

UNIVERSITY OF MARYLAND

Nursing

The Magazine of the University of Maryland School of Nursing

Fall/Winter 2013 Volume VII, Issue II

UNVEILING

A NEW ERA IN NURSING EDUCATION

The School is stepping up with curriculum revisions
that will better prepare nurses to excel.

WELCOME
NEW FACULTY
CELEBRATING 125 YEARS
MEETING THE
NEED FOR
NURSING FACULTY



Interview by Rachel Wallach

CELEBRATING OUR RICH HISTORY

Instructor Joyce Kaetzel teaches tuberculosis care to students in 1960—a part of the nursing curriculum in that era.
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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. Adelaide Nutting: “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 125 anniversary in 2014 and reflect on our legacy, it is a perfect time to showcase how far 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 pedagogy and emphasize critical thinking at all levels. In 2014, as you will learn in this issue’s cover story, our School will institute curriculum revisions across most of our degree programs, with the goal of fully preparing our graduates for the rapidly changing health care climate.

In response to recommendations of the Institute of Medicine and the American Association of Colleges of Nursing, we are re-emphasizing our RN-BSN program, the first of its kind in the state, in an effort to meet the goal of 80 percent baccalaureate-educated nurses by 2020. We are also transitioning our master’s level advanced practice program specialties to the Doctor of Nursing Practice, while continuing four master’s specialties. The School’s traditional BSN



program—as well as the PhD program—continue to thrive, and it is important to note that we will be celebrating 35 years of preparing nurse scientists. We are also offering a variety of certificate options for nurses who want to gain additional specialty expertise, and many of these courses use learning technology to provide greater access.

The School recently received a grant for our Student Success Center to target a specific student population—first-generation college students—to support them in achieving their personal and professional goals. The Center offers guided study sessions, academic coaching, one-on-one peer tutoring, and workshops for students that empower them to capitalize on their learning styles and maximize their potential.

Our School of Nursing is committed to matching our programs and curriculum to 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 instill 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 Marie Kirschling

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

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NEWS

Four Faculty Members Awarded NSP II Grants

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. Janice Hoffman, PhD ’06, RN, ANEF, 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’Neil, 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 grow 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 nationwide nursing shortage.

With the NSP II grants, the School seeks to revise and expand the current RN-to-BSN program; increase faculty development in work-force 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



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

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.” —Kevin Nash

A Simulation Fit for a President

DURING HIS VISIT to the University Teaching Hospital of Kigali last summer, President Bill Clinton observed a neonatal simulation exercise performed by Kathryn Schaivone, 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.

Schaivone 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 Schaivone. 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

Kathryn Schaivone (far left) leads a simulation exercise for President Bill Clinton (right) at the University Teaching Hospital of Kigali.

Event Recaps

Mobile Health App Winners Announced at SINI 2013

Apps encourage use of information exchange standards across health care continuum



Tom Richards (right), CEO of MobileHealthWare, and Karen Zulkowski, associate professor at Montana State University-Bozeman, demonstrate their winning app

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, FACPE, FAAFP, president and CEO of American Medical Informatics Association and founder and president of CREO Strategic Solutions, LLC, delivered the keynote address, “Healthcare 2020: The Leadership Initiative—The Nursing Solution.”

MobileHealthWare captured first prize in the Pressure Ulcer Prevention Mobile App Challenge for its WoundMapPUMP (Pressure Ulcer Management Program), an iPhone application that allows the user to evaluate a patient’s wound and track changes over time. Tom Richards, MD, MS, CEO of MobileHealthWare of Sheridan, Wyo., and Karen Zulkowski,

DNS, RN, CWS and associate professor at Montana State University-Bozeman, accepted the award.

The Office of the National Coordinator (ONC), in collaboration with the Department of Veterans Affairs, Kaiser Permanente, and the American Nurses Association, sponsored this competition, which is the first ONC-sponsored challenge aimed specifically at nursing. Entries needed to demonstrate the value of common models and terminologies and promote the continued integration of nursing content into SNOMED Clinical Terms (the most comprehensive, multilingual clinical health care terminology in the world).

According to the Agency for Healthcare Research and Quality, more than 2.5 million people in the United States are affected annually by skin breakdowns that cause pain, increased risk for serious infection, and increased health care utilization. A mobile health app would support nurses in partnership with patients, families, caregivers, and the multidisciplinary health care team, to reduce the incidence and severity of pressure ulcers.

The second- and third-place Challenge finishers were the Dermtap team led by Michelle Longmire, MD, of Palo Alto, Calif., and Wound Mender by Doug Brown of Morgantown, W.Va., respectively.

For the first time at SINI, a People’s Choice Poster Award 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.

“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.

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.



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

Edmunds Lecture Focuses on ‘The CAPABLE Project’



Sarah L. Szanton

THE ANNUAL MILLICENT GEARE EDMUNDS LECTURE, held at 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 to decrease disability among 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. —P.A.

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. —P.A.



Dean Jane Kirschling (left) and Joy Johnson

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, ANPC, clinical instructor; Shannon Idzik, DNP '10, MS '03, CRNP, CCRN, assistant professor; Naomi "Bea" 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.



From left: Kathy Buckley, Carol O'Neil, Susan Bindon, and Matt Rietschel

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.

WELCOME NEW FACULTY



BUSCH DIACONIS GONZALEZ GUTCHELL

- | | | | |
|--|--|--|--|
| DEBORAH BUSCH
DNP, RN, CPNP-BC
Assistant Professor | LINDA DIACONIS
PhD '01, MS '94, BSN '92
Assistant Professor | MICHELLE GONZALEZ
MSN, CRNA
Clinical Instructor | VERONICA GUTCHELL
DNP '11, FNP, CNS, RN
Assistant Professor |
| JACQUELINE NEWSOME-WILLIAMS
PhD, RN, ANP-BC
Assistant Professor | VERONICA NJIE-CARR
PhD, ACNS-BC
Assistant Professor | KATE SCOTT
MPH, RN
Clinical Instructor | BARBARA WALSH
DNP, MPH, RN, PHCNS-BC
Assistant Professor |



NEWSOME-WILLIAMS NJIE-CARR SCOTT WALSH

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

KAREN S. KAUFFMAN, 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 40th Annual Meeting and Conference, held in Washington, D.C., in October.



Karen Kauffman proudly displays her FAAN certificate.

Joining Kauffman as members of this year's class are School of Nursing alumni Anna C. Alt-White, PhD '87, RN; Col. Margaret M. McNeill, PhD '07, MS '93, RN, CCRN, CCNS, NE-BC, CIP; Renee A. Milligan, PhD '89, WHNP; Sue A. Moorhead, PhD, BSN '72, RN; Richard Ricciardi, PhD, MS '91, NP; Diane Seibert, PhD, ARNP-BC, MS '94; Elizabeth Sloand, PhD, MS '86, RN, CRNP-BC; and Sharon A. R. Stanley, PhD, BSN '77, 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," Kauffman 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 2025 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.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 Gail Schoen Lemaire, PhD '96, PMHCNS, BC, CNL, 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.N.

