

**PITT**

# *Nurse*

UNIVERSITY OF PITTSBURGH  
SCHOOL OF NURSING MAGAZINE

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**WHAT DISTINGUISHES A PITT NURSING EDUCATION**



Cover: Accelerated second degree BSN students Chad Toth and Eunice Allen had the experience of a lifetime when they were offered an opportunity to shadow flight nurses on a STAT Med Evac helicopter.

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## IT'S ALL THERE

Check out the University of Pittsburgh School of Nursing Alumni Society Web site for the latest alumni news. Visit [www.nursing.pitt.edu](http://www.nursing.pitt.edu) and click on the Alumni tab at the top of the page.



## Recycle This Magazine

Share it with someone you know and help to spread the word about Pitt nursing.

The University of Pittsburgh ranks as a top value in “The Kiplinger 100: Best Values in Public Colleges, 2011-12,” published in the January 2012 issue of *Kiplinger’s Personal Finance*.

*Kiplinger’s* ranked Pitt as the top value in Pennsylvania. It’s the 15th best value for out-of-state students and the 29th best value for in-state students in the nation. *Kiplinger’s* called the top 100 schools in its listing “four-year institutions that deliver a stellar education at an affordable price.” Schools are measured by *Kiplinger’s* on the basis of academic quality, admissions and retention rates, student-faculty ratios, four- and six-year graduation rates, cost, and financial aid. Academic value includes the percentage of students who return for their sophomore year and the four-year graduation rate. Cost criteria include affordable tuition, abundant financial aid, and low average debt at graduation.

In addition, the University of Pittsburgh ranks third among public institutions of higher education and fifth among all universities, public and private, in its federally financed research and development expenditures, according to the latest figures issued by the National Science Foundation. The School of Nursing is also ranked seventh in the most recent edition of *U.S. News & World Report’s* “America’s Best Graduate Schools” and fifth in National Institutes of Health research dollars.

These rankings reflect a world-class faculty, the ability to learn in a challenging educational atmosphere, and opportunities for our students to have a wide variety of clinical experiences within a superior health care

system and throughout the greater Pittsburgh community.

When the Patient Protection and Affordable Care Act is fully implemented in 2014, 33 million more Americans will become eligible to get affordable health care coverage. But access to coverage will not necessarily translate into care. Experts doubt there will be enough doctors to meet needs. There are not enough now.

The Association of American Medical Colleges estimates that in 2015, the country will have 63,000 fewer doctors than needed, and that number will more than double by 2025 as the expansion of insurance coverage and the aging of baby boomers drive up demand for care. It typically takes a decade to train a doctor, so there is little the government or the medical profession can do to close the gap before the law takes full effect in 2014.

Advanced practice nurses are helping to fill the gap. Hundreds of walk-in clinics run by nurses are already operating across the country. While they most commonly treat routine ailments, the nurses in these clinics are increasingly helping people suffering from chronic illnesses. Nurse-managed clinics offer checkups and help patients to manage their high blood pressure, heart disease, and diabetes. Studies by the RAND Corporation found that these clinics provide care at costs that are 30–40 percent less than similar care provided at a physician’s office and that the care for routine illnesses was of similar quality.

For many people, nurse practitioners are now the main source of primary care—the experts who diagnose those aches and pains and then write the prescriptions that relieve them. But as medicine has grown more complex and sophisticated, so have the skills needed to practice it. Given the ballooning of their clinical duties, it’s no surprise that



the education required of many health professionals is expanding as well.

The University of Pittsburgh School of Nursing prepares nurses from the baccalaureate to the doctoral level. The school offers a wide variety of certificate programs and continuing nursing education activities that keep nurses apprised of advances in health care delivery. We are specifically responding to the need for greater numbers of more highly educated nurses by moving the master’s-level clinical majors to the doctoral level. Unlike Doctor of Philosophy (PhD) programs that emphasize academic research, the clinical Doctor of Nursing Practice (DNP) program emphasizes the skills and knowledge students will need to practice their profession at its highest level.

