THE SCHOOL IS STEPPING UP WITH CURRICULUM REVISIONS THAT WILL BETTER PREPARE NURSES TO EXCEL.
Celebrating 125 Years
As we begin a momentous anniversary year, we reflect on some of the milestones in the School’s history that have helped create the legacy of this exceptional school.

Unveiling A New Era in Nursing Education
In the midst of today’s sea change in health care, the School is stepping up with curriculum revisions to better prepare nurses to excel.

Meeting the Need
Two leaders of the School’s innovative Institute for Educators in Nursing and Health Professions tell why it was launched, the reasons it’s flourishing, and what’s being planned to help clinical faculty teach more effectively.

Feature Articles

News
Faculty grant winners, lactation center opens, Karen Kauffman inducted into American Academy of Nursing, beyond the textbook at Shady Grove, the long road from Latvia, on the road to financial sustainability, and more

Discovery
Probing performance in rural hospitals, delving into the genomics of pain

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Celebrating 125 Years

Instructor Joyce Kaetzel teaches tuberculosis care to students in 1960—a part of the nursing curriculum in that era. See story on page 18.
DEAN’S LETTER

SINCE THE LAUNCH of the School of Nursing in 1889, School leaders and faculty have continually developed and refined our academic programs and curriculum to meet the needs of our students and the health care industry. This journey puts me in mind of an insight once shared by noted nurse educator M. Adeline Newport: “There can be no final conception of the right education for nurses; it must be a steady evolutionary process.”

As we begin the celebration of the School of Nursing’s 125th anniversary in 2014 and reflect on our legacy, it is a perfect time to showcase how the School and the discipline have come in terms of educating professional nurses. Uniforms have changed and men are entering the profession in larger numbers. Present-day phrases such as “online learning,” “patient-centered care,” “simulation learning,” “evidence-based practice,” and “Doctor of nursing practice” could not have been fathomed 100 years ago. Not only has the demand for nurses increased, but so has the critical role that nurses play in the health care arena. Today’s nurses are sophisticated health care professionals, and nursing education must continue to evolve to properly prepare them.

We continue to evaluate our curriculum and the health care needs of our society. We will continue to advocate for all nurses to be able to practice to the full scope of their knowledge and skills, to educate top-notch nurses and leaders, and to help us understand the importance of lifelong learning.

We look forward to sharing the next year of celebration with you—and indeed, the next 125 years—as we chart new territory for the betterment of individuals, communities, and all of those who utilize health care along life’s continuum.

Jane M. Kirschling, PhD, RN, FAAN
Dean and Professor

UNIVERSITY OF MARYLAND NURSING
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FOUR SCHOOL OF NURSING faculty members have been awarded Nurse Support Program II (NSP II) grants through the Maryland Health Services Cost Review Commission and the Maryland Higher Education Commission. Junace Hoffman, PhD ’06, RN, ANEI, assistant professor and assistant dean for the Bachelor of Science in Nursing program; Shannon Idzik, DNP ’11, MS ’96, CRNP, assistant professor and director, Doctor of Nursing Practice Program; and Louise S. Jenkins, PhD ’85, MS ’85, RN, professor, and Carol O’Neill, RN, PhD, CNE, associate professor, co-directors of the Institute for Educators in Nursing and Health Professions, were all awarded grants to assist with funding various programs. NSP II grants are expected to help increase the capacity of nurses in Maryland by implementing statewide initiatives to graduate the number of nurses prepared to function effectively in a faculty role. As a result of increasing the number of well-prepared nursing faculty, more students can be admitted to nursing programs in Maryland, reducing the statewide nursing shortage.

With the NSP II grants, the School seeks to revise and expand the current RN-to-BSN program; increase faculty development in workforce planning and interprofessional collaboration; and prepare nurses to function as clinical teachers in pre-licensure nursing programs.

Our goal is to ensure that every student who graduates from the School of Nursing is expertly prepared to provide the highest quality of care to patients. We have the finest, most educated faculty who are poised to place our students in positions to flourish,” said Dean Jane Kirschling. “These grants will aid the School and allow us to have the resources necessary to successfully prepare the nursing workforce of the future.”

Four Faculty Members Awarded NSP II Grants

From left: Shannon Idzik, Louise Jenkins, Carol O’Neil, and Junace Hoffman

A Simulation Fit for a President

DURING HIS VISIT to the University Teaching Hospital of Kiagar last summer, President Bill Clinton observed a neonatal simulation exercise performed by Kathryn Schavione, MPA, director of the School of Nursing’s Clinical Education and Evaluation Laboratory.

Faculty from the School of Nursing work in support of the Rwandan Ministry of Health’s Human Resources for Health Program to strengthen the capacity of Rwanda’s health care provider workforce and improve the quality and quantity of care. The Clinton Foundation’s Clinton Health Access Initiative program supports the Ministry of Health’s efforts to produce the professional health care workforce it needs to ensure high-quality health care for all Rwandans.

Schavione led a team of six School of Nursing faculty members for one year, providing health care services and training Rwandan providers in nursing and midwifery.

“We saw our Rwandan colleagues and students gain a better understanding of evidence-based nursing and embrace and put into practice that knowledge,” said Schavione. She added that the highlight of her work in Rwanda was teaching hundreds of nursing and midwifery students how to conduct neonatal resuscitation through simulation education and seeing their confidence grow with the mastery of that skill.”

—Patricia Adams

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Event Recaps

Mobile Health App Winners Announced at SINI 2013

Apps encourage use of information exchange standards across health care continuum

WINNERS OF A NATIONAL CONTEST to create the first mobile health application that encourages the use of information exchange standards were announced on the opening day of the 2013 Summer Institute in Nursing Informatics (SINI), held July 17-19 at the School of Nursing. The annual three-day conference drew more than 300 health IT professionals and nurse informaticians.

Kevin Fickenscher, MD, CPE, FAAP, president and CEO of American Medical Informatics Association and founder of Transition Systems, Inc., Birmingham, Ala., was bestowed at the conclusion of the conference. The winner was Heather Sobko, PhD, RN, for “Patient Perceptions of Barriers to Optimal Medication Use During the Hospital-to-Home Transition.” She is president and CEO at IVR Care Transition Systems, Inc., Birmingham, Ala. —K.N.

Tom Richards (right), CEO of MobileHealthWare, and Karen Zulkowski, associate professor at Montana State University-Bozeman, demonstrate their winning app to guests of the School of Nursing on September 16, featured guest speaker Sarah L. Szanton, PhD, MS ’98, CRNP, an associate professor at Johns Hopkins University School of Nursing. While providing house calls in East and West Baltimore, Szanton saw the need to address housing as well as health care for older adults. In her talk, “Seeking to Bend the Cost Curve by Applying Lessons Learned in Practice: The CAPABLE Project,” Szanton addressed the clinical observations that led to an active program of research funded by the National Institutes of Health, the Affordable Care Act, and the Robert Wood Johnson Foundation that has the possibility of saving tax dollars while improving lives. —PA.

“Informatics Enabling Patient-Centered Care Across the Continuum,” is the theme for SINI 2014, being held July 16-18 at the School of Nursing. Visit http://nursing.umaryland.edu/sini for more information.

Edmunds Lecture Focuses on ‘The CAPABLE Project’

SCHOOL OF NURSING OPENS New Lactation Center

FACULTY, STAFF, STUDENTS, AND GUESTS of the School of Nursing joined University of Maryland, Baltimore (UMB) President Jay A. Perman, MD, and Dean Jane Kirschling for the grand opening of the School’s new lactation center on September 25.

The lactation center provides a private space for nursing mothers to pump breast milk. It has three stations with two hospital-grade Medela pumps and a refrigerator to store milk. It is the seventh lactation center to be opened on the UMB campus.

Research shows that breastfeeding is important because it not only provides babies with the vitamins and nutrients needed, but also helps protect against disease. Carmela Coyle, president and chief executive officer of the Maryland Hospital Association, and Delegate Shirley Nathan-Pulliam, BSN ’80, District 10, representing the governor, lieutenant governor, and Maryland General Assembly, were also in attendance to help Perman and Kirschling lead the charge in advocating for breastfeeding and the addition of more lactation rooms on the UMB campus.

“Breastfeeding provides a protective effect against many early childhood illnesses so that children don’t get sick as often. You also get your permanent employees back to work sooner and they have to take less time off of work,” Perman said. “It’s a win-win situation for all. Let’s keep stressing the importance of breastfeeding.”

The event concluded with a tour of the new lactation center, which is located on the second floor of the School. —K.N.

Better Science with Sex and Gender

EVERY CELL is sexed and every person is gendered. Yet, when it comes to research, clinical practice, and health policies, we often forget about these very basic facts and assume a one-size-fits-all approach. Disease trajectories, health outcomes, and access to health care can differ significantly for men and women.

Joy Johnson, PhD, RN, FACHS, scientific director, Institute on Gender and Health, Canadian Institutes of Health Research, and professor at the University of British Columbia, discussed these factors at the annual Dean’s Distinguished Virginia Lee Franklin Lecture, held October 22 at the School of Nursing. Johnson provided examples to show how considerations of sex and gender have led to new insights, solved pressing health issues, and opened new fields of inquiry. —PA.

From left: Carmela Coyle, Rachel Parmer and son, Tara Byrd and son, Del. Shirley Nathan-Pulliam, Lynne Chen, UMB President Jay A. Perman, Kun-Ying Yang and daughters, and Dean Jane Kirschling celebrate the new lactation center.

From left: Carmela Coyle, Rachel Parmer and son, Tara Byrd and son, Del. Shirley Nathan-Pulliam, Lynne Chen, UMB President Jay A. Perman, Kun-Ying Yang and daughters, and Dean Jane Kirschling celebrate the new lactation center.

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Six Faculty Members Awarded Nurse Educator Doctoral Grants

SIX SCHOOL OF NURSING FACULTY MEMBERS were awarded the Nurse Educator Doctoral Grant (NEDG) for Practice and Dissertation Research. Susan Antol, MS, RN, assistant professor; Lily Fountain, CNM, MS, BSN ’91, RN, assistant professor; Jana Goodwin, MS, RN, ANP-C, clinical instructor; Shannon Idris, DNP ’10, MS ’09, CRNP, CCRN, assistant professor; Naomi “Beat” Himmelwright-Lamm, EdD, MS ’81, BSN ’76, RN, assistant professor; and Megan Lynn, MS ’08, BSN ’04, MBA, RN, FNE-A, assistant professor, received awards totaling between $20,000 and $30,000, which will be distributed evenly over two academic years.

NEDG is a statewide funding initiative supported by the Nurse Support Program II and is jointly approved by the Health Services Cost Review Commission and the Maryland Higher Education Commission. This competitive grant program is designed to assist PhD and Doctor of Nursing Practice candidates. Its goals are to increase the number of doctoral-prepared nursing faculty in the state, strengthen faculty development for optimal capacity at schools of nursing, and recruit and retain a diverse nursing faculty. There were a total of 16 awards given across the state.