Allan Honored by AACN

JANET D. ALLAN, PhD, RN, FAAN, dean emeritus, received the Emeritus Membership Award at the American Academy of Colleges Nursing's (AACN) annual conference in October. The award is presented to former AACN representatives who have retired from the deanship and upon whom the honorary title emerita/emertus has been conferred by their respective institution. Recipients of this award are recognized for their outstanding service on the AACN Board of Directors and/or other organizational leadership roles. Dean Emeritus Allan served on the AACN's Board of Directors from 2006 to 2012, including service as AACN's treasurer and chair of the Finance Committee. She was a member of the Task Force on the Future of Research Focused Doctorate, Board Liaison to the Clinical Nurse Leader Steering Committee, and a member of the Task Force on the Doctor of Nursing Practice Essentials. —P.A.



Dean Jane Kirschling (left), AACN President, presents Emeritus Membership Award to Dean Emeritus Janet D. Allan

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



Veronica Gutchell



Kelly Wolfe

two awards for the promotion of geriatric health through the Geriatrics and Gerontology Education and Research Program and the Maryland Gerontological Society Association.

Gutchell and Wolfe join Assistant Professors Fran Valle, DNP '10, MS '99, CRNP, and Marian Grant, DNP '10, CRNP, ACHPN, the School's previous recipients of the award in 2007 and 2008, respectively. —K.N.

CELEBRATE WITH US

2014 MARKS THE 125TH ANNIVERSARY OF THE FOUNDING OF THE UNIVERSITY OF MARYLAND SCHOOL OF NURSING!

The School of Nursing is planning a year of special events to celebrate this historic milestone.

SOME EVENTS INCLUDE:

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

With perfect timing for our 125th milestone, the University of Maryland Baltimore Foundation (UMBF) announced that it will match 50 cents on the dollar for any newly endowed scholarships at UMSO (until the allotted \$750,000 is depleted). This match will also apply to donors adding \$10,000 or more to existing endowed scholarships. Donors may opt for multi-year pledges up to five years in duration. Contact Laurette Hankins, associate dean for development and alumni relations, for information at: Hankins@son.umaryland.edu.



THESE ARE JUST A FEW OF THE SPECIAL EVENTS that will be held during our Anniversary year. Please watch our website, our e-newsletter, and your mailbox for updates.



CELEBRATING 125 YEARS 1889-2014

WE HOPE YOU WILL JOIN US IN CELEBRATING OUR 125TH YEAR OF EDUCATING NURSES

<http://nursing.umaryland.edu>

Faculty Members Receive Honors



Geiger-Brown Selected to American Nurses Association Advisory Committee



Jeanne Geiger-Brown, PhD, RN, 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.

Geiger-Brown is a nurse scientist whose research focuses on the intersection of occupational epidemiology, cognitive science, and sleep medicine. Her studies include work schedules and sleep deficiency, screening for sleep disorders in the workplace, and occupational interventions to reduce fatigue and improve sleep. Through her research, public awareness has been raised about

fatigue among workers with shiftwork and extended work hours.

Two Honors for Hoffman



Janice Hoffman, PhD '06, RN, 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

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 New Roles for Newhouse



Robin P. Newhouse, PhD '00, RN, 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.

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.

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

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.

The PCORI, a nonprofit corporation authorized by the Patient Protection and Affordable Care Act, assists patients, clinicians, purchasers, and policymakers in making informed health decisions. PCORI helps influence these decisions by providing quality, relevant evidence on how to prevent, diagnose, treat, and monitor diseases and other health conditions.

Ogbolu Named RWJF Scholar



Yolanda Ogbolu, PhD '11, MS '05, BSN '04, RN, 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.

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.



After a high-risk obstetrics lecture, students (from left) Aisha McFarland-Dyer, Gordon Han, and Devin Petronic care for a member of “the Espinoza family” who has experienced an eclamptic seizure. Clinical Instructor Anajana Solaiman (third from left) observes.

Beyond the Textbook

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.

“Nursing is hard to learn from a textbook,” said Hoffman, one of three instructors who devised the program. “A slide presentation is no substitute for a realistic setting in which students must pick up on subtle clues to the patient’s true condition and act on instinct.”

“A slide presentation is no substitute for a realistic setting in which students must pick up on subtle clues to the patient’s true condition and act on instinct.” —CLINICAL INSTRUCTOR ANN HOFFMAN

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’s, MS ’82, 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.

“It’s graphic, but we are trying to get the students accustomed to the sort of complex scenarios they will experience in their careers,” Solaiman said. “It’s a fast-paced, collaborative, and highly engaged environment that values judgment and reasoning above rote memory.” —Andrew Myers



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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 and his young family decided to do the same. Rozenberg intended to become a veterinarian here, but without being fluent in English, the process to become licensed was "elaborate and harder than I thought," he says.

So he started delivering pizzas and reading newspapers to build his English vocabulary.

He was hired as a veterinarian's assistant, but that didn't last long. "I lost interest. It was too commercialized," he says, adding that he "developed a distaste" for having to sell premium food to animal owners.

His next job was driving a truck from coast to coast. "I would be on the road for six weeks at a time," he recalls.

All that driving gave him time to contemplate his future, and in 1996, four years after coming 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, Larisa, works in an immunology lab. His son, Yelizar, is 24 and working in Texas as a chemical engineer. His daughter, Karina, 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 horses and cows that he always thought would be the focus of his career.

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

—Suzanne Pollak

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.

Susan Antol knew she was going to have to change the business plan if she wanted more of the traveling health clinics back on the street.

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.

"One thing we've discovered is that even the patients who were insured through [the state's] Primary Adult Care couldn't find primary care providers who were taking new patients," says Wellmobile nurse care manager Carole Staley Collins, PhD, PHCNS-BC.

The timing of this Shore Wellmobile Program couldn't be better: A surge of



Susan Antol poses beside the Eastern Shore Wellmobile.

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.

"My gut feeling is that a lot of patients are going to qualify for the expansion," says Antol. —Sarah Richards

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, RN, 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 23 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 by 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.

