured left in Cape Town, South Africa (from left) are seniors Natalie Martin, Kate Harris, Jillian Sipperly, Nadia Fletcher, and Wendy Williams. Photograph by Elaine Martin

South Africa

Belgium

Hong Kong

The School of Nursing's full-semester clinical study abroad opportunities in Puerto Rico and South Africa, unique in American nursing programs, have recently branched out with short-term experiences in other locations that may prove to be equally life changing for students and faculty. The University of Connecticut's Academic Plan aims for thirty percent of undergraduates to study in locations across the globe. In traditional study abroad programs, in the health care field students are given long-term exposure to new kinds of patients, different types of treatments, and diverse cultures, improving the way students approach healthcare back at home. Educators now believe that shorter study abroad experiences are also significant and may prove less of a financial hardship for some families.

The spring 2012 semester began with Professor Kathryn Hegedus leading seven students to Belgium for a two-week long immersion program. In Belgium Hegedus and her delegation were joined by fifty-six nursing students from seven other countries to discuss chronic illness and end-of-life care. The focus of the discussion was three-fold: building interdisciplinary cooperation between care-givers and professionals, holistically addressing the needs of the patient, and enhancing awareness and understanding between people of different cultural backgrounds.

"The contact with students and faculty from eight countries provided valuable information and life-long [relationships] that will serve [these] students well in their future careers," explained Hegedus. In just two week's time, students were able to share a semester's worth of knowledge and cultural experience.

The Belgium conference was followed-up by a two-week exchange journey to the University of Hong Kong where Dr. Art Engler and UConn Nursing students were exposed to the approach to healthcare in Asia. In the future, a delegation of nursing faculty and students from Hong Kong will make a reciprocal visit to Storrs. Both UConn and the University of Hong Kong are members of Universitas 21, the leading global network of research universities. Professor John McNulty '84 MS, a veteran of the School's study abroad curriculum, says that this particular program benefits more than just the UConn delegation, but the "entire school," as students interact together and "[fulfill] the philosophy of creating global citizens." Both delegations are sure to leave a lasting impact on the outlook of nursing education at each university.

Such positive results motivate the School of Nursing's administrators to grow the program. In the next several years its leaders hope to exchange not just nursing students but nursing faculty. Such an exchange will not only benefit the student body, but the entire faculty, who are exposed to new pedagogies and approaches to learning. Work has also begun to examine the possibility of sending both pre-licensure and graduate students to locations like the United Kingdom or Honduras. These locations offer students opportunities to study the broad history of modern nursing and to provide direct aid to regions of the world in need of nurses.

Additionally, study abroad programs help student nurses to develop what McNulty refers to as a nurse with "global" and "cultural competence," that is "the sensitivity, the openness, and the ability to recognize that we all have much in common even though we all come from different cultures and backgrounds." Nurses take this cultural awareness and are able to apply it directly into their clinical practice, making them able to treat patients in the culturally and religiously diverse United States even more effectively. These programs go a long way to foster mutual respect and understanding across cultural and ethnic bounds.

The resounding success of the Puerto Rico, South Africa, Belgium, and Hong Kong programs has inspired the School of Nursing to do more; the movement to send a greater number of students abroad gains momentum upon each group's return. The hard work needed to organize, schedule, and create each trip never fails to pay off. As students return home and graduate to become nurses, it becomes clear that they took away not just souvenirs from their trip, but life-changing experiences. ■



Dr. Kathryn Hegedus looks forward to her transition from coordinating study abroad and teaching in the School of Nursing to international nursing work and research. With colleagues in Ghent, Belgium, she organized the meeting of the Interdisciplinary Program on Chronic and End-of-Life Care (IPEC) for January 2013 to be held in Setubal, Portugal. She is excited to lead more School of Nursing students abroad to Belgium in the coming years, and makes it her personal goal to develop collaborative research projects between faculty and students. Hegedus plans to fulfill her second Fulbright Specialist Award in Prague, Czech Republic this coming October.



Pictured on left is nursing student Garrett Whittaker '11 (l) with an RN from the Veterans Medical Center in San Juan, Puerto Rico during clinical rotation.

Read more about our student's experiences abroad on their blogs:

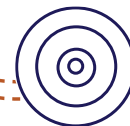
<http://uconnsouthafrica2011.wordpress.com>

<https://uconnnursingpr2011.wordpress.com>

*E*xcellence

PhD student, Emily Tuthill, recently completed her internship with the World Health Organization (WHO). She worked with the WHO in the HIV/AIDS department.

Faculty Scholarship



Advanced Practice Publications

- Walters, N., & **Anderson, E.** (2011). Understanding and utilizing the CHADS2 Index. *The Journal for Nurse Practitioners*, 7, 595-599.
- Cook, L., **Bellini, S., Cusson, R.,** & Dowling, D. (2011). Heparinized saline vs normal saline for maintenance of intravenous access in neonates: An evidence-based practice change. *Advances in Neonatal Care*, 11, 208-215.
- Bellini, S., & Cusson, R. M.** (2011). The role of the practitioner. In Dreher, H. M. & Smith Glasgow, M.E. (eds.) *Role development for doctoral advanced nursing practice* (pp. 123-140). New York: Springer.
- Presentations**
- Bellini, S., & Cusson, R. M.** (2011, April). *DNP faculty: Operationalizing clinical scholarship*. Poster, 2nd International Conference on Professional Doctorates, Edinburgh, Scotland.
- Bellini, S., & Cusson, R. M.** (2011, April). *The clinical practice dissertation as the terminal scholarly product for nursing DNP students*. Poster, 2nd International Conference on Professional Doctorates, Edinburgh, Scotland.
- Cusson, R.** (2011, March). *Current developments in advanced nursing practice from a USA perspective*. Invited keynote address, Brighton University, Brighton, England.
- Child and Parent Health Publications**
- Beck, C. T.** (2011). A metaethnography of traumatic childbirth and its aftermath: Amplifying causal looping. *Qualitative Health Research*, 21, 301-311.
- Beck, C. T., Gable, R. K., Sakala, C., & Declercq, E. R.** (2011). Postpartum depression in new mothers: Results from a two-stage U.S. national survey. *Journal of Midwifery and Women's Health*, 56, 427-435.
- Beck, C. T., Gable, R. K., Sakala, C., & Declercq, E. R.** (2011). Posttraumatic stress disorder in new mothers: Results from a two-stage U.S. national survey. *Birth*, 38, 216-227.
- Duran, B.** (2011). Developing a scale to measure parental worry and their attitudes toward childhood cancer after successful completion of treatment: A pilot study.