“It’s a great opportunity for Maryland nursing doctoral candidates who are interested in serving as nursing faculty to further their education,” said Dean Jane Kirschling. “I am happy that six members of the School of Nursing family were selected to take advantage of a program that will ultimately bolster our faculty.”

Grant recipients can use the funds for professional development, course release time, wages for research-related administrative support, or project-related expenses for supplies, travel, and document creation. —K.N.

Faculty Members Author Book on Developing Online Learning Environments for Nursing

FOUR SCHOOL OF NURSING faculty members played instrumental roles in writing the third edition of Developing Online Learning Environments in Nursing Education. The nurse educator’s handbook was written and edited by Carol O’Neil, PhD, RN, CNE, associate professor; Matthew Rietschel, MS, director, Educational Strategies and assistant professor; and the National Institutes of Health’s Cheryl Fisher, MSN, RN, informatics/e-learning manager. Other contributors from the School of Nursing were Susan Bindon, DNP ’11, MS ’96, assistant professor, and Kathleen Buckley, PhD, MS ’76, BSN ’73, RN, IBCLC, associate professor.

Developing Online Learning Environments in Nursing Education teaches nurses how to develop, instruct, and manage online courses. This best-selling nurse educator’s handbook instructs nurse educators on how to properly use online teaching tools and assess results, while keeping pace with the ever-changing landscape of digital learning.

“A third edition of the book was necessary to keep up with the velocity in which online learning environments change,” Rietschel said. “It is a major revision from the previous version that updates readers on the understanding and application of learning theory, including cutting-edge technologies, blended learning, and new areas on the role of staff development education.”

The previous edition was released in 2008. The third edition has been updated to present several new interactive digital tools and current guidelines in translating courses from the classroom to an online setting. It provides a roadmap to new Web-based learning theories and how to optimally teach students using the latest technology. This edition also provides new information on staff development and the role of the staff development educator, guides instructors on how to build an online community, and includes practical, proven measures for student assessment and evaluation in online education. —K.N.
Increasing Diversity Through the RWJF Scholarship Program

THE SCHOOL OF NURSING has been selected — for the sixth time — as a grant recipient of the Robert Wood Johnson Foundation (RWJF) New Careers in Nursing (NCIN) Scholarship Program. Ten $10,000 scholarships were awarded for the 2013-2014 academic year to newly admitted students in the School’s Clinical Nurse Leader (CNL) master’s degree option. Award preference is given to students from groups underrepresented in nursing or from disadvantaged backgrounds.

NCIN’s Scholarship Program, launched in 2008 by RWJF and the American Association of Colleges of Nursing, seeks to expand enrollment in accelerated degree programs in schools of nursing while increasing diversity in the nursing workforce. Grants provided through this competitive program build upon the School’s previous efforts to increase the number of students enrolled in its CNL master’s option and to diversify its student base.

“We are pleased that our School has again been awarded these scholarship funds, which will help reduce some of the financial burden for our students,” said Galia Schoen Lemaire, PhD ’96, PMHCNS-BC, CNE, associate professor and director of the CNL Program. “Because the program is so rigorous, students are discouraged from working. Previous scholarship recipients have been very grateful for the funds that can be used for tuition, books, child care, and other living expenses.” — K.R.

School of Nursing Graduates Educating Next Generation

ARMED WITH Doctor of Nursing Practice (DNP) degrees from the School of Nursing, Veronica Gutchell, DNP ‘13, RN, CNS, CRNP, and Kelly Wolfe, DNP ‘13, CRNP, are giving back. Both graduates were 2011 recipients of the CareFirst Project RN Scholarship, which aided them in completing their degrees in 2013 and now has them educating future nurses.

Project RN, launched in 2007, seeks to address the shortage of nurse educators in the mid-Atlantic region by increasing the number of nursing faculty members teaching at universities. The scholarship offers students a stipend of up to $80,000 to pursue a graduate degree with the agreement that upon completion, the recipient teaches at a nursing school in the mid-Atlantic region.

Gutchell, an assistant professor at the School, completed the DNP program in May and earned the Alumni Association Award for the outstanding DNP graduate. In addition, Gutchell has assumed several leadership roles, serving as the Nurse Practitioner Association of Maryland’s legislative liaison to the Maryland Nurse’s Association and leading the Council of Advanced Practice Registered Nurses in Maryland. Currently, Gutchell is teaching DNP and Adult Gerontology Nurse Practitioner students at the School. Wolfe, an assistant professor at Hood College in Frederick, Md., finished the DNP program in July after completing a capstone quality-improvement project. The project, Reducing Antipsychotic Medications in Long Term Care Residents with Dementia, earned Wolfe two awards for the promotion of geriatric mental health through the Geriatrics and Gerontological Society Association.

Kaufman and Eight Alumni Inducted as Fellows in the American Academy of Nursing

KAREN S. KAUFMAN, PhD, CRNP-BC, associate professor and chair of the Department of Family and Community Health, and eight School of Nursing alumni were among the 172 nurse leaders inducted into the American Academy of Nursing’s (AAN) 2013 Class of Fellows at the AAN’s 56th Annual Meeting and Conference, held in Washington, D.C., in October.

Joining Kaufman as members of this year’s class are School of Nursing alumna Anna C.Alt-White, PhD ’87, RN; Col. Margaret M. McNeill, PhD ‘07, MS ’93, RN, CRNI, CCNS, NE-BC, CIP; Renee A. Milligan, PhD ’99, WHNP; Sue A. Moorhead, PhD, BSN ’72, RN; Richard Ricciardi, PhD, MS ’91, NP; Diane Seibert, PhD, ARNP-BC, MS ’94; Elizabeth Slaon, PhD, MS ’96, RN, CRNP-BC; and Sharon A. R. Stanley, PhD, BSN ’72, RN, RS.

The AAN consists of more than 2,000 nurse leaders in education, management, practice, policy, and research, including hospital and government administrators, college deans, and renowned scientific researchers. The 2013 class represents all 50 states, the District of Columbia, and 19 countries.

“It’s a tremendous honor to have been selected for a fellowship in the American Academy of Nursing based on my contributions to public policy over the past eight years as the only nurse on the Alzheimer’s Association National Board of Directors,” Kaufman said. “As a Fellow, I look forward to participating on two expert panels, “Aging” and “Palliative and End of Life Care,” to assure that nursing is aligned with the National Alzheimer’s Plan to prevent and effectively treat Alzheimer’s disease by 2051 and to facilitate achievement of the Association’s vision of a world without ALzheimer’s.”

Criteria for selection as a Fellow include evidence of significant contributions to nursing and health care and sponsorship by two current AAN Fellows. Applicants are reviewed by a panel of elected and appointed Fellows. — K.R.

SOME EVENTS INCLUDE:

- Alumni, faculty, staff and family Bulle! Party and Orioles Game – April 27, 2014
- Faculty And Staff Cook-Out – September 2nd
- Gala – April 18, 2015
- 35th Anniversary of the PhD Program – October 2014

With perfect timing for our 125th milestone, the University of Maryland Baltimore Foundation (UMB) announced that it will match 50 cents on the dollar for any newly endowed scholarships at UMBON (until the allotted $150,000 is depleted). This match will also apply to donors adding $150,000 or more to existing endowed scholarships. Donors may opt for multiyear pledges up to five years in duration. Contact Laurel Hankins, associate dean for development and alumni relations, for information at: Hankins@son.umaryland.edu.
Nurses Association Advisory Committee

Geiger-Brown Selected to American Nurses Association Advisory Committee

Jeanne Geiger-Brown, PhD,’R.N., FAAN, associate professor, has been selected for the American Nurses Association’s (ANA) Nurse Fatigue Professional Issues Panel Advisory Committee. The Advisory Committee will counsel the ANA on how to address nurse fatigue to improve health and safety. Nurses have a great responsibility in taking care of patients while working long hours and shiftwork. But nurses need to be able to take care of themselves in order to give their patients high-quality care, as fatigue can be both physically and emotionally draining.

As a newly named fellow of the Academy of Nursing Education, Janice Hoffman has been lauded for her contributions to the nursing education community in the areas of leadership and innovative teaching and learning strategies. Hoffman’s scholarly activities include presentations and consultations to schools of nursing related to curriculum development, creative teaching strategies, test construction and analysis, and teaching and evaluation in clinical settings regionally, nationally, and internationally.

Hoffman has also been installed as president of the Maryland Nurses Association (MNA). She has been an officer of the Association since 2008. Hoffman officially took over the reins as MNA’s president at its annual conference. She will be working with the Association’s board of directors and district presidents on nursing policy and legislation and recruiting committee members.

MNA has advocated for policy supporting the highest quality health care in Maryland since 1903. It promotes excellence in nursing by fostering a culture of camaraderie, mentoring, diversity, and respect for fellow colleagues through programs and educational development for continued career and personal growth. Hoffman’s presidency concludes in October 2015, at which time she will serve as the Association’s immediate past president through October 2016.

Two Honors for Hoffman

Janice Hoffman, PhD ’06, R.N., ANEF, assistant professor and assistant dean for the Bachelor of Science in Nursing program, was one of 28 honorees inducted as Academy of Nursing Education Fellows at the National League for Nursing’s (NLN) annual Education Summit, held in Washington, D.C., in September. As a newly named fellow, Hoffman has been lauded for her contributions to the nursing education community in the areas of leadership and innovative teaching and learning strategies. Hoffman’s scholarly

Newhouse’s research ranges from cluster randomized trials to systematic reviews focusing on quality of care, implementation of evidence-based processes among clinicians, and outcomes research in health care delivery systems. She is the only nurse on the committee.

Two New Roles for Newhouse

Robin P. Newhouse, PhD ’00, R.N., NEA-BC, FAAN, professor and chair, Department of Organizational Systems and Adult Health, has been elected to the AcademyHealth Board of Directors.

Newhouse is one of three new members selected from a pool of six nominees. In her newly elected role, Newhouse and the board are responsible for providing the overall strategic direction for the organization. Additionally, board members are expected to serve on AcademyHealth’s various committees.

AcademyHealth seeks to improve health and health care by generating new knowledge and moving knowledge into action. It is a leading health services and policy research national organization that supports health professionals in increasing the quality, accessibility, and value of health care through the development and use of rigorous, timely, and relevant evidence.

Newhouse has also been appointed chair of the Patient-Centered Outcomes Research Institute’s (PCORI) Methodology Committee. Having served as vice chair of the Committee since December 2012, Newhouse succeeds Sherine Gabriel, MD, MSc, dean, Mayo Medical School. Newhouse has been a member of the PCORI since being appointed by the U.S. Government Accountability Office in January 2011.

The goal of Yolanda Ogbolu’s research is to examine whether the adoption of cultural competency standards influences the patient’s perception of their experience during care.

Ogbolu Named RWJF Scholar

Yolanda Ogbolu, PhD ’11, MS ’05, BSN ’04, R.N., CRNP—Neonatal, assistant professor, is one of 12 nurse educators from across the nation to earn the highly competitive grant from the Robert Wood Johnson Foundation (RWJF) Nurse Faculty Scholars program. Ogbolu received a three-year, $350,000 award to promote her academic career and support her research. She is part of the program’s sixth cohort.