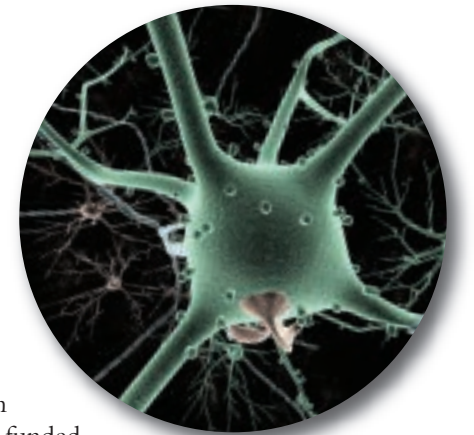
Newhouse's previous research showed how nurses at rural hospitals at times feel isolated. In this latest study, many of the participating nurses said it was the first time they had been able to collaborate with other rural hospital nurses, and they appreciated the opportunity.

"The nurses who participated were pretty impressive, telling us their stories about how participating in the quality collaborative resulted in many process changes to improve care for patients in their hospital that went far beyond what we measured or expected," says Newhouse. —S.R.

"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." —ROBIN NEWHOUSE



Delving into the Genomics of Pain



ACUTE PAIN, like that experienced after a broken bone or surgery, can be excruciating, but it is usually short-lived, with relief often as close as a trip to the pharmacy. Chronic pain, on the other hand, is more inscrutable. From migraines to osteoarthritis, it can endure for years. For some patients, relief never comes, even with the aid of powerful drugs, and they suffer daily.

Recently, researchers at the University of Maryland were awarded funding to study such chronic pain in a new way through the Center for the Genomics of Pain. Center researchers are in the second year of a five-year effort to unravel how genes affect pain—from investigating hereditary predispositions to pain to exploring molecular pathways that could offer targets for new drugs.

"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, RN, FAAN, associate professor and associate dean for research at the School of Nursing. Dorsey is a co-principal investigator on the grant.



Susan Dorsey

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 Dentistry 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

"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." —SUSAN DORSEY, ASSOCIATE DEAN FOR RESEARCH

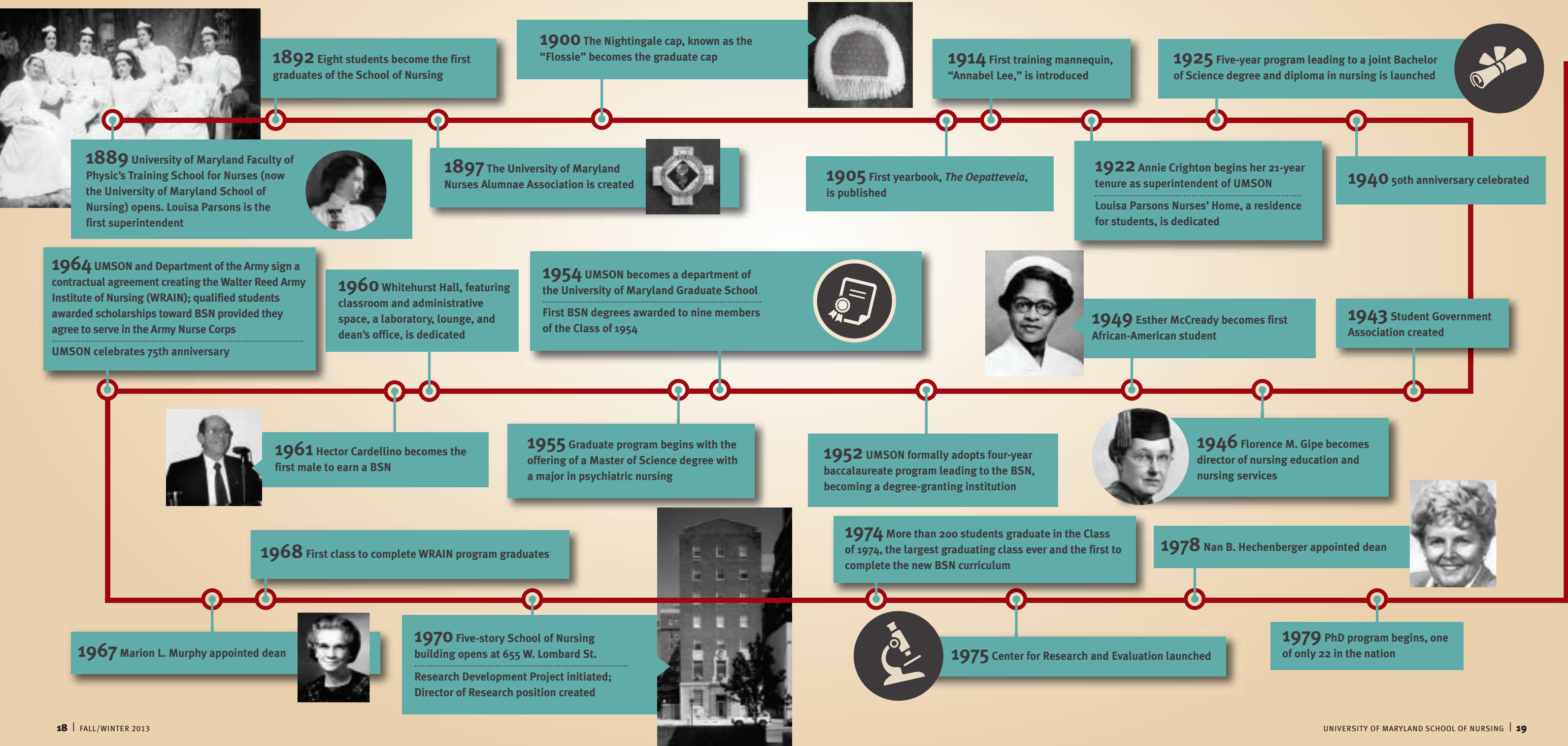
environmental factors as well as gender to elucidate pain. One study under way through the center is looking at an Amish community and tracing pain response through familial relationships, Dorsey says.

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.

"Though still early in the grant, we've been very pleased with progress so far," Faden says. —A.M.

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.

CELEBRATING 125 YEARS
1889-2014



LIVING HISTORY

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

1985 UMSON creates Board of Visitors
UMSON receives \$1.5 million donation from Sonya Gershowitz Goodman, MS '78, BSN '73 to establish endowed chair in gerontology



1989 Frieda M. Holt appointed acting dean
UMSON celebrates 100th anniversary



1994 Governor's Wellmobile program initiated to provide primary care and preventative health services to Maryland's residents

INSTITUTE for EDUCATORS
IN NURSING AND HEALTH PROFESSIONS

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

2001 First RN-BSN online degree option launched



1999 Living History Museum opens
Doctoral program celebrates 20th anniversary
Office of Research opened



1990 Barbara R. Heller appointed dean



1996 UMSON ranked 6th in annual *U.S. News & World Report* rankings
UMSON offering 20 master's specialties
100th anniversary of Alumni Association is celebrated
Enrollment reaches all-time high of 1,606



2005 Clinical Nurse Leader program—the only one of its kind in Maryland—is launched
UMSON sends two Wellmobiles to Mississippi to help victims of Hurricane Katrina and accepts students displaced by the hurricane

2002 UMSON designated as a Pan American Health Organization/World Health Organization Collaborating Center for Mental Health Promotion
First class from Universities at Shady Grove graduate from BSN program
Janet D. Allan appointed dean



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.