The education of the nurse has never been more important. In this issue of *Pitt Nurse*, our students talk about what distinguishes a Pitt education and what it means to be a Pitt nurse.

Jacqueline Dunbar-Jacob, PhD, FAAN  
Dean, University of Pittsburgh  
School of Nursing



# What It Means to Be a Pitt Nurse

Students Share the Experiences that  
Distinguish a Pitt Nurse



**N**ick Liartis was thriving in his first career as a pharmaceutical sales representative. By all measures, he was a success: He had completed a management program and also earned an MBA at the University of Pittsburgh Joseph M. Katz Graduate School of Business. But he was starting to become disillusioned with his work; he wanted something more.

His girlfriend (now wife), Kelly O'Connell Liartis (BSN '06, MSN '11), was completing the nurse practitioner program at Pitt at the time, and she recommended the School of Nursing's accelerated second degree program, through which he earned his BSN in September 2011.

"For me, it looked perfect. It was a shorter program and it included graduate classes, so I knew that, later on, when it came time to apply for grad schools, I'd be able to show it was a higher-level program I went through," he says.

Liartis was pleased by the rigor of the program's prerequisites because he knew it would benefit him in the long run. "For me, leaving an industry I was doing OK in, I wanted to make sure when it was all said and done, I could look back and have on

my résumé a difficult program that really prepared me, challenged me, and made me a more attractive candidate," he says.

During the accelerated second degree BSN program, Liartis completed clinical rotations at the VA Pittsburgh Healthcare System as well as two separate clinical experiences at UPMC Presbyterian.

"We were able to get diverse experiences with different patient populations," he notes.

Within a month, he was working in the neuro intensive care unit at Allegheny General Hospital, and he now has his eye on the nurse anesthesia program, with hopes of gaining admission and beginning classes by the fall of 2013.

## **So you want to be a nurse**

When Rebecca Nock was growing up in Houston, Texas, a random college mailing from the University of Pittsburgh briefly caught her attention.

"So you want to be a nurse," it said.

In reality, Nock wasn't sure. She knew she wanted to pursue a career in health care, perhaps in medicine, but an experience shadowing a physician during high school changed her mind. She wanted to spend more time with people.

"I thought hospitals were the most beautiful things," she says. "I thought it was a miraculous place. If I could work in a hospital, that would be wonderful."

So she began to think about nursing, and she decided to visit Pitt. She toured the School of Nursing, and she left thinking, "Maybe." By October, she was accepted, and every two weeks, Pitt let her know how much she was wanted. She was offered admission into the University Honors College. She won a scholarship. She got the housing she preferred. There were research and volunteer opportunities, and based on her academic performance, she was offered a guarantee of admission to graduate school if she continued to maintain a GPA of at least 3.5 and earned high enough scores on her standardized tests.

By February the decision was made, and Nock has never regretted it. What she discovered is the wealth of opportunity that awaits a student accepted at the University of Pittsburgh School of Nursing. Hands-on



“I want to be able to walk into a room, sit at a table with an entire health care team, have something concrete to contribute, have my opinion be respected, and be in a place where I can make some changes.”

Jamelah Tangara

Jamelah Tangara with friends in Ecuador

experience is acquired in labs using both human cadavers and simulated patients, offering ample opportunity to experience real-life medical scenarios in a controlled educational setting. Clinical studies span every available setting, from pediatrics to geriatrics, trauma and critical care to family practice. Students study and apply their skills at the University of Pittsburgh Medical Center (UPMC), one of the nation’s largest academic health centers. World-class faculty are committed to helping students find their passion, then directing them to the resources that allow them to customize their degrees, whether it’s international study, research, or a dual degree.

Nock has studied abroad twice, first in Tanzania, working alongside nurse midwives in a reproductive health clinic, and later in Palermo, Italy. She has worked as a patient support assistant at Children’s Hospital of Pittsburgh of UPMC. And she has worked with former professor Mary Beth Happ on a study of how to improve communication between nurses and patients in the intensive care unit when the patient is temporarily unable to speak.