RWJF’s Nurse Faculty Scholars program, which seeks to develop the next generation of national leaders in academic nursing, offers talented junior faculty three years of career development support. Through the program, RWJF aims to strengthen the academic productivity and overall excellence of nursing schools by providing mentorship, leadership training, and salary and research support to young faculty.

Ogbolu, a neonatal nurse practitioner, has a strong interest in researching methods to improve the delivery of equitable, patient-centered, culturally competent care. The goal of Ogbolu’s research is to examine whether the adoption of cultural competency standards influences the patients’ perception of their experience during care. Through the study, Ogbolu will examine organizational and contextual factors that drive and impede the adoption of new standards. In addition, Ogbolu will identify target areas for improvement in hospital policies and practices.

With the help of mentors, RWJF scholars design a professional development plan that will help increase their effectiveness as academic nursing leaders. As a result, scholars are expected to take their expertise in research, leadership, and teaching to a new level of proficiency, resulting in the strengthening of the reputation of the institutions they serve.
IN A NURSING CLASSROOM at the Universities at Shady Grove (USG), a pediatrics class is proceeding as usual. Clinical Instructor Ann Hoffman, MS ‘11, RN, is working her way through slides, describing the finer points of an emergency medical procedure. Students are scribbling notes. It is a classic educational scene. Then comes a knock at the classroom door. A new mother, barely 19 years old, enters with her young son and his grandmother. The little boy is in respiratory distress.

In most university classes, such interruptions would be unheard of, perhaps even cause for alarm, but in a new series of nursing courses at USG, they are commonplace. The classes are part of a three-course obstetrics and pediatrics program designed to provide advanced nursing students with a more realistic, hands-on educational experience through the use of “standardized patients”—specially trained actors who take on the characteristics of real patients—and other simulations.

“The three courses cover the first few years of a young patient’s medical life—from prenatal obstetrics to pediatrics—but the focus extends to include the patient’s entire family. The broader focus allows nursing students to explore medical influences ranging from genetic susceptibility to disease to domestic violence. It is part of a new trend within nursing toward family-centered care, in which health care professionals take into account factors beyond the patient’s immediate situation.

The interruption by the young “mother,” for instance, was not the simple case of asthma it appeared to be. Through a conversation with the “grandmother,” the nursing students learned to be attentive to subtle clues in the family’s history.

Patricia Harris, MS ’92, APRN, CRNP-PM, simulations take a different tack. “The students must pick up on the physical red flags of domestic violence—bite marks and bruises—as well as the psychological ones in the young mother’s demeanor,” says Harris, a clinical instructor who teaches the course Psychiatric Mental Health Nursing. She says nurses are in a tough position in such cases.

In Anjana Solaiman’s, MS ‘09, RNC, IBCLC, obstetrics class, Nursing Care of the Childbearing Family, students also participate in class simulation involving members of the patient’s extended family. A medical manikin helps Solaiman to incorporate lecture content clinically. The scene unfolds and the manikin experiences post-partum hemorrhage, complete with lifelike, synthetic blood. The students have to act quickly and utilize the skills they have learned to save the patient.

“Beyond the Textbook

SOUND INTERESTING? Visit umm.edu/nursing to meet some of us. See what we have to say. Just imagine the impact you will have as part of the team saving lives.
and reading newspapers to build his process to become licensed was "elaborate intended to become a veterinarian here, decided to do the same. Rozenberg son. After his parents (they moved private practice. providing treatment to patients in a taking part in clinical research trials and works at Clinical Insights in Glen Burnie, speak a word of English. Since then he has treating large animals on collective farms throughout Latvia.

Rozenberg came to this country, unable to throughout Latvia.

It's been more than 20 years since Rozenberg grew up in Latvia and moved to Ukraine, where he married and had a son. After his parents (they moved to the U.S. much later) and his wife's parents made plans to move to the United States, Rozenberg set his sights on becoming a nurse. He first took some prerequisite courses at the local community college, while continuing to drive a truck. Shortly before the birth of his daughter in June 1997, Rozenberg received his acceptance letter from the University of Maryland School of Nursing, where he entered the accelerated program for second-degree students. During his years at the School of Nursing, where he specialized in mental health, Rozenberg became a U.S. citizen.

After practicing as an RN for a few years, Rozenberg was admitted to the School's dual master's degree offering, Psychiatric Nurse Practitioner/Adult Nurse Practitioner.

The Long Road from Latvia

WHILE BICYCLING AROUND the countryside near his home in Pikesville, Ilya Rozenberg, who has a psychiatric primary care nurse practitioner master's degree, sometimes reminisces back to his veterinary work treating large animals on collective farms throughout Latvia.

It's been more than 20 years since Rozenberg came to this country, unable to speak a word of English. Since then he has made a new life in Baltimore and currently works at Clinical Insights in Glen Burnie, taking part in clinical research trials and providing treatment to patients in a private practice.

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After practicing as an RN for a few years, Rozenberg was admitted to the School's dual master's degree offering, Psychiatric Nurse Practitioner/Adult Nurse Practitioner.

He earned his BSN in 1999 and began working at Sheppard Pratt, a psychiatric hospital in Towson, Md. It was his first nursing job. Meanwhile, he continued taking classes at the School of Nursing. With his wife also taking courses and his son in school, "everybody had some tests coming up," Rozenberg recalls.

Fast forward to today: Rozenberg returned to the School of Nursing last spring to pursue a PhD. His wife, Larissa, works in an immunology lab. His son, Yelizar, is 24 and working in Texas as a chemical engineer. His daughter, Kalina, 16, is a stellar student and an aspiring ballerina. Together, they ride a tandem bike, sometimes on trips that can last a week or two.

Every now and then, they go by a farm, and Rozenberg takes time to admire the countryside.

"I still miss it at times," he says, before quickly adding with a smile, "but I am happy with the path I took." - Suzana Palch

On the Road to Financial Sustainability

SINCE ITS INCEPTION IN 1994, the Governor’s Wellmobile Program has focused on two priorities: offering the underserved and uninsured access to health care while educating students from the University of Maryland Schools of Nursing and Social Work.

Four years ago, however, state budget cuts caused all but one of the School of Nursing’s four Wellmobile services to shut down.

Susan Antol, MS ’79, RN, director of Wellmobile and School-Based Programs, knew she was going to have to change the business plan if she wanted more of the traveling health clinics back on the street. So Antol began thinking about alliances that could rebuild the Wellmobile program and improve the well-being of Marylanders.

“We went in with the agenda of making this service sustainable and moving toward a partnership that was more than just ‘Hi, we’ll let you park on our parking lot,’ which is what it was about before," says Antol, an assistant professor at the School of Nursing. Consequently, she came up with an innovative plan: Use a Wellmobile to help University of Maryland Shore Regional Health System hospitals run more efficiently by taking direct referrals from their physicians and discharge staff for primary care patients transitioning out of hospital care on the Upper and Middle Eastern Shore.

The idea is to direct repeat emergency room and inpatient hospital users without insurance or regular primary care providers to the Wellmobile, thereby helping to lower the number of hospitals’ repeat visitors. Those patients benefit from the Wellmobile’s convenient scheduling and proximity while hospitals save money on avoidable readmissions.

The initiative is funded by CareFirst BlueCross BlueShield for three years, and services began in July 2012. In partnership with the University of Maryland Shore Medical Center at Chestertown and the University of Maryland Shore Medical Center at Easton, a single Wellmobile is providing primary care services to the medically underserved counties of Kent and Queen Anne’s. Antol expects Talbot County to be added in the Eastern Shore project’s first fiscal year, 279 patients visited the Wellmobile. Most were uninsured, however, 66 patients who were covered by Primary Adult Care, Medicaid, Medicare, or other health insurance plans had their care transferred to primary care providers.

Eventually, Antol hopes to negotiate partnerships with Shore primary care groups and have the Wellmobile act as their "remote arm" in areas where people struggle to access health care. The Wellmobile would see new patients and could refer insured ones to the partnering groups.

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The timing of this Shore Wellmobile Program couldn’t be better. A surge of Americans who are newly insured under the Patient Protection and Affordable Care Act (PPACA) are expected to need primary health care yet will struggle to find it. An additional strategy of the program is educating uninsured clients on how to get coverage through the new Maryland Health Connection. If the Wellmobile can hold on to some of those newly insured patients under this new model, Antol says it could begin a path to financial sustainability in 2014.

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The Long Road from Latvia

WHILE BICYCLING AROUND the countryside near his home in Pikesville, Ilya Rozenberg, who has a psychiatric primary care nurse practitioner master's degree, sometimes reminisces back to his veterinary work treating large animals on collective farms throughout Latvia.

It's been more than 20 years since Rozenberg came to this country, unable to speak a word of English. Since then he has made a new life in Baltimore and currently works at Clinical Insights in Glen Burnie, taking part in clinical research trials and providing treatment to patients in a private practice.

Rozenberg grew up in Latvia and moved to Ukraine, where he married and had a son. After his parents (they moved to the U.S. much later) and his wife's parents made plans to move to the United States, Rozenberg set his sights on becoming a nurse. He first took some prerequisite courses at the local community college, while continuing to drive a truck. Shortly before the birth of his daughter in June 1997, Rozenberg received his acceptance letter from the University of Maryland School of Nursing, where he entered the accelerated program for second-degree students. During his years at the School of Nursing, where he specialized in mental health, Rozenberg became a U.S. citizen.

After practicing as an RN for a few years, Rozenberg was admitted to the School's dual master's degree offering, Psychiatric Nurse Practitioner/Adult Nurse Practitioner.

He earned his BSN in 1999 and began working at Sheppard Pratt, a psychiatric hospital in Towson, Md. It was his first nursing job. Meanwhile, he continued taking classes at the School of Nursing. With his wife also taking courses and his son in school, “everybody had some tests coming up,” Rozenberg recalls.

Fast forward to today: Rozenberg returned to the School of Nursing last spring to pursue a PhD. His wife, Larissa, works in an immunology lab. His son, Yelizar, is 24 and working in Texas as a chemical engineer. His daughter, Kalina, 16, is a stellar student and an aspiring ballerina. Together, they ride a tandem bike, sometimes on trips that can last a week or two.

Every now and then, they go by a farm, and Rozenberg takes time to admire the countryside.

"I still miss it at times," he says, before quickly adding with a smile, "but I am happy with the path I took." - Suzana Palch

On the Road to Financial Sustainability

SINCE ITS INCEPTION IN 1994, the Governor’s Wellmobile Program has focused on two priorities: offering the underserved and uninsured access to health care while educating students from the University of Maryland Schools of Nursing and Social Work.

Four years ago, however, state budget cuts caused all but one of the School of Nursing’s four Wellmobile services to shut down.

Susan Antol, MS ’79, RN, director of Wellmobile and School-Based Programs, knew she was going to have to change the business plan if she wanted more of the traveling health clinics back on the street. So Antol began thinking about alliances that could rebuild the Wellmobile program and improve the well-being of Marylanders.