1998 First Web-based course offered
New \$38 million, 154,000-square-foot, seven-story School of Nursing Building is dedicated



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



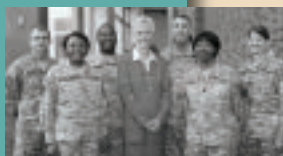
2008 BSN program at the Universities at Shady Grove expanded
First cohort of 5 DNP students graduate
UMSON among first nursing schools in nation to receive Robert Wood Johnson New Careers in Nursing Scholarship funds



2010 BSN, MS, and DNP programs received maximum 5-year accreditation by Commission on Collegiate Nursing Education

2012 Launched two presidential-approved Centers of Research—the Center for Health Outcomes Research and Center for Biology and Behavior Across the Lifespan
Designated as Center of Excellence in Pain Education by National Institutes of Health
Participated in Joining Forces Campaign to meet unique health care needs of service members and veterans
Six doctoral students named Jonas Scholars by Jonas Center for Nursing Excellence
UMSON teams with 13 universities to assist Rwandan government in strengthening its health care system as part of the Clinton Health Access Initiative
UMSON graduates record number of students – 648

2007 UMSON ranked 7th by *U.S. News & World Report*
UMSON partners with Army Nurse Corps (ANC) to address nurse shortage; six ANC officers begin teaching at UMSON
UMSON and University of Maryland Medical Center formed UM Nursing Partnership to optimize patient outcomes by enhancing nursing education, research, and practice



2009 UMSON received \$1 million gift from alumna Mary Catherine Bunting
Second Center of Research Excellence—the Center for Disorders in Neuroregulatory Function—is established
Dean Allan and student Hershaw Davis Jr., selected to participate in President Obama's Town Hall Meeting on health care reform



2011 Student Success Center established

2013 Jane M. Kirschling appointed dean
UMSON advances to 11th place among nursing schools receiving research funding from the National Institutes of Health—its highest-ever ranking
Lactation Center opens



UNVEILING A NEW ERA IN NURSING EDUCATION

With the health care industry in the midst of a sea change, the School of Nursing is stepping up with curriculum revisions for most degree programs to better prepare nurses to excel.

BY JENNIFER WALKER | PHOTOS BY DAVID STUCK



Students Amanda McHarg and William Kumodzi discuss safety hazards in the kitchen of the School's simulated apartment. At right, a variety of unhealthy foods and safety hazards, which students will discuss during their assessment of the apartment, are apparent on a coffee table in the living room.

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 underserved and for people in the home. The School has several other resources for

"NURSES WHO FIND THEMSELVES IN TODAY'S 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."
—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

"THERE WILL BE LESS EMPHASIS ON ACUTE CARE AND MORE EMPHASIS ON HOME-BASED CARE."

—ASSISTANT PROFESSOR MARY FEY

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 nursing specialties that were once offered at the master's level will be moved to the doctoral level. The program is also slightly different from post-BSN to DNP programs at many other schools,

where students are awarded a master's degree before they get their doctoral degree. "Our program is fully integrated, so we are not awarding a master's degree along the way," says Professor Jane Kapustin, PhD, MS '85, CRNP, BC-ADM, FAANP, FAAN, assistant dean for the master's and DNP programs. "The only way to become an advanced practice registered nurse through our School is to earn a doctoral degree."

Nurses who already have a master's degree have two other options for DNP education: the post-master's option and the post-master's with specialties option. The post-master's track is a good fit for an advanced practice nurse who wants to stay with his or her current specialty, and the post-master's with specialties track would work well for, say, a pediatric nurse practitioner who wants to add a specialty to his or her practice such as adult and gerontology primary care nurse practitioner.

The School will continue to offer four master's specialties and the Clinical Nurse Leader (CNL) master's option. This entry-level master's option is for future nurses who have a bachelor's degree in another field and are drawn to addressing the needs of and creating better outcomes for a specific population. As such, CNLs look for patterns that may create problems such as several patients developing a fever two days after surgery.

"They are educated to understand that fever is unexpected, analyze the data, and recognize that the pattern indicates a potential problem," says Associate Professor Gail Schoen Lemaire, PhD '96, PMH/CNS, BC, CNL, the program's director. "They can then examine the literature to determine which interventions might be effective. A CNL looks at the big picture."

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 and have spent several years in the workforce—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.

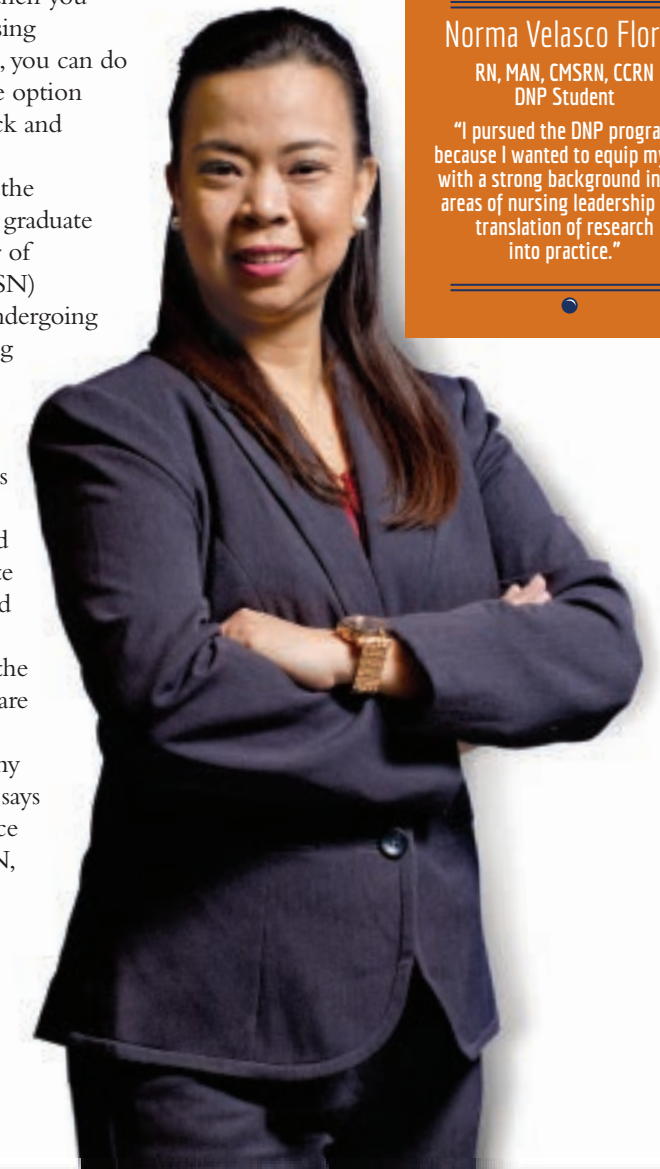
Current graduate students or nurses who already have a master's degree may

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 '06, RN, assistant dean for the BSN program.