Journal of Pediatric Oncology Nursing, 28(3), 154-168.

Sloand, E., **Gebrian, B.,** & Astone, N. M. (2011). Fathers' beliefs about parenting and fathers' clubs to promote child health in rural Haiti. *Qualitative Health Research*. (Epub ahead of print).

Kuhnly, J. E. (2011). James's story. *Nursing for Women's Health*, 15(2), 183-184.

Ragaisis, K. (2011). Family systems nursing. Letter to the editor. *Perspectives in Psychiatric Nursing*, 47, 2.

Presentations

Beck, C. T. (2011, May). *Bringing visibility to traumatic childbirth and its resulting PTSD through qualitative research*. Keynote address, Zeigler Research Forum, University of Vermont.

Beck, C. T. (2011, May). *Traumatic childbirth and its resulting PTSD*. Workshop, Marquette University, Southeast Wisconsin Nursing Research Group Conference, Milwaukee, WI.

Beck, C. T. (2011, April). *Discovering the impact of birth trauma on women's lives through qualitative research*. Keynote address, Miriam Hospital's Evidence Based Practice and Research Conference, Warwick, RI.

Lewis, J., & **Gebrian, B.** (2011, November). *Impact of natural disasters on a health program for women and children: Lessons learned from Haiti*. Panel presentation, APHA Conference, Washington, D.C.

Culture, Language and History Publications

Long, T. L. (2011). Review of *Bohemia in America, 1858-1920*, by J. Levin (Stanford University Press). *Canadian Journal of History/Annales canadiennes d'histoire*, 46, 415-417.

Long, T. L. (2011). Review of *Slow reading*, by J. Miedema (Litwin Books). *Journal of Information Ethics*, 20(2), 167-169.

Presentations

Díaz, D. A. (2011, January). *Providing care for limited English proficient patients via simulation: The human factor*. Poster, 12th Annual International Meeting on Simulation in Healthcare, New Orleans, LA.

Long, T. L. (2011, November). *Nursing your writing*. Invited guest lecture, Philosophy in Nursing (Doctoral Seminar), School of Nursing, University of Victoria, Victoria, British Columbia, Canada.

Long, T. L. (2011, November). *From domestic sickroom to hospital bedside: Transitions in popular representations of female nursing, 1850-1950*. Paper, Northeast Popular Culture Association Annual Meeting, Western Connecticut State University, Danbury, CT.

Long, T. L. (2011, July). *The root of evil in representations of Doomsday*. Paper, 18th International Medieval Congress. Institute for Medieval Studies, University of Leeds, Leeds, England.

Long, T. L. (2011, July). *Wigglesworth, Foxe and The Revelation*. Paper, The Bible in the Seventeenth Century: The Authorised Version Quatercentenary (1611-2011), Centre for Renaissance and Early Modern Studies, University of York, York, England.

Long, T. L. (2011, June). *Pain as sign and symptom: A semiotic analysis of nursing clinical practice and research*. Paper, 11th Annual Meeting of the International Society for Biosemiotic Studies, Rockefeller University for Biomedical Research.

Long, T. L. (2011, March). *The homemade book in the age of the industrial book*. Art of the Book Symposium, Grace Slack McNeil Program for Studies in American Art, Wellesley College, and Office of Academic Programs, Historic Deerfield, Deerfield, MA.

Disease Publications

McDonald, T. J., Driedger, A. A., Garcia, B. M., Van Uum, S. H., Rachinsky, I., Chevendra, V., Breadner, D., Feinn, R., **Walsh, S. J.,** & Malchoff, C. D. (2011). Familial papillary thyroid carcinoma: A retrospective analysis. *Journal of Oncology*, 2011, 948786. Epub 2011 Oct 25.

Education Publications

Bavier, A. R., Polifroni, E. C., Hegedus, K., & Breitzkreuz, K. (2011). Faculty and administrative partnerships: Vital for learning. In T. McKinnon & J. Fitzpatrick (Eds.), *Global service learning in nursing*. New York: NLN Publications.

Bedore, P., Deans, T., & **Long, T. L.** (2011, August 23). Unexpected conversations. *Inside Higher Ed*. <http://www.insidehighered.com/>

Faculty Scholarship

Education (cont.) Presentations

Bavier, A. R. (2011, September). *Nursing trends in North America: Education*. Paper, Universitas 21 Health Sciences Group, Seoul, South Korea.

Bavier, A. R. (2011, September). *The University of Connecticut's partnership for international education*. Paper, Universitas 21 Council of Health Sciences Deans, Seoul, South Korea.

Díaz, D. A. (2011, June). *Integrating simulation into a comprehensive pediatric rotation*. Poster, 10th Annual International Association Simulation and Clinical Learning, Orlando, FL.