“We went in with the agenda of making this service sustainable and moving toward a partnership that was more than just ‘Hi, we’ll let you park on our parking lot,’ which is what it was about before," says Antol, an assistant professor at the School of Nursing. Consequently, she came up with an innovative plan: Use a Wellmobile to help University of Maryland Shore Regional Health System hospitals run more efficiently by taking direct referrals from their physicians and discharge staff for primary care patients transitioning out of hospital care on the Upper and Middle Eastern Shore.

The idea is to direct repeat emergency room and inpatient hospital users without insurance or regular primary care providers to the Wellmobile, thereby helping to lower the number of hospitals’ repeat visitors. Those patients benefit from the Wellmobile’s convenient scheduling and proximity while hospitals save money on avoidable readmissions.

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Improving the Work Environment in Rural Hospitals

IN AN IDEAL WORLD, patient outcome wouldn’t be affected by geographic location. But it is, and you don’t have to look outside of the United States to find examples.

Robin Newhouse, PhD ’00, R.N., NEA-BC, FAAN, professor and chair, Department Organizational Systems of Adult Health, says Southern states in particular—which include many rural hospitals—have demonstrated the greatest disparities. Rural hospitals frequently trail their urban counterparts when it comes to quality care and patient outcomes.

This discrepancy has been a motivating factor behind Newhouse’s work. The granddaughter of a Maryland tobacco farmer, she has spent nearly a decade researching ways to improve care for rural residents.

“I just love working with rural communities and health systems,” says Newhouse.

Newhouse’s most recent study suggests a link between rural hospitals’ ability to provide high-quality care and their ability to retain nurses and provide better practice environments.

Her study, which was funded by the Robert Wood Johnson Foundation Interdisciplinary Nursing Quality Research Initiative, focused on heart failure care at 25 rural hospitals in the Eastern United States.

Roughly 5.7 million people suffer from heart failure in the U.S. With rural hospitals discharging a significant amount of heart failure patients—nearly 25 percent—Newhouse sought to examine the quality of care at these hospitals.

Newhouse’s team compared hospitals that participated in a “quality collaborative” versus those that did not. Nurses in the quality collaborative group attended a two-day session at the School of Nursing to learn the best methods of heart failure care and how to implement them. They were provided with tool kits (including educational literature) for heart failure care and a discharge checklist, shared resources on a Web-based BlackBoard site, and they participated in a monthly phone call between School of Nursing researchers and hospital coordinators.

The second group began participation in the quality collaborative six months after the first group, allowing comparisons in quality.

To gauge the quality collaborative’s effects, Newhouse examined four core heart failure care measures: assessment of heart function, smoking cessation counseling, making sure patients get appropriate medication, and discharge instructions.

Newhouse discovered there was a descriptive but no significant difference in the two groups, both improved. However, rural hospitals with lower nurse turnover performed significantly better on all four of the quality measures.

“The turbulence associated with nurse turnover actually had a big effect on the quality metric,” says Newhouse, who anticipated this discovery.

Better practice environments—which were measured with an established scale that looks at factors such as nurse participation in hospital affairs—were also related to nurses doing better jobs of evaluating how well a patient’s heart was pumping.

“To achieve improvements in the quality of care, we’ve got to attend to the work environment in rural health systems, not just the processes of care,” says Newhouse, who anticipated this discovery.

Better practice environments—which were measured with an established scale that looks at factors such as nurse participation in hospital affairs—were also related to nurses doing better jobs of evaluating how well a patient’s heart was pumping.

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Newhouse’s previous research showed how nurses at rural hospitals at times feel isolated. In this latest study, many of the participating nurses said it was the first time they had been able to collaborate with other rural hospital nurses, and they appreciated the opportunity.

“The nurses who participated were pretty impressed, telling us about how participating in the quality collaborative resulted in many of the process changes to improve care for patients in their hospital that were far beyond what we measured or expected,” says Newhouse.

“We’re seeking new therapies by combining cutting-edge genetic studies to understand the biological mechanisms of pain. At the same time, we’re looking into correlated conditions such as depression, stress, anxiety, and fear,” says Susan Dorsey, PhD ’01, MS ’98, R.N., FAAN, associate professor and associate dean for research at the School of Nursing. Dorsey is a co-principal investigator on the grant.

The work is timely: Chronic pain affects more than 116 million Americans and costs more than $600 billion each year in health care expenses and lost productivity. More Americans suffer from pain than those afflicted with heart disease, diabetes, and cancer combined, Dorsey says, which has led the Institute of Medicine to label chronic pain a public health epidemic.

“For some people, drugs just don’t work. For others, they carry serious risks ranging from addiction to adverse reactions,” says Joel Greenspan, PhD, chair of the Department of Neural and Pain Sciences at the University of Maryland School of Medicine and one of Dorsey’s co-investigators.

“Genomics offers the possibility that we might someday tailor pain medications to an individual’s genetic favorability to specific treatments.”

The Center for the Genomics of Pain is an interdisciplinary effort funded by the National Institute of Nursing Research, part of the National Institutes of Health. In addition to Dorsey and Greenspan, Alan Faden, MD, a professor of anesthesiology at the University of Maryland School of Medicine, is also a co-investigator.

“From a university perspective, this is a remarkable collaboration. The center unites the strengths of three separate schools—nursing, medicine, and dentistry—in a single mechanism that addresses a serious public health concern,” Faden says. “And, as an outward indication of the value placed on this effort, the university itself has invested significant additional funding to ensure our success.”

In addition to genetic analyses, center researchers will conduct studies that combine research into hereditary and environmental factors as well as gender to elucidate pain. One study under way through the center is looking at a small community and tracing pain response through familial relationships, Dorsey says.

The research plan includes a strong data-sharing component to facilitate transfer of knowledge between projects and to provide statistical tools to create new models of pain susceptibility. These models will include statistical, computational, bioinformatics, and data visualization tools to improve the understanding of pain.

“If there are diminishing returns in this work,” Faden says, “we’ll have been very pleased with progress so far.” Faden says.”
FOR MORE THAN A CENTURY, THE UNIVERSITY OF MARYLAND SCHOOL OF NURSING has been committed to excellence in educating nurses who have become expert clinicians, educators, and leaders in Maryland, the nation, and around the globe. As we begin a year of celebration of the School of Nursing’s 125th anniversary, we reflect on some of the milestones in the School’s history that have helped create the legacy of this exceptional school.
1982 UMSON initiates a generic nursing program at the University of Maryland, Baltimore County

1984 UMSON ranked 11th in the U.S. News & World Report’s America’s Best Graduate School guide

1988 UMSON launches nation’s first master’s specialty in nursing informatics

1985 UMSON creates Board of Visitors

1989 Frieda M. Holt appointed acting dean

UMSON celebrates 100th anniversary

1990 Barbara R. Heller appointed dean

Governor’s Wellmobile program initiated to provide primary care and preventative health services to Maryland’s residents


UMSON offering 20 master’s specialties

100th anniversary of Alumni Association is celebrated

Enrollment reaches all-time high of 1,606

1998 First Web-based course offered

New $38 million, 154,000-square-foot, seven-story School of Nursing Building is dedicated

1999 Living History Museum opens

Doctoral program celebrates 20th anniversary

Office of Research opened

2000 Pediatric Ambulatory Center, operated by Schools of Nursing and Medicine, opens in the new School of Nursing building

UMSON starts offering BSN classes at the Universities at Shady Grove in Rockville, Md.

2001 First RN-BSN online degree option launched

2004 UMSON launches state’s first nurse anesthesia master’s specialty

Institute for Educators in Nursing and Health Professions launched to address nurse faculty shortage in Maryland

First research center of excellence—the Center for Occupational and Environmental Health and Justice—is launched

2006 UMSON named Center of Excellence in Simulation Education by Laerdal Medical

First nursing school to receive grant from the Maryland Affiliate of Susan G. Komen for the Cure to advance knowledge about breast cancer treatment and care

Launched state’s first Doctor of Nursing Practice program

2007 UMSON ranked 8th in U.S. News & World Report

UNIVERSITY OF MARYLAND SCHOOL OF NURSING | 2120 | FALL/WINTER 2013
IN an apartment at the School of Nursing’s Clinical Simulation Labs, a baby doll lies in a bassinet next to the sink in the kitchen, a nearly empty bottle of wine stands between a curling iron and the styling brush in the bathroom, and an oxygen tank is adjacent to a television in the living room. On the kitchen table, next to a paper plate topped with a faux hamburger and a pile of pasta, are detergent and bleach bottles, a syringe, and bottles of insulin. The room is ready for nursing students to point out the safety hazards and proper way to dispose of diabetic needles.

In the coming year, simulations will start highlighting emerging facets of care. “There will be a little less emphasis on acute care and more of an emphasis on home-based care,” says Assistant Professor Mary Fey, MS ’01, RN, director of the labs. As a result, students will walk around the apartment doing home assessments with a couple played by actors. Simulations across the labs will also touch more on communication and caring for geriatric patients.

These are significant changes, and they aren’t limited to the simulation labs. In fall 2014, the School will institute curriculum revisions across most degree programs with the goal of readying nurses to enter a profession that is in the middle of a sea change. “There’s probably no industry that is experiencing more change than the health care industry,” says Dean Jane Kirschling. “This is driven in part by the Affordable Care Act as we start to bring more patients into the health care system. But there’s also a new realization that health care needs to include much more prevention. Additionally, the advances in technology and pharmaceuticals are increasingly complex, and they aren’t diminishing. Nurses who find themselves in this rapidly evolving health care arena need to have foundational knowledge and an education that supports them to keep pace with these dramatic and dynamic changes. All nurses have to continue to build their knowledge over the course of their careers.”

The revised curriculums will reflect this shift in foundational knowledge, including an increased emphasis on prevention and caring for the under-served and for people in the home. The School has several other resources for
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—DEAN JANE KIRSCHLING

...students, too, such as new and revised classes that meet cultural competencies in the Doctor of Nursing Practice (DNP) program, a new initiative in the Student Success Center that is providing academic services to first-generation college students and a teaching methodology that is standardizing simulations. Together, these efforts will allow the School to graduate nurses who are well prepared to excel in their careers in an ever-shifting health care landscape.

Unveiling the Revised Curriculums

Next year’s curriculum revisions will be anchored by the School’s new post-BSN to DNP option, the first of its kind in the state for non-military nurses. Created in response to recommendations from the Institute of Medicine (IOM) and the American Association of Colleges of Nursing (AACN) to elevate the education of nurses, the new program also ensures that nursing is keeping pace with other professions, such as medicine and pharmacy, which already offer post-baccalaureate doctorates. Under the new program, advanced practice nurse practitioners will be prepared to excel in their careers in an ever-shifting health care landscape.