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

the Health Illness Continuum, will cover preventive measures such as immunizations and health screenings. Some of this course's content is currently part of a challenging, five-credit Pathopharmacology course that will be broken up into two courses spread over two semesters under the new curriculum. Students will also take a new course that focuses on caring for older adults in independent, assisted living, and long-term care settings.



Norma Velasco Flores
RN, MAN, CMSRN, CCRN
DNP Student

"I pursued the DNP program because I wanted to equip myself with a strong background in the areas of nursing leadership and translation of research into practice."



Clinical Nurse Leader student Michelle Nusraty (left) receives assistance from Jennifer Hayes-Klosteridis during a Guided Study Session in the School's Student Success Center.

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. "Oftentimes, student nurses think that leading and managing is only done when you're a nurse executive," says Assistant Professor Nina Trocky, DNP, RN, chair of the entry-level curriculum committee, adding that these are the skills that nurses really need. "In the new curriculum, we really focus on what it means to be an individual working

effectively within an interdisciplinary team and to the full extent of their education and scope of practice."

The RN-BSN option is also being revised in part to meet the IOM's recommendation that 80 percent of nurses will be BSN-prepared by 2020. Currently, the program consists of 22 core course credits and nine elective credits, some of which are basic courses that may cover content that licensed and practicing nurses already know. So, with a grant from the Maryland Higher Education Commission, the School is revising the RN-BSN curriculum to build upon the knowledge that students acquired in their associate degree or diploma programs. New courses will focus on topics such as nursing research, nursing informatics, leadership and management, and public health nursing. As with the CNL program, RN-BSN students will only take courses with each other. "The key point is to understand where RNs are coming from, which is a different place than a novice, and to

be respectful of what they've learned," Trocky says.

"This program will allow these RNs to not only get their BSN, but to fundamentally change their practice," Hoffman adds.

Graduating Culturally Competent DNP Nurses

In addition to the forthcoming curriculum revisions, there are several new projects and resources designed to foster students' success and prepare them to be industry leaders.

In 2011, the School received a three-year, \$1.1 million-plus Advanced Nursing Education grant from the Health Resources Services Administration (HRSA) to better prepare DNP students to care for underserved populations in Maryland. As a first step, the School brought in a cultural competency expert to evaluate classes and make suggestions about how they could better meet cultural competencies. For example, it was recommended that students in the

evidence-based practice class look at studies focused on diverse populations. Although it was up to faculty as to whether they implemented these suggestions, the process got them "thinking about cultural competency differently and being purposeful about the content that is delivered," says Professor Robin Newhouse, PhD '00, MS '99, BSN '87, RN, NEA-BC, FAAN, who received the HRSA grant. With the mentorship of this consultant, faculty also agreed on a cultural competency model for the program.

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.

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 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."

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, academic coaching, one-on-one peer tutoring, writing 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

on to that dream that they will become nurses," Hayes-Klosteridis says. "This grant helps these students reach their goals by assisting them in building a support network with their fellow

"A VERY SMALL PORTION OF NURSE EXECUTIVES ARE MINORITIES. WE NEED TO BE VERY PURPOSEFUL ABOUT RECRUITMENT SO WE CAN HAVE A BETTER REPRESENTATION OF THE PEOPLE WE SERVE IN LEADERSHIP POSITIONS." —PROFESSOR ROBIN NEWHOUSE

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. 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.

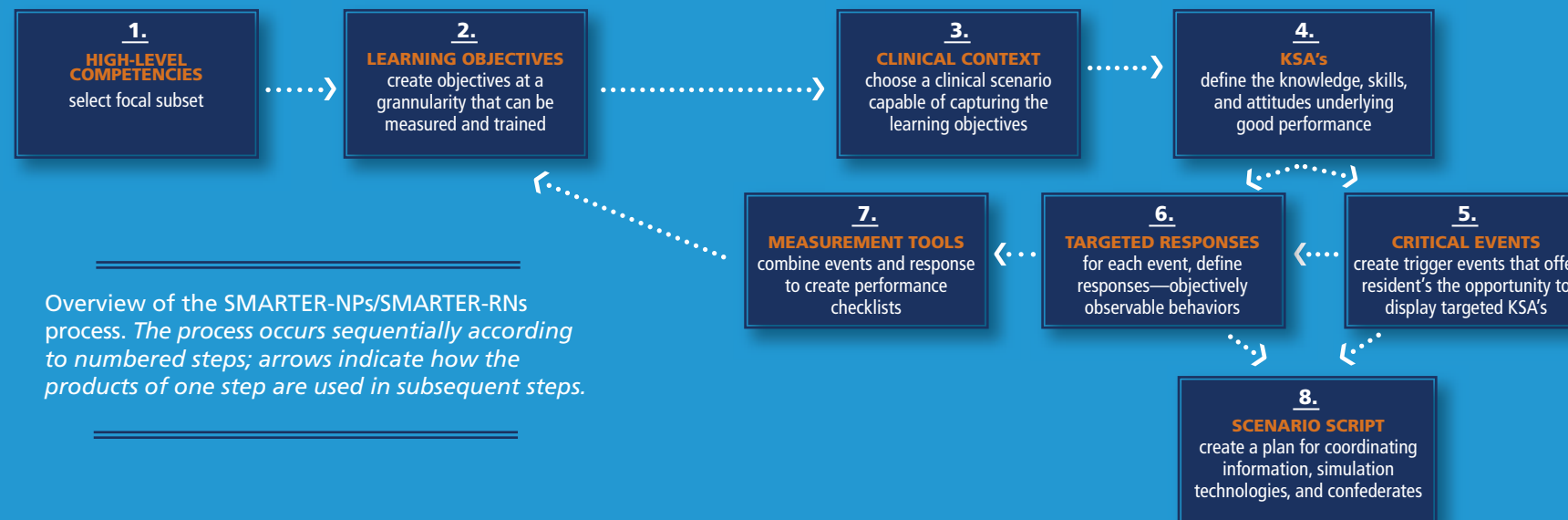
"These students are bright, super motivated, and most have been working and/or raising families while still holding

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 Nusraty, a first-semester CNL student. Nusraty, who has an undergraduate degree in psychology, heard about the SSC at the center's Student Success Immersion Program,

IN ADDITION TO CURRICULUM REVISIONS, THERE ARE SEVERAL NEW PROJECTS DESIGNED TO FOSTER STUDENTS' SUCCESS AND PREPARE THEM TO BE INDUSTRY LEADERS.