“I’ve done most everything at the School of Nursing,” says Nock, who is looking toward a career in research and health care administration after graduating in 2013. “I’ve loved all my clinical experiences. But my favorite was in geriatrics, so that’s kind of where my interest in nursing is right now.”

In addition to her work with Happ, Nock also is working for a PhD student whose dissertation research studies how nurses interact with patients who cannot speak, and she is completing an internship with the Bridging the Gaps program, a community health initiative through Pitt’s Graduate School of Public Health.

## A life-changing experience

For Jamelah Tangara, the journey to Pittsburgh began in Ecuador, where she spent a few months as part of a medical mission to make use of the skills she had gained working in pediatric and intensive care nursing in New York, N.Y.

While in Ecuador, Tangara went on a rafting trip on the Amazon River. The raft flipped, trapping her. When she emerged, she was unable to move her neck, so she was taken to a tiny emergency room that was about the size of a corner store.

“You had people stacked on top of each other,” she recalls. The faucets in the triage room offered just a trickle of water. Toilet paper had to be purchased. A friend who had accompanied her to the hospital had to go to a pharmacy to buy the medication that Tangara needed so the doctors could administer it. And then Tangara walked a few blocks to get an X-ray from a machine that was set up in someone’s home, sans radiologist.

The entire experience was overwhelming for Tangara, who was used to the modern medical facilities of hospitals in New York. She lay on her cot and began crying, and the wife of a fellow patient came to her assistance, helping her to change out of her dirty, wet clothes; paying for her soap; and washing her. When Tangara woke up a few hours later, members of that same family were holding her hand and praying.

Experiencing health care disparities from the patient’s point of view was a life-changing event. When she returned to New York, Tangara was determined to get an advanced degree as a nurse practitioner and become an instrument of change.



“I thought hospitals were the most beautiful thing. I thought it was a miraculous place. If I could work in a hospital, that would be wonderful.”

Rebecca Nock

Rebecca Nock and Leah Turner (BSN '12) at a mobile clinic in Tanzania

Serendipity helped her to find the University of Pittsburgh. She was back at work, reviewing charts, when an advertisement flashed across her computer screen. It said that *U.S. News & World Report* had ranked Pitt's School of Nursing seventh in the nation.

Tangara, who had already applied to other nursing schools, was struck by the coincidence: Her boyfriend (now husband) was born and raised in Pittsburgh. She had begun researching the school and attending information sessions when she first discovered the Doctor of Nursing Practice (DNP) program.

“I want to be able to walk into a room, sit at a table with an entire health care team, have something concrete to contribute, have my opinion be respected, and be in a place where I can make some changes,” she told the admissions staff at the school. And when they talked to her about the DNP program, she knew it was a match.

“I love the relationships I've been able to make, particularly with Donna Nativio. I call her the ‘mother superior’ of nurse practitioners,” says Tangara of the program's director. “She's helped to keep me grounded, challenged me, and focused me. Every now and then, she'll remind me of what I said at my interview, that I want to open a clinic.”

Each experience has brought her tremendous personal and professional growth, she says.

A public policy course, for example, stirred Tangara's interest in how nurses can help to shape the world in which they practice. She sees a need for nurse practitioners to meet an overwhelming demand for health care in underserved populations, but barriers in the law and from insurance companies stand in their way. She is focusing on those issues as part of her capstone

project, a white paper in support of a nurse-managed health center in Allegheny County—a project she hopes to turn into a reality once she graduates.

“It really opened my eyes to how important policy is, particularly in nursing. It was never something that I'd considered,” she says.

But her course work helped her to make the connection between the disparities she witnessed in Ecuador and those she saw in the United States. The program allowed her to chart her professional course in her mission to address that problem.

“Looking back, it seems as though every step has led me to this very moment,” she says.

## A virtual success

It took Lorraine Galkowski quite a while to decide that returning to nursing school was the right move. But once she did, she was certain that she had chosen wisely.