The CNL option, which is currently a rigorous 16-, 21-, or 23-month course of study, will now take about two years to complete: four semesters and a summer for students who enter in the fall, four semesters and two summers for students who enter in the spring. “In the new curriculum, the credit load each semester and the course combinations will be more reasonable,” Lemaire says. Instead of taking 18 credits, a semester, students will now take between 11 and 15, and some classes have been expanded or moved around to benefit students. For example, the four-credit Science and Research for Advanced Nursing Practice class has been divided into two three-credit courses to help students better interpret the quality of research studies. Additionally, CNL students who currently take some of their classes with BSN students, will only take classes with each other or other graduate students. This change takes into account student feedback, as well as the diverse experiences that CNL students—who already have degrees in subjects like art, computer science, and public health—bring with them. “Having CNL students in classes that are separate for them and that take into account their unique perspectives is going to make for a very exciting teaching/learning experience,” Lemaire says.

The Community/Public Health Nursing, Health Services Leadership and Management, and Nursing Informatics specialties will remain at the master’s level. Although these programs will not change dramatically, quality and safety concepts were recently integrated across courses to meet the 2012 Quality and Safety Education for Nurses (QSEN) graduate competencies such as patient-centered care and teamwork and collaboration. Current graduate students or nurses who already have a master’s degree may also enroll in certificate programs to “top off their careers,” says Kapustin. Rolled out in early 2013, Nursing Informatics is the newest certificate option, joining Environmental Health (available post-baccalaureate), Global Health, and Teaching in Nursing and Health Professions. All of these programs will be revised to reflect advancing technologies. There is some overlap with the master’s specialties, so for nurses who are trying to decide between a master’s degree or a certificate in nursing informatics, for example, Kapustin offers this advice: “If you’re already a master’s-prepared nurse practitioner but then you decide you want a nursing informatics perspective, you can do the 12-credit certificate option rather than coming back and getting a degree.”

In addition to all of the revisions across current graduate programs, the Bachelor of Science in Nursing (BSN) program will also be undergoing changes. After collecting feedback from faculty and students about the current traditional BSN curriculum, it was determined that the program needed to find a balance between acute care and prevention and wellness. “One of the overarching aspects of the revised curriculum is care across the health care continuum, from healthy patients to ill patients,” says Assistant Professor Janice Hoffman, PhD ’96, RN, assistant dean for the BSN program.

Thus, in the first semester, a new course, Physiologic Considerations Across

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Building on this emphasis on home-based care, students will do simulated home visits with acutely ill patients in the Clinical Simulation Labs’ apartment during the second semester. Extending Pathopharmacology into this semester also gives students the opportunity to apply the course’s content when they work with acutely ill patients in practice settings. A few other courses have also been added in later semesters such as Care of the Complex Patient, which focuses on patients with at least two health issues such as diabetes and hypertension. Then in the last semester, key concepts such as leadership, delegation, decision-making, and conflict resolution will be stressed.

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“Oftentimes, student nurses think that leadership, delegation, decision-making, and conflict resolution will be stressed. In the past, nurse executives have come to the School for their post-master’s DNP, but there weren’t any executive-level doctoral courses available to them. “They needed more executive-level leadership and business content; an applied economics class, and a practicum at the executive level,” Newhouse says. Using the grant, the School started and launched these classes in 2012.

As part of this effort, faculty members have also worked with minority DNP students to better understand how to recruit and retain a more diverse doctoral student body. “A very small portion of our nurse executives are minorities,” Newhouse explains. “We need to be very purposeful about recruitment so we can have a better representation of the people we serve in leadership positions.”

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Another main objective of the grant was to better address the academic needs of nurse executives who are leading Baltimore health care organizations. In the past, nurse executives have come to the School for their post-master’s DNP, but there weren’t any executive-level doctoral courses available to them. “They needed more executive-level leadership and business content; an applied economics class, and a practicum at the executive level,” Newhouse says. Using the grant, the School created and launched these classes in 2012.

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**Serving First-Generation College Students**

Opened in 2010 with a four-year Who Will Care? grant from the Maryland Hospital Association, the Student Success Center (SSC)—which offers Guided Study Sessions reviews for the demanding Pathopharmacology course, take part in academic coaching sessions to address their individual needs, and meet as a group to build a community of peers. The students get a monetary reward for participation: $500 to be used for books or other educational resources.

Sixteen students—eight from the School’s Baltimore location and eight from the Universities at Shady Grove location—enrolled in the fall 2013 pilot program. “These students are bright, super motivated, and most have been working and/or raising families while still holding the first-generation peers and requiring them to take advantage of the resources offered through the SSC.”

The hope is that this first cohort will join the hundreds of other students who have benefited from the SSC such as Michelle Narutay, a first-semester CNL student from an undergraduate degree in psychology, heard about the SSC at the center’s Student Success Immersion Program, and then received assistance, and study skills workshops for students in the traditional BSN and CNL programs—recently received a grant to target a specific student population: first-generation college students. On average nationally, these students take more time to graduate than their peers and have lower retention rates overall.

“Data indicate that these students are often working full or part time, funding their own education, and have a tendency to not seek out academic services like those offered by the SSC,” says Jennifer Hayes-Klosteridis, MS, the center’s director.

With an additional $250,000 grant, Hayes-Klosteridis created a program that requires these students to take advantage of the SSC’s services. They must attend weekly two-hour, peer-led Guided Study Sessions reviews for the demanding Pathopharmacology course, take part in academic coaching sessions to address their individual needs, and meet as a group to build a community of peers. The students get a monetary reward for participation: $500 to be used for books or other educational resources.

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Bimbola Akintade
PhD '11, MS '05, MBA, Assistant Professor

including one about textbook preparation held on a Friday the SSC's study skills workshops, morning in the fall. There, after Sessions the same day I have to go to a Guided Study Nusraty has also attended courses each week. "I like Fundamentals of Nursing Health Assessment, and Pathopharmacology classes start. Now, she a chance to develop a and physiology and have concepts such as anatomy a one-day summer method known as "Preview/Review/Synthesis" and gave SMARTER-NPs OR RNs

Overview of the SMARTER-NPs/SMARTER-RNs process. The process occurs sequentially according to numbered steps; arrows indicate how the products of one step are used in subsequent steps.

1. SELECT CLINICAL CONTEXT select focal subject
2. CONCEPTUAL FRAMEWORK choose a clinical scenario capable of capturing the learning objectives
3. MEASUREMENT TOOLS combine events and response to create performance checklists
4. CRITICAL EVENTS create trigger events that offer residents the opportunity to display targeted KSA's
5. TARGETED RESPONSES for each event, define uncorrected responses—objectively observable behaviors
6. SCENARIO SCRIPT create a plan for coordinating information, simulation technologies, and confederates
7. CRITIQUE create a one-step checklist
8. LEARNING ACTIVITIES count objectives at a granularity that can be measured and trained

Standardizing Simulation Education
In 2012, faculty in the Clinical Simulation Labs began using a new teaching methodology: the Simulation Module for Assessment of Resident Targeted Event Responses (SMARTER), an eight-step tool developed by psychologist Mike Rosen, PhD, of Johns Hopkins University to guide simulations for medical residents. Revised slightly for use with nursing students, SMARTER allows faculty to create competency-based simulations using a behavioral assessment tool, or grid, that lists trigger events for each simulation—the medical symptoms and/or physical reactions that patients or their families experience—and the targeted responses that students should take.

"IN THE PAST, FACULTY WERE DOING THEIR SIMULATIONS AND BUILDING THEIR CASES DIFFERENTLY, AND WE DIDN'T HAVE A STANDARDIZED APPROACH TO EVALUATION."

Assistant Professor Bimbola Akintade, PhD '11, MS '05, MBA, MHA, BSN '03, ACNP-BC, who creates simulations for the adult-gerontology acute care nurse practitioner/clinical nurse specialist students. "But the SMARTER teaching methodology requires you to use standardized learning objectives and provides a measure to generate corrective feedback."

"Thinking critically is a theme that is stressed throughout the revised curriculum—and one that will best prepare future nurses and leaders to make a mark on the profession amid current and future industry changes."

While the School will continue to use the SMARTER methodology, the simulations will change slightly, offering a more purposeful progression; from "straightforward" scenarios to those with "fuzzy grey areas," Fey says. "The new curriculum gave us the opportunity to make sure the simulations are comprehensive and that they are building on knowledge and skills that came before." This requires students to use their critical judgment more as they progress through the program.

a confidence-building pep talk, Nusraty asked, "Can we carry you around in our back pockets?" The other students laughed, but later, Nusraty says her comment was genuine. Former CNL student Robert Glenn, MS '13, RN, has also had success with the SNC's services. Now a nurse on the surgical intensive care unit at the University of Maryland Medical Center, Glenn credits the Guided Study Sessions for helping him focus on his studying in his Pathopharmacology and Health Assessment courses. "Even if you didn't do anything else to study for Pathopharmacology that week, you basically reviewed and studied for two hours in Guided Study Sessions," he says. "It keeps you ahead as opposed to cramming."

Majorie Fuss, MA, assistant dean for student and academic services, says that the Student Success Center is about helping students understand how they learn, how to maximize their potential, and how to be confident. "It's about developing the whole person to understand who they are."

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a one-day summer program in which new students review key concepts such as anatomy and physiology and have a chance to develop a support network before classes start. Now, she attends Guided Study Sessions for her Pathopharmacology, Health Assessment, and Fundamentals of Nursing courses each week. "I like to go to a Guided Study Sessions the same day I have the lecture. That would be my review," she says.

Nusraty has also attended the SNC's study skills workshops, including one about textbook preparation held on a Friday morning in the fall. There, after Hayes-Klosterdiek talked to eight students about the study method known as "Preview/Review/Synthesis" and gave
MEETING the Need

Two faculty leaders of the School of Nursing’s innovative Institute for Educators in Nursing and Health Professions tell why it was launched, the reasons it’s flourishing, and what’s being planned to help clinical faculty teach more effectively.

Interview by Rachel Wallach

Q: What is the Institute for Educators in Nursing and Health Professions?

Jenkins: Our 12-credit teaching certificate program, which also started in 2004, is open to all graduate students on our campus as well as nurses and other practice discipline professionals who have at least a master’s degree. Our courses have evolved over the years. The three core courses are well established, and we continue to develop elective courses.

Q: How was the Institute established, and why is it so important?

Jenkins: Starting with School of Nursing resources, we’ve had exceptional support from the Maryland Nurse Support II program as well as from federal funding. We’ve had almost $3 million worth of funding just to support Institute initiatives.

O’Neil: One of the characteristics of a good teacher is that you’re a specialist in your field, you must have an area of expertise in which you’re going to teach. There are some brilliant teachers who get up in front of a classroom and don’t know the basic mechanisms of being a good teacher. It is our belief that you need an area of specialization in nursing—you need the clinical expertise to have content to teach—and then the Certificate program can provide the basics of teaching to put with that expertise.

Jenkins: The way you get that expertise is through a Master of Science degree in specialty areas like our School offers. Our courses become value-added to graduate education. So it blends the two. It’s very unusual.

Our offerings for nursing faculty professional development are very much learner-driven. We do regular needs assessments so we’re tuned in to what faculty members in this state need. We do large conferences, at least two small hands-on workshops per year, and small informal learning experiences. Many of these are videotaped and made available online, and all nurse faculty members in Maryland can request access.

Q: What impact has the Institute had on the faculty shortage?