Díaz, D. A. (2011, May). *Simulation's impact on clinical practice: The unspoken horizon*. Poster, Asia-Pacific Association Simulation and Clinical Learning, Hong Kong, China.

Díaz, D. A. (2011, May). *Training for nurses caring for limited language proficient (LLP) patients in post-operative pain*. Poster, Asia-Pacific Association Simulation and Clinical Learning, Hong Kong, China.

Díaz, D. A., Allchin, L., Kuhnly, J., Maruca, A., & Panosky, D. (2011, May). *The new horizon: A simulated eight hour work day*. Poster, Asia-Pacific Association Simulation and Clinical Learning, Hong Kong, China.

Hegedus, K. S., Allchin, L., & Long, T. L. (2011, September). *My disposal cocoon: As shared through the voices of college students*. Paper, 10th International Conference, Death, Dying and Disposal, Changing European Death Ways: New Perspectives in Death Studies. Centre for Thanatology, Radboud University, Nijmegen, The Netherlands.

Kuhnly, J., Díaz, D. A., & Griffiths, L-M. (2011, June). *Use of a medium fidelity manikin for newborn apnea scenario*. Poster, 10th Annual International Association Simulation and Clinical Learning, Orlando, FL.

Gerontology Publications

Delaney, C., Apostolidis, B., Lachapelle, L., & Fortinsky, R. (2011). Home care nurses' knowledge of evidence-based education topics for management of heart failure. *Heart & Lung, 40* (4), 285-292.

Delaney, C., Fortinsky, R., Doonan, L., Grimes, R., Perterson, T., Rosenberg, S., & Bruce, M. (2011). Depression screening and interventions for older home health care patients: Program design and training outcomes for a train-the-trainer model.

Home Health Care Management and Practice, 23 (6), 433-445.

Neafsey, P. J., M'lan, C. E., Ge, M., Walsh, S. J., Lin, C. A., & Anderson, E. (2011). Reducing adverse self-medication behaviors in older adults with hypertension: Results of an e-health clinical efficacy trial. *Ageing International, 36*, 159-191.

Foley, R. J., Wilcox, D., **Walsh, S. J.**, Azrin, M., & Hager, W. D. (2011). Survival of geriatric idiopathic pulmonary arterial hypertension patients. *Connecticut Medicine, 75*, 11-5.

Presentations

Delaney, C. (2011, March). *Home care nurses' knowledge of evidence-based education topics for heart failure management*. Paper, Eastern Nurses Research Society 21st Annual Scientific Sessions, Philadelphia, PA.

Delaney, C., & Barrere, C. (2011, June). *Graduate nursing students' knowledge, attitudes, and self-efficacy related to depression in older adults*. Paper, The American Holistic Nurses Association 31st Annual Conference, Louisville, KY.

Information Technology Publications

Anderson, E., Neafsey, P. J., & Peabody, S. (2011). Psychometrics of the computer-based Relationships with Health Care Provider Scale (RHCPS) in older adults. *Journal of Nursing Measurement, 19*, 3-16.

Planas, J. A., Neafsey, P. J., & Anderson, E. (2011). A qualitative study of older adults and computer use for health education: "It opens people's eyes." *Journal of Communication in Healthcare, 4*, 38-45.

Reilly, C. A., & **Polifroni, E. C.** (2011, December). Meaningful use of EHRs. *Connecticut Nursing News, 1*, 10-11.

Presentations

Branchini, A. (2011, October). *Nursing informatics: A qualitative study of nurse leaders*. Paper, American Medical Informatics Association Annual Symposium, Improving Health: Information Technology and IT Changing the World, Washington, DC.

Pain and Symptom Management Publications

Cong, X., Ludington, S., & Walsh, S. (2011). Randomized cross-over trial of Kangaroo Care to reduce bio-behavioral pain responses in preterm infants: A pilot study.

Biological Research for Nursing, 13(2): 204-16. Epub 2010 Dec 30.

Cong, X., Cusson, R. M., Hussain, N., Zhang, D., & Kelly, S. (2011). Kangaroo care and behavioral and physiologic pain responses in very-low-birth-weight twins: A case study. *Pain Management Nursing*. Epub 30 May 2011.

Jorge, J., & **McDonald, D.** (2011). Hispanic older adults' osteoarthritis pain communication. *Pain Management Nursing, 12*, 173-179.

McDonald, D., Gifford, T., & Walsh, S. (2011). The effect of a virtual pain coach on older adults' pain communication: A pilot study. *Pain Management Nursing, 12*(1), 50-56.

Shea, M., & McDonald, D. (2011). Factors associated with increased pain communication by older adults. *Western Journal of Nursing Research, 33*, 196-206.

Presentations

Cong, X., Cusson, R., & Zhang, D. (2011, July). *Effects of kangaroo care on reducing bio-behavioral pain responses in preterm infants*. Paper, Sigma Theta Tau International 22nd International Nursing Research Congress and the 2nd International World Academy of Nursing Science (WANS) Conference, Cancun, Mexico.

Cong, X., Cusson, R., & Zhang, D. (2011, June). *Effects of maternal skin-to-skin contact (kangaroo care) on reducing bio-behavioral pain responses in preterm infants*. Paper, 5th Hong Kong International Nursing Forum, Hong Kong, Republic of China.

McDonald, D., Walsh, S., Vergara, C., & Gifford, T. (2011, May). *The effect of a virtual pain coach on pain management discussions: A pilot study*. Paper, 2nd Making Sense of Pain Conference, Warsaw, Poland.

McDonald, D., & Walsh, S. (2011, November). *Older adult osteoarthritis pain management: Results from the National Ambulatory Medical Care Survey*. Poster, Geriatric Society of America Conference, Boston, MA.