“The big thing was, I'm 54, and I really struggled with whether I wanted to go back to school at this point,” she says. It was a cost/benefit analysis: Was the extra knowledge worth the added expense and time commitment? In addition, “I never really found a master's program that interested me. They were either ‘be a nurse practitioner,’ ‘be an educator,’ or go down the executive route.”

Galkowski, who specializes in long-term care and quality improvement at the Durham VA Medical Center in North Carolina, has been a nurse since 1986. Since then, she has worn many hats, including nurse management. But parts of the job didn't really agree with her; she liked the idea of getting back to direct patient care.

Sometimes Galkowski recruited nurses, and she was impressed by the CVs that came across her desk, some an inch thick with publications and certifications.

“I felt like, ‘I’ve got nothing,’ ” she says. She had many years of experience but no formal acknowledgment of what she knew. “I wanted the security of knowing that I had the degree supporting that experience. It also became a matter of professional integrity.”

That was when she learned about the online clinical nurse leader (CNL) master’s program at Pitt. She already felt as though many of the roles she had played in her career qualified her to be a clinical nurse leader; the degree was a way of formally educating and supporting her in those roles.

“The program and its diversity were really what interested me,” she says. And though there were CNL master’s programs at universities that were physically closer to her, they offered fewer credits and seemed less rigorous than Pitt’s online degree. Moreover, the School of Nursing’s sterling reputation brought credibility to the degree, which, though obtained online, is identical to the CNL master’s obtained by students who are in Pittsburgh.

“You are present in that program. We took the same classes that anyone who was there on campus was taking,” Galkowski says. “I actually think it’s harder; you’re never off when you’re an online student. ... Somehow, it always feels like I could be on a discussion board. In a way, you’re always totally enveloped in it.”

She had to complete 300–400 clinical hours, and she was able to participate in discussion sessions with professors and other students through an online chat room.

“As an adult learner, you’re different,” explains Galkowski. “Adult learners want their things in the moment. They want to do it in a more convenient time frame. They have the independent nature to focus.”

Yet she feels very connected to the people in her program and has exchanged telephone numbers and made plans to meet them at professional conferences. Her course work focused on working with teams, evaluating data, and encouraging the people she leads. A module on developing a unit culture came in handy on the job when Galkowski’s supervisor discussed the possibility of dividing the units to be more specialized.

“I think I actually feel more positive about being a leader in general. Managing people is a very hard thing,” she says. “I feel better equipped to motivate people and bring them together usefully.”



**Eunice:** Growing up watching *MASH* on TV, I always thought about flight nursing. So when the preceptor from our emergency room rotation took us up to the UPMC Presbyterian flight deck for a tour and the nurses suggested we set up an observer day, I jumped at the chance!

The alarms started to go off just as I pulled up to the STAT MedEvac heliport at 6 a.m. I rushed to join the crew running to the helicopter. We did a safety review and then we were off. I could not believe the rush as we received the patient report through headsets in our helmets and prepared to pick up a patient from an outlying hospital.

**Chad:** I arrived at the airport at 7 a.m. and walked to the STAT MedEvac hangar. I was given a rundown of the safety measures needed when approaching and exiting the helicopter, then fitted for a flight helmet.