Jenkins: Nearly 650 people have taken our courses since 2004. Are all of them faculty? No, they all have different goals and objectives. But we know our graduates are out there; I would venture to say they are faculty members in every nursing school in Maryland, and some in surrounding areas. So, yes, I think we’re making a difference in the nurse faculty shortage. The shortage has gotten a little bit better, but there’s another shortage coming, as many faculty members are getting ready to retire. So we’ve got to gear up and be ready for that.

O’Neil: We’re going to address this situation in two ways. We’re developing that elective on clinical teaching for graduate students who plan to do some clinical teaching part time. But for people who are already working in the clinical setting and are thinking about becoming a clinical faculty member, and can’t necessarily take an online course, we’re considering offering hands-on workshops that will include working with standardized patients who are portraying standardized students.

Q: Tell us about your latest initiative aimed at preparing clinical nursing faculty.

Jenkins: Our newest grant is helping us develop an elective on teaching students in the clinical environment. With the nurse faculty shortage, teachers are in the classrooms and there’s not enough faculty to teach clinical learning experiences for all the students. We need to look to clinical experts in the practice arena to help us with clinical teaching. Clinical faculty are out there, they’re being hired, and they don’t usually receive much preparation.

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INSTITUTE FOR EDUCATORS IN NURSING AND HEALTH PROFESSIONS

created in 2004

$3 million worth of funding just to support Institute initiatives

The School of Nursing is the only nursing school in Maryland with an Institute for Educators in Nursing and Health Professions

All courses are almost 100% online to meet the needs of working professionals.

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1940s
Bety Jane Mincemoyer, DIN ‘48, is retired but very busy with family, church, and community activities. She has three grandchildren attending Penn State University (PSU), all of whom are in the Schreyer Honors College, and one grandson, a recent PSU graduate. Her grandchildren enrich her life immensely. She lives close to the university, which offers many opportunities for growth and learning.

1960s
Sara Bargen, BSN ‘67, was inducted into the 2013 Alabama Nursing Hall of Fame in October at the Bryant Conference Center in Tuscaloosa, Ala.

1970s
Carmiene “Candy” Ciasulio, MS ’72, ANP, CPHQ, served as an assistant professor at the University of Maryland School of Nursing from 1972 to 1981. She is currently employed as a performance improvement specialist at the VA Maryland Healthcare System in Baltimore.

Robert (Bob) E. Barnwell, BSN ‘73, earned his Master of Science degree from the University of Southern California. He is now retired at a U.S. Army Nurse and from the South Carolina Public Health Department. He traveled to Vietnam with veteranismission.org in 2010 and 2012 on medical mission teams. Former School of Nursing faculty member Cal. Charlotte Jersey was on the 2012 mission, and they worked together in triage.

Nonnie Chance, BSN ‘75, serves as president of the Maryland Chapter of the American Gold Star Mothers, Inc., an organization comprised of mothers who have lost a son or daughter in the service of our country.

Janice Chantel, BSN ’77, is retired but still active in nursing. She lives close to the University of Maryland, Baltimore’s Doctoral Hooding Ceremony held last May. The award was established by the Graduate Student Association to honor those who put forth great effort in aiding and mentoring graduate students.

Phyllis Sharps, PhD ‘88, BSN ‘80, RN, FAAN, was inducted into the International Nurse Researcher Hall of Fame at the 24th International Research Congress, held last July in Prague, Czech Republic. Sharps is a specialist in maternal and child health nursing. She is director of three Johns Hopkins University health and wellness centers in Baltimore, providing care for battered or homeless women and children. Her primary research is dedicated to the effects of intimate partner violence on the physical and emotional health of pregnant women, infants, and young children.

Sue A. Thomas, PhD, MS ’73, BSN ’69, FAAN, professor and assistant dean for UMSON’s PhD program, received the Dr. Patricia Sokolove Outstanding Mentor Award at the University of Maryland, Baltimore’s Doctoral Hooding Ceremony held last May. The award was established by the Graduate Student Association to honor those who put forth great effort in aiding and mentoring graduate students.

Lisa Marie Schlossbach Chamberlain, BSN ’83, currently resides in Arnold, Md., with her husband, James (University of Maryland School of Medicine, Class of 1989) and their three daughters. She has been teaching as an adjunct faculty member in the Department of Nursing at Anne Arundel Community College for the past 22 years. She is also a clinical research coordinator for outpatient clinical trials at Maryland Primary Care Physicians.

1980s
Kimberly Snotto Gavazzi, BSN ’82, is employed as an RN at the University of Maryland Medical Center’s R Adams Cowley Shock Trauma Center.

Mary Agnes Donnelly O’Stick, BSN ’82, has worked as a nurse practitioner since 1984. She currently works in the Student Health Center at Villanova University. She and her husband John have four children and two grandchildren. She and her husband recently moved to Southern California to be near their daughter. She says that her master’s education from the University of Maryland School of Nursing prepared her well for a career that she thoroughly enjoyed.

1990s
Coleen O’Connor Heckner, MS ‘94, BSN ’90, obtained her Master of Pastoral Arts degree in 2012 from St. Bernard’s School of Theology and Ministry in Albany, N.Y. She moved to the South Bend, Ind., area to be closer to her son and Association of Pediatric Nurse Practitioners for a one-year term on the National Pediatric Scope and Standards of Practice Task Force, which convened in March 2013. The purpose of this group is to evaluate and edit the current National Pediatric Scope and Standards of Practice for nurses and advanced practice nursing.

2010s
Christine Heine Mueller, PhD ‘95, RN, FOSA, FAAN, was named associate dean for academic programs at the University of Minnesota School of Nursing, where she also holds the Long-Term Care Professorship in Nursing.

Joan L. Warren, PhD ‘04, BSN ’88, received a 2013 Nursing Excellence GEM (Giving Excellence Meaning) award in the Education and Mentorship category. She is Director of Professional Practice and Research at MedStar Franklin Square Medical Center in Baltimore, Md.

Rochelle “Rexi” S. Lewis Da Silva, MS ‘13, BSN ’95, is employed as an RN at Walter Reed National Military Medical Center in Washington, D.C., where she provides pediatric nursing care on an inpatient pediatric unit. She helps coordinate a pediatric core-training course.

Lisa M. Pettry, BSN ’98, is employed as an RN at the University of Maryland Medical Center. She is a Tibetan/Usui Reiki Master, a Karuna Reiki Master, and co-chair of the American Holistic Nurses Association-Baltimore Chapter.

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Renee John Repique, MS '99, RN, NEA-BC, writes a regular informatics column for the Journal of the American Psychiatric Nurses Association. The column aims to promote information and accelerate the use and integration of IT in three major areas of psychiatric-mental health nursing (PMHN)—practice, research, and education—through dedicated editorials and articles that showcase specialty topics in PMHN and nursing informatics.

2000s
Desiree Mullis Clement, MS '03, BSN '01, APRN, CNM, has a new position as a nursing faculty member for the Mercer University. Georgia Baptist College of Nursing, in Atlanta, Ga. She will be teaching in the nursing and family nurse practitioner programs. She recently left a full-time midwifery practice with Kaiser Permanente of Georgia.

Melika Boydce, MSN, BSN '01, APRN, CNM, has joined UMSON's Nurse Anesthesia master's program. She is employed as a clinical instructor in the Adult Health as a part-time faculty member. She earned a Bachelor of Science degree in higher education from the Western Maryland College in Columbia, Md.

Jennifer Villa Bethel, MS '08, worked at the University of Maryland Medical Center and obtained her post-graduate certificate in Nursing Education through the University of Maryland School of Nursing in 2010. She was responsible for original content development of the AMCC's Magnet Learning Communities website. Jennifer relocated to California and was appointed assistant professor of nursing at San Diego City College, one of the top community colleges in the nation. She is enjoying teaching first-year nursing students and relaxing at the beach, which is just steps from her home.

Joseph Goldberg, MS '09, is working as an Emergency Department charge nurse at the George Washington University Hospital in Washington, D.C.

Leslie Kay Ausburger Mayer, BSN '07, works as an infusion therapy nurse at the Anne Arundel Medical Center in Annapolis, Md. She earned her Neonatal Intensive Care Certification in 2009. She is currently pursuing a master's degree in Pediatric Primary Care Nursing Practitioner at the University of Maryland School of Nursing.

Andra Houser, MS '05, BSN '04, CRNP, CURNP, received the Nurse Practitioner of the Year award from the Western Maryland Area Health Education Center at its annual awards dinner in June. She is a nurse practitioner at Urology Associates in Cumberland, Md.

Melissa Pasko, BSN '05, is employed as a clinical nurse at MedStar Washington Hospital Center in Washington, D.C.

Elizabeth Speesert Borissow, BSN '12, is employed as a RN at the Anne Arundel Medical Center in Annapolis, Md. She has joined UMSON's Nurse Anesthesia Volunteer Outreach Program.

Megan Diane Zahnov Bowlding, MS '11, is employed as a staff nurse at the Anne Arundel Medical Center in Annapolis, Md.

Meaghan Randolph Dennis, BSN '11, is employed as a pediatric RN at South River Pediatrics in Edgewood, Md.

Caitlin Houck, MS '11, recently joined the Capital City Nurses (CCN) team in Bethesda, Md. She joins CCN after serving as a bedside cardiology nurse at the University of Maryland Medical Center. Prior to earning her Master of Science degree (Clinical Nurse Leader) from the University of Maryland School of Nursing in 2011, Houck spent five years as a middle school science teacher at Gilman School in Baltimore. Her clinical interests include the psychological care of elders, lateral integration of health care, and caregiver fatigue.

Heather Marie Boulanger Eaton, BSN '12, is employed as an RN I at Sinai Hospital in Baltimore.

Maria C. Jurlano, MS '12, NEA-BC, is director of critical care nursing at the University of North Carolina Hospital. She is director of critical care nursing at the University of North Carolina Hospital. She is director of critical care nursing at the University of North Carolina Hospital.

Sara Lann, BSN '10, is employed as an RN in the Pediatric Intensive Care Unit at University of North Carolina Hospital in Chapel Hill, N.C.

Diana Diniz Ribeiro Leman, BSN '10, recently married Erik Allen Leman and moved to Alexandria, Va., where she is searching for her next position.

Hershaw Davis, Jr., MSN, BSN '09, RN, was named a Johnson & Johnson Campaign for Nursing’s Future-AACN Fall 2013 Minority Nurse Scholar. He is a PhD student at the University of Virginia and currently serves as an RN in the Adult Emergency Department at Johns Hopkins Hospital.

If you have information to share about what’s happening in your life—new jobs, family events, awards, advanced degrees, marriages, etc.—please let us know so we can include it in the Alumni News & Notes section of NURSING magazine. Photos are welcome! Submit your updates at http://nursing.umaryland.edu/alumni/update, email your news to alumni@son.umaryland.edu, or mail to Cynthia Sikorski, associate director of alumni relations, 655 W. Lombard Street, Suite W-209, Baltimore, MD 21201.
Endless Opportunities

RONNIE URNSIN’S decision to pursue a career in nursing, he says, was the best decision he could have made. Ursin, MS ’07, BSN ’05, recently began a new position as the medical division director at Reading Health System in Reading, Pa., where he oversees the stroke, medical, telemetry, and oncology units as a division director for Medical Services.