Faculty Scholarship



Pharmacology and Nutrition Publications

Judge, M. P., Lammi-Keefe, C. J., & Durham, H. A. (2011). Infant visual acuity and diet/nutrition. In Preedy, V.R., Watson R. R., & Martin, C.R., *Handbook of behavior, food and nutrition* (pp. 59-71). New York: Springer.

Mangano, K. M., **Walsh, S. J.**, Insogna, K. L., Kenny, A. M., & Kerstetter, J. E. (2011). Calcium intake in the United States from dietary and supplemental sources: New estimates from the National Health and Nutrition Examination Survey 2003-2006. *Journal of the American Dietetic Association*, 111, 687-95.

Presentations

Judge, M. P., **Beck, C. T.**, Durham, H. A., McKelvey, M. M., & Lammi-Keefe, C. J. (2011, April). *Maternal docosahexaenoic acid (DHA, 22:6n-3) consumption during pregnancy decreases postpartum depression (PPD) symptomatology*. Paper, Experimental Biology Meeting of the Federation of American Societies for Experimental Biology in Washington DC. FASEB 25:349.7.

Parrish, E., & **Ragaisis, K.** (2011, March). Rapid assessment, symptom recognition and pharmacologic management in Alzheimer's dementia: A case based approach. Abstract, 4th Annual Psychopharmacology Institute: 13th Annual Conference International Society of Psychiatric Mental Health Nurses, Tucson, AZ.

Professional Issues Publications

Beck, C. T. (2011). Secondary traumatic stress in nurses: A systematic review. *Archives of Psychiatric Nursing*, 25, 1-10.

Presentations

Hegedus, K. S. (2011, January). *Coping with cumulative suffering and loss: The caregivers' perspective*. Paper, Interdisciplinary Programme on Chronic and End-of-Life Care, Gent/Dworp, Belgium.

Hegedus, K. S. (2011, March). *The future of nursing: Leading change, advancing health*. Paper, Nurse Practitioner Study Tour, Hogeschool Zuyd (Netherlands) at Pace University, Manhattan Campus, New York, NY.

McCauley, P. (2011, October). *Nurses' attitudes towards clinical guidelines and catheter related blood stream infections*. Poster, American College of Nurse Practitioners, 2011 National Clinical Conference, Denver, CO.

Public Health Presentations

Gebrian, B., Lewis, J., & Corner, D. (2011, November). *Anatomy of a cholera epidemic in rural Haiti*. Poster, American Public Health Association conference, Washington, D.C.

Quality and Organizational Improvement Publications

Freda, M. C., **Beck, C. T.**, Campbell, D. E., Dell, D. L., & Radcliffe, S. (2011). Quality improvement opportunities in postpartum care. In *March of Dimes: Toward Improving the Outcome of Pregnancy III* (pp. 88-100). White Plains: March of Dimes Foundation.

Meehan, Jr., T. P., **Van Hoof, T. J.**, Galusha, D., Barr, J. K., Curry, M., Kelvey-Albert, M., & Meehan, Sr., T. P. (2011). Challenges in recruiting minority-serving private practice primary care physicians to a quality improvement project. *American Journal of Medical Quality*, 26, 357-363.

Van Hoof, T. J., Meehan, Jr., T. P., Kelvey-Albert, M., Galusha, D., Curry, M., Barr, J. K., & Meehan, Sr., T. P. (2011). A comprehensive evaluation of a diabetes quality improvement project in privately owned primary care practices that serve minority patients. *American Journal of Medical Quality*, [epub ahead of print], DOI: 10.1177/1062860611418358.

Van Hoof, T. J., & Meehan, T. P. (2011). Integrating essential components of quality improvement into a new paradigm for continuing education. *Journal of Continuing Education in the Health Professions*, 31(3), 207-214.

Van Hoof, T. J., Ho, S. Y., Curry, M., Gacek, P., Harper Brooks, A., & Meehan, T. (2011). Opportunities to improve colorectal cancer screening in Connecticut through Medicare claims data. *Connecticut Medicine*, 75(2), 69-82.

Presentations

Van Hoof, T. (2011, January). *Leading physicians to become better consumers of CME: Guidance from the fields of adult learning and quality improvement*. Paper, 36th International Conference of the Alliance for CME, San Francisco, CA.

Van Hoof, T. J., Kelvey-Albert, M., Elwell, A., Ho, S. Y., & Meehan, T. P. (2011, April). *Leading webinars for efficient HIT training and technical assistance in support of the HITECH Act*. Paper, 2011 Annual Meeting of the American Health Quality Association, Baltimore, MD.

Theory and Method Publications

Beck, C. T. (2011). Developing a research program using qualitative and quantitative approaches. *The Japanese Journal of Nursing Research*, 44, 371-379.

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

Beck, C. T. (2011). Meta-synthesis: Helping qualitative research take its rightful place in the hierarchy of evidence. *The Japanese Journal of Nursing Research*, 44, 352-370.

Beck, C. T. (2011). Revealing the subtle differences among postpartum mood and anxiety disorders: Phenomenology holds the key. In G. Thomson, F. Dykes, & S. Downe (Eds.), *Qualitative research in midwifery and childbirth: Phenomenological approaches* (pp.193-214). New York: Routledge.

Polit, D. F., & **Beck, C. T.** (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th Ed). Philadelphia: Lippincott Williams and Wilkins.

Polit, D. & **Beck, C. T.** (2012). *Resource manual to accompany Nursing research: Generating and assessing evidence for nursing practice*. Philadelphia: Lippincott Williams and Wilkins.