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.

Rosen et al., 2008

Bimbola Akintade
PhD '11, MS '05, MBA,
MHA, BSN '03, ACNP-BC,
Assistant Professor

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 SSC’s study skills workshops, including one about textbook preparation held on a Friday morning in the fall. There, after Hayes-Klosteridis talked to eight students about the study method known as “Preview/Review/Synthesis” and gave

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 SSC’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 Pathopharm that week, you basically reviewed and studied for two hours in Guided Study Sessions,” he says. “It keeps you ahead as opposed to cramming.”

Marjorie Fass, 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.”

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 members were doing their simulations and building their cases differently, and we didn’t have a standardized approach to evaluation,” says

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.”

“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

Trigger events and targeted responses are developed based on course outcomes for undergraduate students and the National Organization of Nurse Practitioner Faculties’ core competencies for nurse practitioners. During the simulation, faculty members can counsel students to reach a targeted response, and afterward, feedback is given during debriefings using the behavioral

assessment tool as a guide. About the benefits of SMARTER, Fey, the labs’ director, says, “Regardless of the faculty member, we all understand the learning objectives. It really brings consistency.”

Take an often-used simulation with a mannequin named Sarah Gould, who has cardiac and respiratory issues and becomes unstable. Administering Heparin and explaining the drug’s purpose to the family are some of the simulation’s trigger events. As their targeted responses, students need to correctly calculate how much Heparin to give the patient and tell her family—in this case, actors—that using the drug prevents the clots that could be caused by Gould’s cardiac dysrhythmia. As students are responding to the trigger events, faculty members can check off whether they’ve taken the appropriate targeted responses and leave comments on the behavioral assessment tool.

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 gray 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.”

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

MEETING the Need



“Our offerings for nursing faculty are very much learner-driven. We do regular needs assessments so we’re tuned in to what faculty members in this state need.”

—Louise Jenkins, PhD ’85, MS ’81, RN



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?

Louise Jenkins, PhD, RN, professor, and Institute Co-Director:

The Institute is a special entity within the School of Nursing that was created in 2004, primarily because of the growing nursing faculty shortage being experienced at that time. While the shortage has eased somewhat, it persists at various levels today.

The primary goal of the Institute is to contribute to decreasing the nursing faculty shortage. We do that in two ways. First, we prepare nursing faculty, giving them skills in graduate-level coursework that will enable them to be effective faculty members in nursing schools. Some of them are interested in teaching in the clinical setting, and some want to teach in a variety of other settings. Secondly, we are an acknowledged leader in addressing faculty development needs in the state of Maryland.

Carol O’Neil, PhD, RN, CNE, associate professor, and Institute Co-Director:

We prepare new teachers, but we also give current teachers the skills they need to survive in today’s academic world. There’s a core of basics they need to know, yet the development piece is the new and ever-changing content, material, skills, and knowledge, e.g., using an online platform to teach and communicate with students.

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.

Most of our students are working professionals, so our courses are almost 100 percent online. Our target audience is nurses and other health professionals with graduate degrees or those currently enrolled in a graduate program at our School.

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 nurse 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.

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.

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.



“We prepare new teachers, but we also give current teachers the skills they need to survive in today’s academic world.”

—Carol O’Neil, PhD, RN, CNE

INSTITUTE FOR EDUCATORS IN NURSING AND HEALTH PROFESSIONS BY THE NUMBERS

created in
2004

\$3 million worth of funding just to support Institute initiatives

Nearly **650** people have taken our courses since **2004**

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.

1940s

Betty Jane Mincemoyer, DIN '48, is retired but very busy with family, church, and community activities. She has three granddaughters attending Penn State University (PSU), all of whom are in the Schreyer Honor 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.



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



Janice 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.

Excellence GEM (Giving Excellence Meaning) award in the Patient and Staff Management category.

Valeetah Coulter Motschieder, MS '79, taught nursing for 25 years in four associate degree in

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.

1980s

Kimberly Snoots 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 Ostick, 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 granddaughters. They still miss Baltimore, especially crab cakes!

Sue A. Thomas, PhD, MS '73, BSN '69, FAAN, professor and assistant dean for UMSO'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.

Thomas Dewey, BSN '78, is a consultant with Dewey Consulting Services, LLC, in Alameda, Calif.

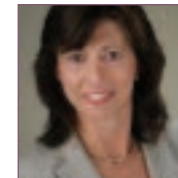
Susan H. Kraeuter, BSN '79, patient care manager of the MICU and CICU at Johns Hopkins Hospital, received a 2013 Nursing

nursing programs in W.Va., Ohio, and Md. After retiring as a professor of nursing at Montgomery College in Takoma Park, Md., she maintained her license and served as a volunteer Faith Community Nurse for six years. She and her husband recently moved to Southern



Phyllis Sharps, PhD '88, BSN '70, 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.

Lisa Marie Schlossbach Chamberlain, BSN '83, currently resides in Arnold, Md., with her husband, James (University of Maryland School of Medicine, Class of 1985) 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.



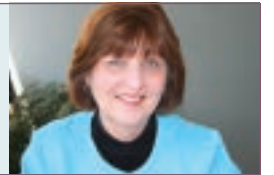
Patricia Sengstack, DNP, MS '88, BSN '82, was recently appointed Chief Nursing Informatics Officer at Bon Secours Health System in Marriottsville, Md. She is also president of the American Nursing Informatics Association.

She received a Master of Science in Nursing Education from Notre Dame of Maryland University.

Karen Mack, MS '01, BSN '83, was appointed Clinical Practice Program Specialist with MedStar Health (Columbia, Md.). She is president-elect for the Greater Washington Area Chapter of the American Association of Critical Care Nurses.

Susan K. Newbold, PhD '06, MS '83, RN-BC, FAAN, FHIMSS HIT Pro-CP, was selected for the Women to Watch Class of 2013 by *Nashville Medical News*.

Christine Heine Mueller, PhD '95, RN, FGSA, 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 I. 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.

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.

Rochelle "Roxi" 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 cross-training course.

Lisa M. Petty, 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.

Patricia Abbott, PhD, MS '92, BSN '89, associate professor at the University of Michigan School of Nursing, was appointed to the World Health Organization's (WHO) eHealth Technical Advisory Group (TAG). TAG is comprised of prominent international experts who provide guidance and expertise on dedicated topics to the WHO.

is now an avid Notre Dame football fan. She is currently employed as a psychiatric nurse practitioner with the Beacon Health System, working with adult inpatients and outpatients.