He came to the School of Nursing after spending three years as a high school math teacher. He enjoyed teaching, he says, but couldn’t see spending the rest of his life as a teacher. He had volunteered in the medical field as a teenager and, after a few months working toward a degree in computer information systems, decided to commit to a career in nursing.

As a nurse, Ursin has worked his way through surgical, cardiac, and other specialties, each experience bringing with it more chances to learn. “The opportunities are endless in nursing,” says Ursin, who also earned his DNP in 2011 and an MBA in finance in 2012. Throughout his career, Ursin has taken almost every opportunity to develop professionally. He is on the board of directors for the National Black Nurses Association, serves as the president of the Black Nurses Association of Baltimore, worked as a site visitor for the Accreditation Commission for Education in Nursing, and spent time as a manuscript reviewer for MedSurg Nursing: The Journal of Adult Health, among other positions. These activities, he says, have helped him give back to the nursing community.

Before accepting his position with the Reading Health System, Ursin served as senior director of nursing resources, nursing excellence, and professional practice at Providence Hospital in Washington, D.C., where he managed staff, research, and services. While he enjoyed the administrative focus of that job, Ursin is pleased now to work more directly with patients. “I have more time to engage with them,” he says. In this patient-focused position he is responsible for planning, directing, coordinating, and evaluating the clinical nursing practice in addition to overseeing administrative practices.

He is accountable for 170 beds, 195 FTEs, and a $13 million budget. Being a nurse, Ursin says, has provided feelings of fulfillment and contentment that he never experienced in teaching or information technology. “I have a strong desire to help individuals who are vulnerable due to their health conditions,” he says.

—H.S.

Lisa Stambolis MS ’93, BSN ’88

Since the recession and housing crisis, she says, the situation has worsened considerably for the families she sees. “There aren’t nearly enough emergency beds for families and children. We’re meeting whole families sleeping in bus stops,” she told the Baltimore Sun.

Despite the challenges, Stambolis says that her outreach to homeless youth is the only thing she could see herself doing. “Working with homeless youth, children, and their families is both a privilege and a responsibility,” she said in a blog post for Health Care for the Homeless. “The privilege is in serving, for which the rewards are endless, and the responsibility is to advocate on their behalf.” —Heather Norris

A CAREER in public health nursing in Maryland was never part of the plan for Lisa Stambolis, MS ’93, BSN ’88.

“Twenty years ago, when I first began as a nurse practitioner, my five-year goal was to do international relief work,” says Stambolis, who lived for a time in Germany before beginning classes at the School of Nursing.

Because of family obligations, however, she never made it overseas—something she doesn’t regret in the least today. “As I look back on my 20 years of public health nursing, I know I made a difference here in Baltimore City, and for that I am forever grateful,” says Stambolis, who is director of pediatric and adolescent health at Health Care for the Homeless, Inc., in Baltimore.

In her work with homeless youth, Stambolis has provided health care to many homeless adolescents who receive care, a challenging prospect for many homeless adolescents who often don’t have a consistent or reliable guardian.

“I could see a 17-year-old and do a health assessment, but if he had asthma or she had an ear infection, I couldn’t treat it,” says Stambolis, who brought a number of homeless teens to the Maryland State House to testify in favor of the bill. The teens’ stories (of parents lost to prostitution, drug use, and death) made an impact. The new law went into effect in October 2012.

For her efforts in getting the law passed, Stambolis was honored last July by being named a White House Champion of Change, one of 13 selected for their work on behalf of homeless youth.

Stambolis has worked with Health Care for the Homeless in two stretches, for four years after earning her NP and then again for the past three-and-a-half years. In the intervening years she worked for the city health department and was assigned to a city high school law required a parent or guardian’s permission before a minor could receive care, a challenging prospect for many homeless adolescents who often don’t have a consistent or reliable guardian.

A debugger is a tool used to help debug programs. It allows the programmer to examine the state of a running program, identifying values of variables, and stepping through the code. The debugger is particularly useful for debugging complex programs where it might be difficult to determine where a problem occurs. Debuggers typically provide a graphical user interface that allows the programmer to set breakpoints, step through the code, and examine variable values.

H.S.

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UMSON Spirit Merchandise is now available online at http://www.nursing.umaryland.edu/alumni.

Items include: historic note cards; plush crabs; coffee mugs; totebags; license plate frames; Louisa Parsons’ Hall, UMSON building, and Davidge Hall replicas; and much, much more.

UMSON Spirit Merchandise for Sale Online!

As part of UMSON’s 125th Anniversary, 25 alumni leaders will be selected for Visionary Pioneer Awards and recognized at the 125th Anniversary Gala on Saturday, April 18, 2015. We invite you to submit nominations, beginning February 1, 2014.

More information will be available on the UMSON website in January 2014. http://www.nursing.umaryland.edu

Nominate a Visionary Pioneer!
Alumni Events Offer Opportunities to Network and Reminisce

1. Jeanette Jones, MS ’70, a member of UMSON’s Board of Visitors, and her twin sister (Jacqueline) Jones Stone, MS ’71, hosted a luncheon for Central Virginia alumni in July.

2. Dean Jane Kirschling hosted an October networking event for Baltimore alumni at Canton Dockside.

3. Dean Jane Kirschling delivered a State of the School and State of Nursing Education lecture at the National Institutes of Health (NIH) to alumni who work at NIH and other guests in September.

Seated, Row 1, from left: Carol Romans, RN ’93, MS ’85, BSN ’77; Clare Hastings, PhD ’95, MS ’77; Dean Jane Kirschling; Liz Ness, MS ’93; and Kathy Montgomery, PhD ’97

Standing, from left: Minnie Bajo, MS ’12; Rubi Agana Defender; Patty Sangtong; MS ’08, BSN ’12; Diane Seibert, MS ’94; Alyson Ross, PhD ’12; Deborah Cox, MS ’95; Maryellen Rechen, BSN ’75; Eileen Dimond, MS ’19; Janice Dawers, MS ’08, BSN ’84; Myra Woolery, MS ’13; Mary Flaory, BSN ’94; Annette Galassi; Norethuys Shellowe, MS ’12, BSN ’84; George Cosack, MS ’99, BSN ’86; Joesane Revele, BS ’07, MS ’09; Christine Wellesley, MS ’08; Shashi Ravindran, MS ’09; and Michelle Murrow, MS ’12, BSN ’04

4. Informatics Alumni Honored with Luncheon at 23rd Annual Summer Institute in Nursing Informatics

Seated, Row 1, from left: Carol Bickford, MS ’10, PhD ’00; Miriam Moerbe, MS ’13; Cathy Fant, PhD ’00; Miriam Moerbe, MS ’13; and Carol Bickford, PhD ’00

Standing, from left: Minnie Bajo, MS ’12; Rubi Agana Defender; Patty Sangtong, MS ’08, BSN ’12; Ladan Tahshafiz, MS ’99; Shashi Ravindran, MS ’09; and Michelle Murrow, MS ’12, BSN ’04

5. For any newly endowed scholarship at the School of Nursing, UMBF will match 50 cents on the dollar with their matching gift offer from the University of Maryland, Baltimore Foundation.

6. $1,000,000 +

John M. Lloiauz
National H C Council
Elizabeth G. Connell,
BSN ’74, BSN ’73
Honorable Janet S. Owens
Charlene M. Pascreare,
BSN ’77
Sigma Theta Tau
International Pi Chapter
Baltimore Chapter
Vocorel
$2,500 to $4,999
Janet D. Allan
Beverly Hall
John Bing
Cecil J. Carol, MS ’90
Daisy Foundation
Teresa L. DeCaro, MS ’91
Virginia Lee Franklin
Memorial Trust
Charles K. Freidman
Healthcare Information & Management Systems Society
Louise S. Jenkins, PhD ’93, MS ’51
Myrna E. Marnell, MS ’93
Katherine S. McLaughlin, MS ’79
Medical Information Technology Inc.
Elizabeth A. Neis, MS ’93
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Vocorel
Dr. Nancy C. Sullivan, BSN ’91
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Aurora
Fairfield Community
Foundation, Inc.
Ann S. Madison, BSN ’62
Calile B. Rogovin, MS ’92
William F. & Caroline Hilgenberg Foundation
John A. Scigliano* 
Alain J. Silverstone
$50 to $99
Bryan’s House
Auburn University
Department of Nursing
$25 to $49
UMBC Foundation
Dr. Nancy C. Sullivan, BSN ’91
$10 to $24
Nowles & Weeks Foundation
Brian Nowles, MS ’85
Susan B. Nowles, BSN ’86
$1 to $9
University of Maryland, Baltimore City
$100
Bryan’s House
Auburn University
Department of Nursing
IT IS TRULY ENERGIZING and inspirational to walk by a group of our students speaking animatedly about the class they just finished, or helping one another study for an exam. You can feel their determination, their almost laser-like focus on getting it right and finding solutions. It makes us proud to be a part of this amazing institution, which is ready to celebrate its 25th year. These students—some who are entry level into practice, others who are building on their institutional, which is ready to celebrate its 125th year. These students—

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Annette M. Richter, PhD ’14
Kathleen M. Riip, MS ’95
Valerie E. Rogers, PhD ’09, CCRN
Joan R. Benfield, MS ’92
Janet R. Bechtel, BSN ’96
Kathleen A. Beck, BSN ’85
Doris Lawrence, BSN ’63
Carolyn J. Brown, BSN ’95
Debra L. Birkel, BSN ’99
Sara B. Beckett, BSN ’89
Doris B. Bond, BSN ’81
Christine S. Brantley, BSN ’93
Priscilla S. Stewart, BSN ’91
Larissa J. Brown, BSN ’70
Evelyn L. Waddell, BSN ’92
Evelyn F. Warren, BSN ’91
Karen A. Laing, BSN ’88
David C. Warren, BSN ’78
61
4342


HONOR ROLL

Paula A. Carter, BSN ’91
Yeonei L. Caruso, BSN ’77
Amee C. Mayol, BSN ’76
Luisa M. O’Gorman, BSN ’82
Donald Joseph Champey and
Sunny M. Schuler, BSN ’82
Nolly S. Cheney, DI ’74
Stаниали T. Chi, BSN ’07
Sandi L. Robertson, BSN ’78
Carole L. Cimino, BSN ’75
Cristin L. Cohen, BSN ’95
Kristen Wilson, BSN ’93
Patricia M. Cortez, BSN ’80
Jennifer L. Clark, MS ’05
Maureen Creel, BSN ’94
Stacey A. Dean, BSN ’08
Michelle C. Delaune, BSN ’04
Katie Daniel, BSN ’08
Patricia A. Dedek, BSN ’74
M. Adrienne Devlin, BSN ’92
Carolyn E. Decker, MS ’96,
Michaela N. Solomon, BSN ’90
Jackie E. Scott, BSN ’90
Sue Ann T. Sauer, BSN ’83
Joycelynne L. Sayer, BSN ’07
Mary Ann L. Sawicki, BSN ’86
Carol A. Savinone, BS ’93
Karen M. Thomas, BSN ’04
Constance R. Uphold, PhD ’90


during the two weeks
immediately preceding the graduation ceremony, please accept
our sincerest apologies. Due to the School of Nursing’s
two-week acceptance policy, only nursing degrees are listed.
If your name is not present within the degrees listed, please contact the
Office of Development and Alumni Relations.