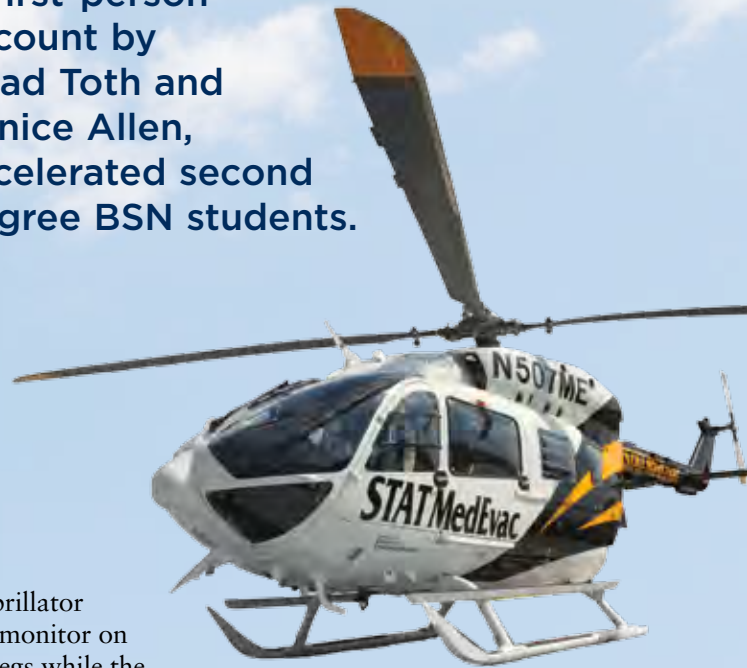
The helicopter was equipped with everything you would find in a hospital ICU room. The alarm sounded just as my tour came to a close. The nurse and the pilot calmly grabbed their gear (and me), loaded the helicopter, and prepared for takeoff. Once they had completed their safety checklist, we flew to an outlying hospital. The trip would have been about 45 minutes away by car, but it took less than 10 minutes by air.





# NURSING TAKES FLIGHT

A first-person account by Chad Toth and Eunice Allen, accelerated second degree BSN students.



**Eunice:** The nurses were clinically and mentally prepared for anything and everything we might encounter. They went through a checklist at each step of the flight, from takeoff to the patient handoff to ensure they had all their supplies, from blood and oxygen to their cell phones and seat belts. I could hardly believe how much equipment was stored in the helicopter. I was impressed with their level of clinical skill and the priority they put on patient safety. Given their level of autonomy and the clinical acuity of the patients, there is no room for error.

**Chad:** The nurse walked into the patient's room and conducted an assessment while simultaneously reconnecting the IVs, trach, and monitor to the more manageable, efficient machines used on the helicopter.

Back on the helicopter, the nurse managed every aspect of the patient's care. She knew exactly what medications to administer, what fluids to give, and the most appropriate ventilator settings. There was no hesitation and no second guessing. She simply did whatever was necessary to keep the patient alive during the transfer.

**Eunice:** After transferring the patient, we returned to the home base, but before I knew it, the alarm sounded again and they handed me a vest for a scene run. I carried the

defibrillator and monitor on my legs while the nurses pushed vasopressors and fluids, monitored blood pressure levels, and called in to the receiving hospital. They remained focused on the patient's condition and continued to deliver quality nursing care through the noise of the helicopter rotors and communications from the ground. They knew just what to do. And despite all the activity, they remained calm.

**Chad:** While reloading the helicopter following a successful patient handoff, the nurse apologized that it had not been a more pulse-pounding run. I couldn't believe she considered that tame! I told her it was an incredible experience to see such excellent care in such an extreme and unconventional setting.

It was an amazing opportunity to ride along with STAT MedEvac. And I can say for a fact that—I hope, anyway—this won't be my last time!

**Eunice:** The experience was even more incredible than I imagined. I can't wait to go back—next time, as a flight nurse.



# Find You

PITT NURSING STUDENTS PURSUE

**D**uring Amy Liptak's first year as an undergraduate at the University of Pittsburgh School of Nursing, she learned about the school's research mentorship program. Getting through her core classes was intimidating enough for a freshman, so she mentally placed that option on the back burner.

But by the time she reached her sophomore year, the program floated across her radar again, and this time, she felt ready.

"I wanted to see a different side of nursing," says Liptak, who is scheduled to earn her BSN in the spring of 2013. "I knew what the clinical side was about, but I wanted to explore my options and take advantage of the opportunities while I was here."

From their first days in the School of Nursing, Pitt students are immersed in research—whether it's learning about research-based decision making in their course work or actually

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"I wanted to see a different side of nursing. I knew what the clinical side was about, but I wanted to explore my options and take advantage of the opportunities while I was here."

Amy Liptak

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# r Passion

## RESEARCH AT EVERY LEVEL

participating in projects with faculty members. During the past three years, for example, the Council on Undergraduate Research has accepted presentations and posters by Pitt nursing students, as have several other professional organization conferences.