Catherine Haut, DNP '10, MS '93, CPNP, CCRN, an assistant professor at the University of Maryland School of Nursing, was recently nominated to represent the National

Deborah Schofield, DNP '09, MS '96, CRNP, nurse practitioner program manager/NP specialty areas, University of Maryland Medical Center and assistant professor at the University of Maryland School of Nursing, has been named a member of the editorial boards of the *Journal of Professional Nursing* and the *Journal of Online Advance Practice Nursing*.



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 both the nursing and family nurse practitioner programs. She recently left a full-time midwifery practice with Kaiser Permanente of Georgia.

Meika Boyce, MSN, BSN '02, CRNA, has joined UMSON's Department of Organizational Systems and Adult Health as a part-time clinical instructor in the Nurse Anesthesia master's specialty. She is on staff at St. Agnes Hospital, where she

Jennifer Villa Bethell, 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 ANCC'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.

is a practicing Certified Registered Nurse Anesthetist.

Jennifer Rothenbecker Redmond, BSN '02, is employed as a RN 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 Nurse Practitioner at the University of Maryland School of Nursing.

Audra Houser, MS '05, BSN '04, CRNP, CUNP, 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.

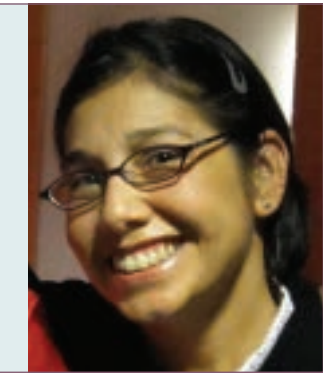
Melissa Pasko, BSN '05, is employed as a clinical

nurse at MedStar Washington Hospital Center in Washington, D.C.

Leslie Kay Augsburger Mayer, BSN '07, works as an infusion therapy nurse at the Anne Arundel Medical Center in Annapolis, Md.

Elizabeth R. Okuwa, MS '11, BSN '07, is employed as a nurse practitioner/case manager for a pain management clinic in Towson, Md., and as a nurse clinician at Johns Hopkins Hospital. She says that her life has been busy, but it's also been a lot of fun with her new career and caring for her three young sons.

Lana S. Thomas, BSN '07, completed her master's degree in higher education from Walden University in 2013 and is an adjunct clinical nursing instructor at Howard Community College in Columbia, Md.



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

Melissa D. Douglas, MS '10, is employed as a Transplant Research Coordinator at New York Presbyterian-Weill Cornell Medical Center. She recently created the Melissa Douglas Scholarship Fund for Community/Public Health Nursing master's degree students at the University of Maryland School of Nursing.

Sara Lam, 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.

Megan Diane Zahnow 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 Edgewater, 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 psychobiological care of elders, lateral integration of health care, and caregiver fatigue.

Elizabeth Spessert Borissow, BSN '12, is employed as a RN at the University of Maryland Medical Center. She has enjoyed serving as a volunteer at both My Sister's Place and Paul's Place through the School of Nursing's Alumni Association Volunteer Outreach Program.

Jamie Strickler Bowman, BSN '12, is employed as a staff and charge nurse at the University of Maryland Medical Center.

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 at Washington Adventist Hospital in Takoma Park, Md. She recently passed the Nurse Executive Certification exam and is proud to add NEA-BC to her name. Maria was one of six nurses nationally to be selected by the National Council of State Boards of

Nursing (NCSBN) to participate on the Nursing Licensure Examination item development panel of subject matter experts held last summer in Chicago. She was nominated on the basis of clinical specialty and nursing expertise.

Mazen El Ghaziri, PhD '13, is a post-doctoral fellow at the University of Connecticut Health Center in Farmington, Conn.

Carmen Vogt, BSN '13, had the following article published: "Vogt, C. (2013). Move it to the bedside." *The Maryland Nurse News and Journal* (14), 4, p. 17. The article was the result of an independent study Vogt conducted with Barbara Dobish, MSN, RN, assistant professor UMSON, working at the Universities at Shady Grove in Rockville, Md.

Noah Bennett, BSN '13, Caitlin Thomas, BSN '13, and Amy Verdin, BSN '13, are employed at the University of Maryland Medical Center.

IN MEMORIAM

- Gregory S. Buchheister, MS '90
Penelope S. Cariffe, BSN '66
Cynthia Cohen, DNP '09
Catherine C. Cook, BSN '78
Margaret A. Ellis, BSN '50
Jocelyn A. Farrar, DNP '08, MS '87, BSN '74
Alberta L. Fritz, BSN '64
Priscilla L. Green, MS '65
Pauline "Polly" Snyder Gregg, DIN '45
Joan Elizabeth Hansrote, BSN '74
Katherine S. Jones, BSN '55
Mary Skaggs Kuhn, DIN '40
Christine A. Mahalovich, BSN '78
Anne J. McGuigan, MS '74
Ens. Janet Miller, BSN '83
Elizabeth L. Mougey, BSN '57
Mary J. Nalls, BSN '02
Carole A. Pinckney, BSN '61
Capt. Anne M. Redo, BSN '62
Mary Ellen A. Richter, BSN '78
Mary R. Strong, DIN '38
Sharon S. Troutman, BSN '88
Eileen R. Tuttle, MS '82
Elizabeth "Betsy" Herman Wiest, MS '68, BSN '66

This list includes notices received by UMSON from March 1, 2013 – October 1, 2013.



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.

Alumni Share Your News!

QUESTIONS? Call 410-706-0674. (Please note that we reserve the right to edit submissions for length and clarity.)

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.

Health Advocate for the Homeless

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 young people in emergency shelters and school-based health centers and through street outreach.

One of her proudest achievements has been her role in advocating for, and achieving passage of, a new law in 2012 that gives minors more power over their own medical care. At the time, Maryland

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.

"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.



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

Endless Opportunities

RONNIE URSIN'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.



Ronnie Ursin, MS '07, BSN '05

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.

UMSON Spirit Merchandise for Sale Online!

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.

Show your UMSON Spirit
Check out our merchandise today!



Nominate a Visionary Pioneer!