HONOR ROLL

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THE LIVES OF TWIN SISTERS

Jeanette Jones, MS ’70, and Jacquelyn Jones Stone, MS ’71, have always interwoven. And now after long and enriching careers, both have included the School of Nursing in their estate plans.

“I enjoyed every minute of my career,” Jackie says. “And now that I have the opportunity, I can give back a little.”

Adds Jeanette, “Our School of Nursing education prepared us to be successful in our careers; that is of our philanthropic support.”

Jeanette was the first sister to enter the School, after several years as a public health nurse in the Virginia Department of Health. “I just knew I wanted to practice and teach community health nursing,” she says. After an 18-month master’s curriculum, she graduated from the School.

Jackie enrolled a year after her sister. She, too, had been working in the field. “Jeanette talked me into it,” she says. “I wasn’t sure I wanted to return to school again.”

But after her 18-month master’s program, Jackie was ready to pursue her interest in psychiatric nursing.

The two moved to Richmond, Va., where Jeanette was hired to the faculty of Virginia Commonwealth University (VCU). She held a faculty position there for a quarter-century.

Jackie, meanwhile, was hired as a clinical nurse specialist at VCU, with a specialty in community mental health. “I practiced with families, patients, and staff for 25 years,” she says.

After a year of retirement, Jackie married and moved with her husband to Statesville, N.C., where she developed a Psychiatric Home Care program. After five years, she returned to Richmond, where she welcomed the opportunity to assist her parents in maximizing their independence during their last decade of life.

Her gift to the School will fund a scholarship in psychiatric mental health. Jackie says that when she was a student at the School, she would have liked the opportunity to support graduate students studying community health nursing.

“The School gave me a chance at a career,” Jeanette says. “My bequest is to ensure that the future of my school is secure.”

“Just hope that when people read about the Legacy Society, they feel some ownership or some calling,” she continues. “We need to believe that we can each make a difference. This opportunity couldn’t be better. Consider it, please.” —David Hoelz

THE LOUISA PARSONS LEGACY SOCIETY

In gratitude to our members

Estate of Robert Agton
Jack E. Allen
Anonymus
Florence B. Appfield
Estate of Carolyn V. Arnold
Estate of Zubilee S. Howard Beard

Deborah S. Bandy, MS ’66
Ann F. Bennett, MS ’79
Maryjo Schauer Bergmann
Jean L. Blevin, DIN ’79
Estate of Mary C. Brewer
Estate of L. L. Banderman, DIN ’51
Ann Ollivet Carl
Estate of Dorothy C. Callahan, BSN ’71
Shirley E. Callahan, DIN ’79
Ane B. Christof

Estate of Gladys B. and Lansdale G. Clagett
Estate of Benone L. Clinsean, BSN ’62
Claudette C. Cluran, BSN ’79
Stephen Cohen
Regina M. Conen, MS ’79
Cecilia A. Day, BSN ’63
Lara Jane Emery, MS ’79
Julie C. Forster, MS ’68
Mary J. Gilligan, DIN ’65
Judith Guido

Catherine Cook Handa, BSN ’65
Sharon Hancock, BSN ’66
Barbara Helen-Walsh
Estate of Marie L. Heggelbach
Estate of Karolyn K. Hoffman, DIN ’69
Margaret H. Hie, DIN ’53
Catherine Ingles, BSN ’68
Sharon Irvis, BSN ’83
Estate of Mary McCutchen Jackson
Jean Jennings, BSN ’47 and C.R. Jennings
Jeanette A. Jones, MS ’70

Jean W. Keinan, DIN ’48
Debbie G. Kramer, MS ’74
Barbara Ellenet, BSN ’69
Cynthia P. Lewis, BSN ’84 and
Jack L. London
Margaret A. McKeen, BSN ’73
Estate of Wealth McLean
Ann Madison, BSN ’82
Myrna C. Manuel, MS ’53
Estate of Mary Martin
Beverly K. Monear, BSN ’78
Joan D. Moret, BSN ’60
Estate of Jane E. Mott, BSN ’69

Joan L. Meredith, BSN ’62
Lois Marriott
Myrna E. Mamaril, MS ’93
Ann Madison, BSN ’62
Estate of Wealtha McGunn
Margaret A. McEntee, MS ’73
Barbara A. McChristian
Estate of William Donald Schaefer
Estate of Joan D. Moret, BSN ’60
Estate of Marie V. Arnold
Estate of Amelia Carol Sanders, PhD ’73
Patricia Grace Morton, PhD ’94
MS ’79
John Murphy, MS ’71 and John Murphy
Elizabeth G. Owen, M.S. ’76
D.L. Owen, BSN ’74
Karl Palmere-Wills, BSN ’68
Charlene M. Panam," BSN ’77
Ani A. Roberts, BSN ’73
Linda E. Rose, PhD ’92
Estate of Amelia Carol Sanders, PhD ’73
Estate of William Donald Schaefer
Phyllis A. Schreff, BSN ’70
Sandra Schenkel, BSN ’76
Beverly Swloey
Deborah K. Shpritz, MS ’82, BSN ’78
Estate of Anna Mae Stacum
Nancy A. Stagner, PhD ’92
Estate of Marie V. Stroynski, MS ’87
BSN ’84
Jacqueline Jones Stone, MS ’71
Estate of Levi C. Stone
Estate of Anna Mae Stacum
Nothing found in our database to appear in the Legacy Society. This may be due to a lack of information or it may be that this person is not yet included in our list.

The Legacy Society of the Nursing’s Legacy Society is named in honor of nurse pioneer and philanthropist Louisa Parsons. Parsons was the first superintendent of the School and also made the first planned gift to the School in 1916. This gift began a long tradition of philanthropy, and the Louisa Parsons Legacy Society is comprised of individuals who, like Parsons, have the desire to support future generations of students and nurses.

Whether you wish to support scholarships, research, faculty positions, or other areas of need, there are several methods by which you can benefit the School via your estate plans. A planned gift can be designed to achieve your financial and philanthropic goals, and it also makes you eligible for membership in our Louisa Parsons Legacy Society.

MAKING A PLANNED GIFT TO THE SCHOOL OF NURSING doesn’t have to be complicated. Even better, these gifts have no immediate impact on your current lifestyle, but they will make a significant difference to future nursing students. Some popular types of planned gifts include:

BEQUESTS AND OTHER GIFTS — These enable you to make a gift to the School of Nursing while receiving an income for life. Benefits also include federal income and state tax deductions, increased income from low-yield assets, and preferential capital gains tax treatment on gifts of long-term appreciated property.

LIFE INCOME GIFTS — These enable you to make a gift to the School of Nursing while receiving an income for life. Benefits also include federal income and state tax deductions, increased income from low-yield assets, and preferential capital gains tax treatment on gifts of long-term appreciated property.

As is evident by viewing the Louisa Parsons Legacy Society list below, many of our alumni and friends have already discovered that a planned gift can be an invaluable component of their financial and charitable planning. Whether you are seeking to satisfy current income and tax needs, prepare for retirement, or make low-yielding assets more productive, a carefully crafted planned gift may provide a solution that satisfies your needs. To learn more about making a planned gift to the School of Nursing, please contact:

Laurie L. Hamblet
University of Maryland School of Nursing
4746 Bedsome Mall
877-706-4406
Hamblet@son.umaryland.edu
www.umichplannedgiving.org

Thomas F. Hetstell Jr., JD, LLM
Senior Director of Planned Giving
University of Maryland School of Nursing
877-706-4406
Hamblet@son.umaryland.edu
www.umichplannedgiving.org

LEGACY SOCIETY

University of Maryland School of Nursing
Looking to the Future

JOYCE PARKS, MS ’93, is looking ahead. At age 55, she returned to the School of Nursing to obtain her Doctor of Nursing Practice degree. “I’m a huge believer in the future of nursing, of figuring out what each nurse can do to convince others to join nursing,” says the lifelong Baltimore resident.

Parks is a clinical nurse specialist at Johns Hopkins Hospital and, for the past year, a member of the University of Maryland School of Nursing’s Alumni Council. “I’m one of those people who believes in giving back — so when they asked for my time, I said yes.”

She hopes to contribute further by making it easier for a qualified student to attend the School. This year she created an endowed scholarship to support doctoral students with an interest in gerontology. The Ferdinand and Dolores Alsruhe Scholarship endowment was named in memory of Parks’ parents.

She found setting up the scholarship “surprisingly easy.” She had imagined “big chunks of money being dropped” when donors made their commitments. “But people need to realize that being a donor is much easier than that.”

Her donation of $25,000 is doable, she says. “It’s $100 a week. I can live with budgeting $100 a week.”

Parks says she directed her gift toward gerontology students because as baby boomers age there will be an “exploding need for nurse practitioners specializing in gerontology, and maybe an underserved need,” she says.

The need is there now for her parents, who are in their 80s and healthy. And when she looks ahead, she sees the time when she and her peers will need well-trained gerontologists.

“It sounds so corny. I don’t consider it a legacy. I’m making health care for my generation a bit better.” — D.H.

Helping the Individual

DURING HER CAREER, Kathleen Burke Clark, BSN ’73, found nursing to be a highly adaptable field. “There’s no end to what you can do with your experience,” she says. Now retired in Florida, Clark spent her career working in her native Maryland. She was an RN in a primary care physician’s office and later changed careers, becoming an RN paralegal.

Through her family foundation, Clark makes an annual gift to fund a student scholarship to the School of Nursing. “I’m not interested in funding facilities,” she says. “I’m interested in the individual, someone who is slipping between the cracks and needs some help. I don’t care if it’s to pay the rent or buy textbooks. I want it to make a difference in the quality of student life.”

The School of Nursing is something of a family tradition; Clark’s daughter, Emily, also attended the School and was in the first graduating class of the Clinical Nurse Leader program in 2006. At the graduation’s pinning ceremony, Clark used her own pin to induct Emily into the nursing profession.

“Thanked me a lot to me,” Clark says. Emily went on to graduate from the School’s nurse practitioner program. Emily Clark now works in the infectious diseases division of the R Adams Cowley Shock Trauma Center, University of Maryland Medical Center.

For Kathleen Clark, the School was everything she was looking for. “I always wanted to be a nurse,” she says. “The University of Maryland was right there, and it had such a great reputation. There was no reason to look any further. At Maryland, I could become an RN, get a college education, and graduate from a school with a great reputation.” — D.H.
On the Ball

Dean Jane Kirschling accepted the Heavy Hitter Award on behalf of the University of Maryland, Baltimore (UMB) at UMB's Night at Camden Yards in August. UMB received the award for having more than 1,000 people in attendance.