Liptak began her journey by looking up faculty members online and writing down the names of 10 professors whose topics interested her. That search led her to Jennifer Lingler, assistant professor of health and community systems, who teaches a course in nursing care of older adults and whose research interests include patients with Alzheimer's disease and their caregivers.

Liptak had been working with elderly and dementia patients at UPMC Shadyside as a companion, and she also felt a personal connection with the topic because her mother had been a caregiver for both her grandmother and great-grandmother.

She started working with Lingler after her sophomore year, in May 2011, learning the research ropes from the ground up. She began with tasks such as transcription and data entry, then gradually went on to work with the Alzheimer Disease Research Center at UPMC Montefiore.

"This was a brand-new world for me, so starting off small was one of the greatest things I could have done," says Liptak. "It let me know the basics. If [Lingler] had thrown me into some big project, I would have been overwhelmed."

At the Alzheimer's center, Liptak learned how a diagnosis is built with the help of testimony from patients and caregivers, and the research mentorship helped to inspire Liptak's independent study project looking at the science behind laughter.

In transcribing the dialogue in focus groups with patients who have mild cognitive impairment, "I noticed that there was a ton of laughter. It wasn't inappropriate. I found that fascinating, because that population tends not to have joyful research," Liptak says.

She plans to work in an emergency room or intensive care unit with an older adult population, and would like to assist in research on the job. Eventually, she may consider pursuing an advanced degree.

"I have a much greater appreciation for evidence-based practice," she says while acknowledging the connections she has made and the doors research has opened for her.

"I'm very grateful and very lucky to have met such great women to guide me through those undergraduate years and make me think big picture," she says. "There's nothing like that extra outside learning."

### Acquiring new skills

Dominique Dela Cruz had her own reasons for entering the undergraduate mentorship program. Originally from San Jose, Calif., she found the School of Nursing to be extremely challenging, and she worked harder academically, physically, and mentally than she ever had in her life.

Research, she figured, would add another dimension to her degree.

"I thought it would be a good opportunity to get my feet wet. I didn't want to limit myself to just clinical work," she says. Additionally, "all of our clinical work and everything that we study is evidence-based practice, so almost all of it is research based. You make sure you do practices that have been tested and approved."

Dela Cruz was paired with Rose Constantino, an associate professor whose work focuses on health outcomes of women who have experienced domestic violence. Their project is testing a proposal related to text messaging, prevention of dating violence, and building healthy relationships.

In March 2012, Dela Cruz and fellow student Ju Hae Hwang presented their project at the National Conference on Undergraduate Research held at Weber State University in Ogden, Utah. It was Dela Cruz's first experience attending

a research conference, and she left with a greater appreciation for the role research plays in nursing.

She also believes she that has benefited from the team-based approach to research fostered by Constantino.

“Working in a team is definitely a skill that you learn to develop and will use for the rest of your life,” she says. “The end result will be 10 times greater than it would have been if you just worked by yourself.”

## From anthropology to nursing

The School of Nursing’s apprenticeship approach to research has been a boon to Teresa Hagan, who completed her BSN in 2010 through the school’s accelerated second degree program and is now studying for her PhD.

An anthropology major the first time around, Hagan had been working in the business world but believed that her passion would be found in health care. After getting to know some nurses and nurse practitioners, “I realized there was a lot more opportunity than I ever imagined, not just in terms of research but in terms of where nurses could make an impact in human lives, in policy, and in health care changes,” she says.

Broadly, she knew she was interested in oncology with a focus on women with cancer and how they manage and adjust to their illness. And as Hagan progresses through the program, she continues to refine her thesis.

“I have been supported by the faculty and by the school in finding how I can take what we know right now in the research world [to] carve out my interests and really solidify how I’m going to attack the issues that need to be addressed,” she says.

From her second degree days, she already had a working relationship with Associate Professor Heidi Donovan. As soon as she entered the BSN to PhD program, Hagan, like other doctoral students, identified other faculty members with whom she would like to work. Professors were generous in discussing their projects and grants as well as opportunities for collaboration, she recalls.