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>



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 Jacquelyn Jones Stone, MS '71, hosted a luncheon for Central Virginia area alumni in July. **Standing, from left: Betsy Bampton, MS '65; Ann Bennett, MS '69; Linda Ghazi Haddad, PhD '93; Frona Colker, MS '74; Karen Laing, BSN '88; and Eric Davis, MS '03** **Seated, from left: Jeanette Jones, MS '70; Dean Jane Kirschling; and Jacquelyn Jones Stone, MS '71**
2. Dean Jane Kirschling hosted an October networking event for Baltimore alumni at Canton Dockside. **First row, from left: Carmiele Ciamillo, MS '74; Julie Solomon, MS '09; Jennifer Powers, BSN '07; Dean Jane Kirschling; Rosalyn Berkowitz, BSN '99; Zoe Bouchelle, BSN '71; Jumoke Omisore, MS '09, BSN '06; and Chris Shippen, MS '98, BSN '73** **Second row, from left: Rochelle Purnell, MS '01; Beth Ann Martucci, DNP '10, MS '99, BSN '96; Brienn Hoff Rosenfeld, MS '13; Linda Dewberry, BSN '84 ; Diane Skojec, DNP '10, MS '01; BSN '00; Doreen Byrne, MS '08; Charlotte Pellicot, BSN '92; Micheline Birger, BSN '78; Pamela Bessmer, MS '07; and Myra Woolery, PhD '13, BSN '81**
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, from left: Carol Romano, PhD '93, MS '85, BSN '77; Clare Hastings, PhD '95, BSN '77; Dean Jane Kirschling; Liz Ness, MS '93; and Kathy Montgomery, PhD '97** **Standing, from left: Minnie Raju, MS '05, BSN '02; Rubi Agana Defensor; Patty Sengstack, MS '88, BSN '82; Diane Seibert, MS '94; Alyson Ross, PhD '12; Debora Cox, MS '95; Maryellen Rechen, BSN '75; Eileen Dimond, MS '91; Janice Davis, MS '08, BSN '88; Myra Woolery, PhD '13; Mary Fleury, BSN '86; Annette Galassi; Nonnikaye Shelburne, MS '02, BSN '98; Georgie Cusack, MS '99, BSN '84; Josanne Revoir, MS '07, BSN '05; Christine Wellesley, MS '08; Shashi Ravindran, MS '09; and Michelle Munroe, MS '02, BSN '93**
4. Informatics Alumni Honored with Luncheon at 23rd Annual Summer Institute in Nursing Informatics **Seated, Row 1, from left: Carol Bickford, PhD '00; Miriam Moerbe, MS '13; Cathy Fant, Rong Huang, MS '01; and Juliet Rival-Estrada, MS '04** **Seated, Row 2, from left: Kayoka Katsuya Corbet, MS '12; Keisha Potter, MS '01; Kathleen Hunter, PhD '89, MS '81, BSN '76; Virginia Saba; Nancy Staggers, PhD '92, MS '84; and Marcy Stoots, MS '05** **Row 3, from left: Arpad Kelemen; Eun-Shim Nahm, PhD '03; Susy Postal, MS '06, BSN '87; Susan Newbold, PhD '06, MS '83; Jeanne Sewell, MS '82; Barbara Bungard, MS '11; Taia Shabazz, MS '97; Dean Jane Kirschling; Carol Romano, PhD '93, MS '85, BSN '77; Michelle Lardner; and Kathleen McGrow, MS '02, BSN '86** **Row 4, from left: Mary Regan, PhD; Colleen Morris, MS '03, BSN '02; Hannah Knight, MS '12; Donna Kassel, MS '92, BSN '85; Charlotte Seckman, PhD '08; Darryl Roberts, MS '02, BSN '01; Mary Etta Mills, MS '73, BSN '71; Barbara Van de Castle; and Kathleen Charters, PhD '98**

SAVE THE DATE SATURDAY, APRIL 26 FOR REUNION 2014

Reunion 2014 festivities, scheduled for Saturday, April 26, 2014, will honor undergraduate classes ending in “4” and “9” and all graduates who earned a master’s degree through the Clinical Nurse Leader (CNL) program in 2009. Come to Baltimore to reunite with classmates and renew your pride in the University of Maryland School of

Nursing! Look for your invitation in January 2014. If you would like to volunteer on the reunion planning committee for your class, contact Cynthia Sikorski, associate director of alumni relations, 410-706-0674, or alumni@son.umaryland.edu. Visit <http://nursing.umaryland.edu/alumni> for more information.

THE FOLLOWING CLASS YEARS WILL BE CELEBRATED:	MS (CNL) Class of 2009	Class of 1999 – 15th	Class of 1984 – 30th	Class of 1969 – 45th	Class of 1954 – 60th
	Class of 2009 – 5th	Class of 1994 – 20th	Class of 1979 – 35th	Class of 1964 – 50th	Class of 1949 – 65th
	Class of 2004 – 10th	Class of 1989 – 25th	Class of 1974 – 40th	Class of 1959 – 55th	Class of 1944 – 70th

Honor Roll of DONORS

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Greetings, UMSON Alumni & Friends

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 125th year. These students—some who are entry level into practice, others who are building on their experience and education to attain doctoral degrees—represent the future of nursing, and from the close-up vantage point of our dedicated faculty, that future looks bright indeed.

Without the philanthropic support of alumni and friends, the School of Nursing could not maintain its level of excellence in our tripartite mission of nursing education, research, and practice. This annual Honor Roll of Donors recognizes those who made gifts, pledges, or pledge payments between July 1, 2012 and June 30, 2013. Special thanks to our esteemed Louisa Parsons Legacy Society and Cornerstone Club members. We are deeply grateful.

Sincerely,



Laurette L. Hankins
Associate Dean for Development and Alumni Relations

P.S. Just prior to going to press, we received word of an extraordinary matching gift offer from the University of Maryland, Baltimore Foundation (UMBF): For any newly endowed scholarship at the School of Nursing, UMBF will match 50 cents on the dollar! This match will also apply to those adding \$10,000 or more to existing endowed scholarships. Donors may opt for multi-year pledges, up to five years in duration. Please contact me at Hankins@son.umaryland.edu with any questions about this wonderful opportunity.

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Sisters' Bequests Make for Double the Support

THE LIVES OF TWIN SISTERS

Jeanette Jones, MS '70, and Jacquelyn Jones Stone, MS '71, have always intertwined. 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 worthy 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 teach and practice 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

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

"The School gave me a chance at a career. My bequest is to ensure that the future of my school is secure."

— JEANETTE JONES, MS '70

developed a Psychiatric Home Care program. After five years, she returned to Richmond, where she welcomed the opportunity to assist her parents

have pursued a research interest. Her gift "will allow students to do that."

Jeanette's gift will create the Jeanette A. Jones, MS '70, Scholarship



Twin sisters Jeanette Jones, MS '70, and Jacquelyn Jones Stone, MS '71

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."

"I 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 Holzel

Legacy Society

The School of 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** – After providing for your loved ones, you can designate a gift to the School of Nursing. Charitable bequests can include cash, securities, real estate, or other property. They may be for a specific percentage of your estate, a fixed dollar amount, or the part remaining after fulfilling other bequests.
- **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 estate 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:

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Joyce Parks, MS '93

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 Alsrue 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.

"That meant 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.



Kathleen Clark, BSN '73, and daughter Emily Clark, MS '06



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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.



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