Evans, H. (2011, June 12). Review of *Advanced nursing research: From theory to practice* by R. Tappen (Jones & Bartlett). *Nursing Writing*. <http://nursingwriting.wordpress.com/2011/06/12/review-advanced-nursing-research/>

Evans, H. (2011, May 26). Review of *Basic steps in planning nursing research*, by M. J. Wood & J. C. Ross-Kerr (Jones & Bartlett). *Nursing Writing*. <http://nursingwriting.wordpress.com/2011/05/26/review-wood-ross-kerr-basic-steps-in-planning-nursing-research/>

Long, T. L. (2011). *In media res: Browsing, grazing, and the Googleizing of scholarly knowledge*. *Journal of Scholarly Publishing*, 42, 359-369.

Polifroni, E. C. (2011). Philosophy of science: An introduction. In J. Butts & K. Rich (Eds.), *Philosophies and theories in advanced nursing practice* (pp. 3-18). Sudbury: Jones and Bartlett.

Faculty *Scholarship*

Theory and Method (cont.) Presentations

Beck, C. T. (2011, May). *Dispelling the myths of research evidence*. Keynote address, Marquette University, Southeast Wisconsin Research Group Conference, Milwaukee, WI.

Beck, C. T. (2011, July). *Developing a program of research on postpartum mood and anxiety disorders using both qualitative and quantitative methods*. Invited address, University of Texas at Tyler, Tyler, TX.

Beck, C. T. (2011, August). *Developing a program of research using both qualitative and quantitative approaches*. Paper, 37th Annual Meeting of the Japan Society of Nursing Research, Yokohama, Japan.

Beck, C. T. (2011, August). *Metasynthesis: Helping qualitative research take its rightful place in the hierarchy of evidence*. Paper, 37th Annual Meeting of the Japan Society of Nursing Research, Yokohama, Japan.

External Grants

Delaney, C. (PI), A Randomized Trial of Telemonitoring in Patients with Heart Failure Recently Discharged from Home Care or Skilled Nursing Facility. VNA HealthCare Inc., \$51,200 (03/21/2011-09/30/2012).

Gebrian, B., & Lewis, J. (Co-PIs). *Men Anpil Chay Pa Lou: Working with Communities to Improve Rural Health in Haiti*. Rockefeller Foundation Bellagio Center Scholar Residency Award (04/21/2012-05/19/2012).

Duell, E. (PI), **McDonald, D.**, & Roy, C. (Co-I). Effect of the Mepilex Border Dressing as a Pressure Ulcer Prevention in Critical Care Patients. Saint Francis Hospital and Medical Center BestCare grant, \$10,000 (1/2/2012 to 1/31/2012).

Freeland-Wasell, M. (PI), **McDonald, D.**, & Beekmann, K. (Co-I). Effect of a Personally Relevant Fall Prevention Message and Tailored Fall Prevention Bundle on Hospital Patient Falls. Saint Francis Hospital and Medical Center BestCare grant, \$10,000 (1/2/2012 to 1/31/2012).

Polifroni, E. C. (PI). Nurse Faculty Loan Program. Health Resources and Services Administration, \$155,070 (9/2011-8/2012).

Polifroni, E. C. (PI). Nursing Workforce Diversity grant. Health Resources and Services Administration, \$334,802 (Year 1) (9/2011-8/2014).

Polifroni, E. C. (PI). Scholarships for Disadvantaged Students. Health Resources and Services Administration, \$77,677 (9/2011-8/2012).

E

xcellence continues ...

School of Nursing Expands Its Certificate in Health Professions Education

Based on a CHEFA grant secured by **Dr. Carol Polifroni** in 2008, the School of Nursing has enrolled its third cohort of students in its two-course sequence in education leading to a *Certificate in Health Professions Education*. Originally conceived as a vehicle to support nursing pedagogy among the School's graduate students, the certificate has expanded to accommodate an interdisciplinary group of mid-career professionals who hold, or aspire to, leadership roles in health professions education. Current participants reflect the disciplines of nursing, pharmacy, and medicine. **Dr. Tom Van Hoof** '92 MD, '96 MA (NEAG), EdD the instructor of the courses for the past two years and an advocate for interdisciplinary education, notes that having participants with different backgrounds is critical to the evolving health care system, which demands team care in order to improve quality. The School of Nursing is committed to efforts to bring different disciplines together, and the certificate is one way to accomplish this goal.

American Journal of Nursing (AJN) Book Awards

Dr. Cheryl Beck received the *AJN* Book of the Year in the Nursing Research award for 2011 for the book *Nursing Research: Generating and Assessing Evidence for Nursing Practice* written with Denise F. Polit.

In the Advanced Practice category, **Drs. Carol Polifroni and Peggy Chinn** contributed chapters to the award winning book *Philosophies and Theories for Advanced Nursing Practice* edited by Janie B. Butts and Karen L. Rich.

Drs. Sandra Bellini and Regina Cusson contributed the chapter, *The Role of the Nurse Practitioner*, to the award-winning textbook by H. Michael Dreher & Mary Ellen Smith-Glasgow, *Role Development for Advanced Doctoral Nursing Practice*. The text was one of three books to receive the *AJN* Book of the Year 2011 Award in the Advanced Practice category.

Staff *Feature*

Kathe Gable, the School of Nursing's Alumni and Community Relations Coordinator, knows alumni like the back of her hand.

Connecting graduates, faculty, and students just comes naturally to her. "People don't realize that they are a UConn Husky for life," she says, and it's her goal to make sure they benefit from that.

Joining the School of Nursing thirteen years ago, Gable initially worked with faculty to develop programs, scholarships, and grants. Shortly after joining, she had an opportunity to work with the School's (then new) development office. With Gable's direction, the alumni program flourished. "Through a lot of hard work I was able to grow the nucleus of School of Nursing alumni," she says. "I help them to remember how their experience here shaped, not just their careers, but their entire lives."