“I already had this team of people who were heavily invested in helping me,” she says. “They really give you a lot of opportunities to advance your thinking, fine-tune your skills,

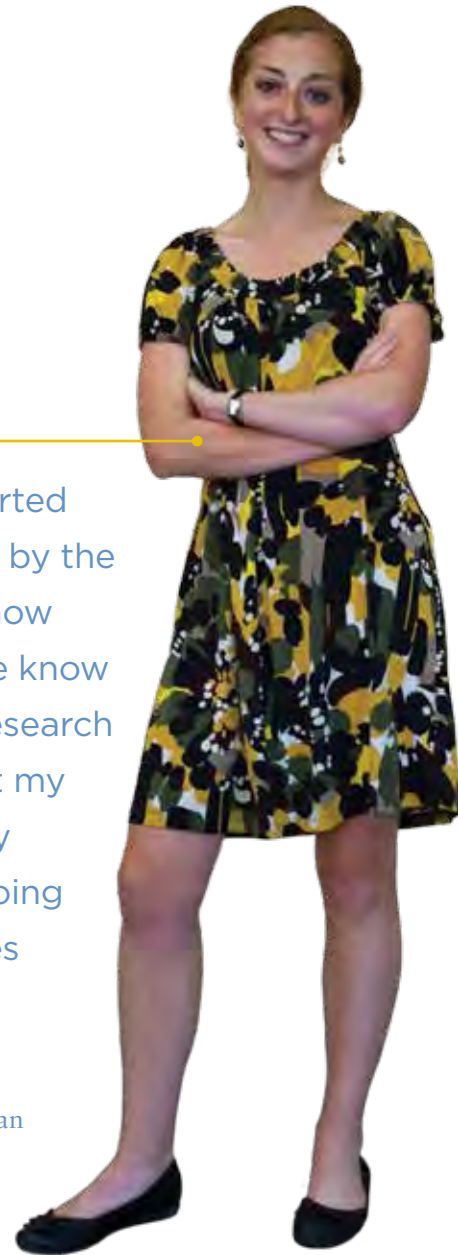
and become what you’re going to be. Once I graduate, I will be able to run my own program of research, just as they’re doing now.”

With Donovan, Hagan has gradually become integrated into a research team focusing on online intervention for women with ovarian cancer. She’s now taking that team and research as a launching pad to introduce her own idea.

“And that’s really the ideal for research—not that you come out as a clone of your advisors, but you’re using that expression, ‘Jumping off the shoulders of giants.’ That’s really what it is. You’re taking all of the human capital at Pitt and bringing it in your direction.”

“I have been supported by the faculty and by the school in finding how I can take what we know right now in the research world to carve out my interests and really solidify how I’m going to attack the issues that need to be addressed.”

Teresa Hagan





## Doctoral Candidate Continues Legacy of Mentoring and Leadership

When a person walks away from a successful career in one profession in hopes of flourishing in another, that transition requires more than personal ambition and courage. It also helps to have a mentor. For doctoral candidate Kathleen Hopkins, the decision to leave industrial engineering—a field in which she had earned an advanced degree and founded her own company, Eclectic Robotic Systems—and pick up a new career in nursing represented the fulfillment of a childhood dream.

“When I was a young child, my best friend’s older sister was a nurse,” Hopkins recalls. “I just thought that was so cool—the hat, the uniform, the shoes, taking care of people. I just thought that was the coolest job there could ever be.”

But because she came from a family of engineers and was a strong math student, Hopkins instead took a different path. She was granted a patent on a robot and built a full career, but when her children had grown up and graduated, she decided, “Now it’s time to do something for myself. ... I got tired of dealing with machines. You get so far in your life with your career, and, to me, it was time to start paying back.”

She earned a nursing degree and spent nearly four years at UPMC

Presbyterian before entering the PhD program at the School of Nursing. “It just seemed like my path was in front of me,” she says.