"There is something special about nurses," says Gable. "Their connections to this school are not just physical bonds, but emotional ones."

In more than a decade at the School of Nursing, Gable has galvanized groups of alumni in locations all around the nation. She has coordinated countless receptions for graduates and played a direct role in revitalizing the Alumni & Friends Society. For her, the most exciting part of the job is "seeing things come together; it's super-charging."

"There is something special about nurses," says Gable, "Their connections to this school are not just physical bonds, but emotional ones." She has learned that the connections among them run deeper than just sharing a dorm or a class together, but that nurses have a unique opportunity to create relationships during their clinical experiences and later careers.

It's Gable's job to remind graduates that they have UConn connections all over—among neighbors, friends, and relatives, UConn alumni are everywhere. "This thread runs through all of us; it's a natural bond," and Gable is proud to foster it.



Kathe Gable, '92 (NEAG) '98 MS (CANR - Administration) SON Alumni & Community Coordinator, with nursing students (from left) Goetti Francois '14, Jerrol Mitchell '14 and Timothea Vo '15.

For now, Gable is turning her eye towards connecting alumni and students together. The connections create more than just career opportunities, but give students mentors who can guide them on the path to success. These students end up becoming more involved in the alumni program after graduation, in turn creating connections for even more future students.

In the office, Gable works with a host of student workers from the School of Nursing and beyond. "Our job is to help bring together nurses from the past and now," says Gable's nursing student and student worker Jerrol Mitchell, "this helps me to build connections and network with graduates who have gone on to tremendous success. Kathe is an all around great person to work for; when it comes to planning or carrying out events, she gets things done."

In 2006 the School recognized Gable's excellence with the *Josephine A. Dolan Distinguished Service Award*, based on her work fostering alumni and community relations. The Alumni & Friends Society's annual Postcards from Reality: Alumni Musing on Their First Jobs event won the UConn Alumni Association *ULearn Award* in 2008, and their summer freshman welcome receptions received the *UCare Award* in 2009.

At home, Gable spends most of her time with her husband of eighteen years, Joe, and their two sons Joey and Eric. Together they enjoy time watching their boys play sports, socializing with an ever growing circle of friends, and traveling.



Mark Your Calendar!

Widmer Wing Dedication

Friday, November 2, 2012

Time: 1:00 p.m.

Location: 231 Glenbrook Road, Storrs

Reflections of Excellence

Saturday, November 3, 2012

Time: 6:30 p.m.

Location: Lewis B. Rome Ballroom



View additional nursing event dates at:
nursing.uconn.edu/events

Pictured left is Alumna Patricia Bender '69.

New Clinical Faculty

DENISE BOURASSA MSN, RN, CNL



Originally holding a degree in business administration, Denise Bourassa became a nurse in 1999. She spent ten years at Hartford Hospital working in both the postpartum and labor and delivery units. In 2009 Bourassa earned her MSN in clinical nurse leadership from Sacred Heart University, and was recognized for her academic

excellence. Besides working as an assistant clinical professor at the School of Nursing, Bourassa sat on a number of unit and hospital committees during her time at Hartford Hospital. She is excited to share her clinical experiences with her students, launching them into successful nursing careers.

ANNETTE MARUCA MS, RN-BC



Annette Maruca began her career at Hartford's Institute of Living and at the UConn Health Center as a charge nurse. In 1989 she earned her master's degree in organizational behavior from the University of Hartford. Her career has been focused on the treatment of patients with psychiatric mental health disorders, working in a variety of professional nursing

roles and most currently at Manchester Memorial Hospital where her exemplary work earned her a nomination for the *Florence Nightingale Award*. One of our PhD students, she is enjoying sharing her vast clinical experiences with students as an assistant clinical professor.

ANNE KRAFFT MS, RN



While serving as a US Army nurse, Anne Krafft earned her BS in nursing from Cornell. She left the military with the rank of captain in 1972 and began her work as a civilian nurse. After earning her MS from Penn State, Krafft moved to Connecticut, working at care facilities across the state. She now works as the clinical

coordinator for prelicensure programs at the School of Nursing, placing undergraduate and MEIN program nurses into clinical settings. Krafft also recruits faculty to the school and maintains partnerships with facilities where students obtain clinical experiences.

HELEN ZAKEWICZ RN, MS, CNM



A distinguished '77 graduate of the UConn School of Nursing, Helen Zakewicz first worked as a nurse in the labor and delivery unit of New Britain General Hospital, afterward enrolling in the University of Illinois' master's program in nurse-midwifery. She worked at hospitals and clinics throughout the Chicago area, attending to teen mothers and mothers with a high risk of birth

complications. Following her graduation from UIC, Zakewicz spent the next fifteen years as a nurse among healthcare institutions across New England. As an assistant clinical professor, she looks forward to giving UConn students the same excellent education she received here.

New
Alumni
President



Megan Richardson '08 BS, '11 MS

Dear Alumni,

Our Society helps to support the many programs designed to encourage involvement and commitment to the School of Nursing. We had another busy year, and in collaboration with the School we supported many events. *Reflections of Excellence: Annual Award Ceremony* is a highlight of the year and recognizes our distinguished alumni, scholarship benefactors, and recipients. Our 15th awards dinner will be held the evening of **Saturday, November 3rd**; please join us.

Building upon our success, we will continue to co-sponsor events with our university partners (Schools of Pharmacy, Medicine, Dentistry, etc.). Our semiannual board meetings offer the opportunity for alumni near and far to join us via audio conference. Our next meeting (**Saturday, June 2nd**), held in conjunction with Alumni Weekend, provides everyone an opportunity to experience the excitement happening in Storrs.

We provided scholarship funding for Theresa Connolly '13 and Riley Tompkins '12, supported the Josephine A. Dolan Award given to Anita Volpe '11 DNP, and welcomed future alumni at both the undergraduate and graduate commencement receptions.

To continue these types of initiatives, it is important our Society members remain as involved as possible. We encourage you to nominate fellow alumni to serve on the Board of Directors, to mark your calendars for the upcoming events, and to get connected through the Husky Alumni Network (UConnAlumni.com/HAN) and our electronic communications.

I look forward to greeting you at upcoming events.

Yours sincerely,

A handwritten signature in blue ink that reads "Megan".

Megan Richardson '08, '11 MS

President

School of Nursing Alumni & Friends Society

CONNECTING ALUMNI. SUPPORTING STUDENTS. STRENGTHENING UCONN.



Julia Buchheit '14

Call for Alumni Speakers . . .

Class of 2014 Guest Speaker Series - Initiated under the leadership of class president, Julia Buchheit '14, the first speakers shared their experiences in emergency medicine and travel nursing. During National Nurse

Anesthetists' week, Alexandria Alvarez '06, Kristen Watson Morrison '05 and Sarah Grasso lectured about nurse anesthetist training, steps to becoming a CRNA, and their different nursing backgrounds.

The Nursing Class of 2014 hopes to host more guest lecturers, varying in their particular fields of nursing, in order to prepare the students for their own futures and introduce them to the many possibilities in nursing. If you are eager to share your story or experience with the students, please contact Julia Buchheit via email at julia.buchheit@uconn.edu.



Alumna Alma Dole '61 poses for a photo with the Jonathan Husky statue.

Alumni Weekend

June 1 & 2, 2012

Forever Friends, Forever Huskies

UConnAlumni.com/AlumniWeekend

1962

1987

...all
years!

The Alumni Weekend is rapidly approaching, and we are excited about seeing former classmates, catching up, and getting reacquainted. This is a great opportunity to visit the campus and, in particular, the School of Nursing.

Special 50th reunion activities are mainly on Friday, BUT...the entire weekend is filled with reasonably priced, and many FREE, UConn adventures. The class of 1987 is also eager to celebrate their 25th reunion and hundreds of alumni (of all ages) will bring loved ones to enjoy unique presentations and UConn traditions like Oozeball, a festive BBQ, affinity group receptions at happy hour, and tours (Gampel Pavilion, Greenhouse and Biology Collections, Secret Locations of UConn, Horsebarns, etc.).

Our nursing careers have done us well! Our journeys led us to various states, different types of nursing, and many family adventures. We ask that you consider acknowledging our high quality nursing education by giving back through a donation.



Lucy LaCava & Helen Gullivan, Class of '62

..... Don't miss out! Stay connected!
Share your email with us! Contact kathe.gable@uconn.edu

Class Notes . . .

Barbara Barbero Casavant '62

Barbara worked as a home care administrator and primary care nurse supervisor. She has lived in Korea and Italy as well as the East and West Coast of the United States.

Joan White Grande '62

Retired after forty-seven years at Stamford Hospital she currently works per diem in Diagnostic Endoscopy. A *Nightingale Award* recipient (2004), Joan spent thirty years in the critical care unit; she received her CCRN certification in 1985.

Charlene Phelps '62

Now retired from the University Hospitals in the Cleveland Health System, her career in nursing administration led to numerous honors including the *2000 Eleanor K. Gill Distinguished Alumni Award*

for Clinical Excellence and fellowship in the American Academy of Nursing. Currently, she chairs the Quality Committee for Health Care at Judson Retirement Community in Ohio.

Sharna Chernoff Schofield '62

Shana recently retired from the State of Connecticut where she was a psychiatric nurse practitioner. She was also a certified LaMaze instructor and worked in a geriatric facility in West Hartford. She enjoys staying in touch with former classmates and playing in a clarinet choir and a wind ensemble in Tucson, Arizona.

Jeanne Ducharme Taylor '62

After many years in medical surgical nursing, she received her certificate for intravenous therapy and was an IV Team RN until her retirement in 2005.

Class Notes . . .



Bette Gebrian '77, '93 PhD (Anthro)
UConn Alumni
Humanitarian Award recipient, Bette was honored for her significant contributions to maternal/child health and community based primary health care in Haiti. Dedicated to expanding opportunities for poor and vulnerable people, Bette

and her colleague Judy Lewis, professor and director of Global Health Education at UConn, were granted a residency at the Rockefeller Foundation's Bellagio Center in Italy to write a book. A video of Bette's presentation to seniors on her lifework in Haiti is available online.

<http://www.youtube.com/UConnNursing>.

Maureen Banks '79 MS

Chief operating officer for the Boston-based Spaulding Rehabilitation Network, Maureen has been chosen to join the American Hospital Association's Section for Long-Term Care and Rehabilitation Governing Council. Maureen has held the role of COO at Spaulding Rehabilitation Network since 2008 and is also president of three other Spaulding Hospitals (Cambridge, North Shore and Cape Cod).

Lee A. Galuska '79 and PhD student

Lee rejoined St. Francis Hospital and Medical Center in December 2011, as director of the Center for Nursing Education and Practice Innovation. She is responsible for nursing education, academic affiliations, shared governance, and oversight of magnet designation activities.

Rachel F. Schiffman '81 MS, '88 PhD (Neag-Ed. Psychology)
Professor and associate dean for research at the University of Wisconsin-Milwaukee College of Nursing, Rachel received the 2011 *Lucie S. Kelly Mentor Award* from Sigma Theta Tau International (STTI). Colleague, Karen Morin, director of Graduate Programs at University of Wisconsin-Milwaukee, recognized Rachel for her influence, advice and support during Morin's term as STTI president.

Edna Smith '82 Advanced Practice Certificate

Recognized by her community for 38 years of service, Edna is the high school nurse in Somers. When she first started in 1974, she was the nurse for both the junior and senior high schools. Caring for thousands of students, many with increasingly chronic conditions, Edna takes pride in her work and the big changes in school health programs year after year.



Anne Harrington

'89, Anne is co-founder and chief operating officer of Long Term Solutions (LTS), and their WeCare+ service. Since 1999, the senior care management company LTS has grown from a two person operation into an industry-leading corporation with seventy employees located in the Natick, Massachusetts

headquarters; and a network of 6,500 registered nurses nationwide. LTS built its foundation on providing care assessment, care planning and care coordination to long-term care insurers and their clients.

Anne is an outspoken advocate for the elderly and her passion is helping families deal with the increasing pressures of providing for aging loved ones.

Anne and her co-founder aim to help these families by providing the highest level of care coordination, superior support and peace of mind that is available to clients with or without long term care insurance. Recently developed, WeCare+ is a signature program assisting families with eldercare needs through human resources benefits programs or to general consumers. LTS has been recognized by the Women's Presidents' Organization, as one of the 50 fastest growing women-owned businesses in the US in 2010, was featured in the 2010 and 2011 *Inc. Magazine* top 500/5000 fastest growing companies, and was a 2011 *Boston Business Journal* Top 100 Women-Led Business.

Class Notes . . .

Barbara Riley '91 MS

Senior vice president and chief nursing officer at Rhode Island Hospital, Barbara oversees the department of nursing, spanning the emergency department, peri-operative services and adult inpatient and its pediatric division, Hasbro Children's Hospital. She is also responsible for strategic planning, nursing practice and quality.

Mike Bafuma '98

Mike has worked at Connecticut Children's Medical Center since 2004, and in the OR since 2007; he is specialty service lead for the neurosurgery and OMF/plastics services. He is involved with the UConn Alumni Marching Band affinity group, enjoys working with new grads, spending time with his family, and cheering on the Huskies at sporting events.

Dave Cusano '99

Dave returned to Coventry Health Care in 2011 after working for a year in the federal government implementing health care reform. An attorney with a variety of experiences in health care law (in Boston & DC), he proudly shares he is first and foremost a nurse.



Jean Coffey '06 PhD

Increasingly active in the UConn Alumni Association Vermont Chapter, Jean led alums to participate in the Essex CHIPS (Community Helping to Inspire People to Succeed) Martin Luther King Day of Service followed by a community meal. Jean is a pediatric nurse practitioner and assistant professor in the Department of Nursing at UVM. After graduation in 2006 Jean followed her dream to mush sled dogs, and in her spare time manages Anam Cara Siberians, a kennel of 11 Siberian huskies; most are rescues. She shows for conformation races and has a modest breeding program. Here she is shown with her team and lead dog Jonathan!



Rich Shok '08 (above right), owner and director of Code One Training Solutions, LLC hosted two game watches at his facility in East Hartford. In 2007, Rich founded Code One, an American Heart Association Training Site. Today, over thirty instructors provide health and safety training programs throughout New England to thousands each year. Rich also teaches medical terminology, anatomy and physiology, and nursing assistant courses at Quinebaug Valley Community College.

Pictured above on the left, **State Senator Gary D. LeBeau '87** (NEAG-Ed.Admin.) posed for a photo with Rich after he received a certificate of appreciation for his efforts to **CONNECT ALUMNI, SUPPORT STUDENTS, AND STRENGTHEN UCONN.**



From left to right: **Rachel Goldberg '11** (Business) and **Leah Goldberg '11** (Nursing) spoke at the annual UConn Alumni Association Legacy Breakfast, Family Weekend 2011. Both graduated top of their class, and are active UCAA members and volunteers. Leah serves on the SON Alumni Board and is an operating room nurse at Middlesex Hospital, Rachel is a marketing professional at Millward Brown, Inc.

Journey to Excellence with us.



Barely a year after the formal ground breaking for the School of Nursing's Widmer Wing, the first new construction designed exclusively for the School has made remarkable progress. Construction will be completed in time for the start of classes in August 2012.

While faculty and staff temporarily moved out of their offices in Storrs Hall during the summer 2011 in order for safety, infrastructure, and efficiency upgrades to

be completed in the oldest brick building on campus, site preparation made its slow way across the landscape. Eventually, pouring of concrete foundations revealed the wing's outlines.

During the fall term, faculty, staff, and students contended with construction noise and dust, including jackhammers chipping away at the bedrock that lurks beneath most of the Storrs campus. Fortunately, the Storrs Hall summer renovation included the installation of new energy-efficient double-pane windows, providing sound insulation.

During the winter, construction advanced swiftly, aided by an unusually mild and dry season. Over the course of a few days, the steel skeleton of the wing was erected, and shortly thereafter the building was under roof.

By mid-summer, the new wing will be ready for setting up clinical simulation labs and prepared for occupancy by students, faculty, and staff in time for the start of the new academic year in August. We will have everything completed to welcome you in November for the formal dedication.



Widmer
Wing
Dedication

You're Invited!

Date: Friday, November 2, 2012

Time: 1:00 p.m. ~ Followed by
Reception & Open House Tours

Place: 231 Glenbrook Rd.
Storrs, CT 06269

Join us for the ...

- Unveiling of Simulation Labs
- Opening of Josephine A. Dolan Collection
- New Case Study Auditorium
and more!



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