Paired with Professor Leslie Hoffman, Hopkins was introduced to the thoracic surgical group at UPMC Presbyterian and Hillman Cancer Center. She found people who offered several strong ideas for potential research projects, and Hopkins credits Hoffman with helping her not only to forge those connections but also to find her own way.

“She’s a great leader,” Hopkins says of her mentor. “She has a lot of wisdom and knowledge, but she also has a real big passion for research, and she leads by letting you find and investigate different pathways within yourself.”

Through Hoffman, Hopkins found a statistician, a welcoming surgical team, and committee members who helped her to focus her research on patients with lung cancer.

“I couldn’t ask for a more stellar committee,” says Hopkins, who is showing her appreciation by continuing the tradition of mentorship with two students of her own. Senior Justin Wilson has worked with her since his sophomore year; junior Cassandra Tavares recently

started and is interested in research in health disparities.

“It’s not just doing research,” Hopkins explains. “We work together as a team, doing cross-functional work. It’s not just learning how to do my research but starting to do their own research in their own areas.”

Tavares is preparing a poster on disparities, while Wilson is preparing one on technology. Tavares also is learning how to do a focused literature review, while Wilson is comfortable enough to inquire about when Hopkins might write a paper based on interviews he has reviewed.

“That’s an important part of leadership. You need to have something of your own ... and yet it needs to be a coherent group,” Hopkins says. “They’re learning the importance, too, of disseminating your findings.”

Hopkins credits Hoffman with directly influencing her own leadership style. She hopes that encouraging her own students to recognize their strengths will also inspire them to become mentors one day. “They’re going through the different phases of discovery on their own but with a little bit of a nudge.”

Shown above: Cassandra Tavares, Kathleen Hopkins, and Leslie Hoffman



# Service at Home and Abroad



When Lindsey Pretsch touched down in Guatemala for a monthlong mission last summer, she traveled light, with just a backpack, three years of nursing education, and intense curiosity about life and health care in the country’s rural villages.

What she learned, she says, was “life changing and eye opening.”

“My first impression was that the poverty was incredible,” says the 21-year-old Philadelphian. “There was a lack of clothing. The housing was basically outdoor, tin walls and roofs, with dirt floors and chickens running around. Women cooked over smoky open fires, causing respiratory problems. Men had eye problems from working day after day in the fields. But the people were so happy and joyful. It was incredible to see.”

Ever since Florence Nightingale’s work on the front lines of the Crimean War, nursing professionals have demonstrated that service has no national boundaries. At the University of Pittsburgh, nursing students like Pretsch are seizing opportunities to deepen their professional preparation in settings from the William Pitt Union on campus to emerging nations on other continents.

Pretsch is the current president of Pitt’s chapter of the National Student Nurses’ Association (NSNA), one of two active groups that create service opportunities for nursing students. NSNA’s 80 members at Pitt find ways to apply their public health interests to projects that make a difference close to home.

Case in point: last year’s campuswide drive to identify bone marrow donors. NSA volunteers conducted simple cheek swab tests on volunteers in an effort to identify genetic matches for patients needing bone marrow transplants. With nearly 29,000 students—plus faculty, staff, and the daily workforce of a major university and its medical center—as potential donors, the NSA students believed that the odds were in their favor. The group also organized service sessions for Jubilee Kitchen, a meal program for Pittsburgh’s needy,

“I think as you work with different populations, you see the needs. I’d like to do more service work when I have my degree.”

Lindsey Pretsch

Lindsey Pretsch (top) and scenes from Guatemala



and staffed recreation programs for patients' families at the University of Pittsburgh Medical Center (UPMC) hospitals, including Children's Hospital of Pittsburgh of UPMC, a national leader in pediatric transplant surgery and cardiac care.

Pretsch believes that varied service opportunities can enhance nursing course work. Her own experiences have also altered her career priorities.

"I think as you work with different populations, you see the needs," she says. "I'd like to do more service work when I have my degree."

The School of Nursing's chapter of Chi Eta Phi Sorority, Inc., the international student nursing organization, offers inclusion for nurses of color but welcomes all majors. The group's global focus opens doors to unexpected travel opportunities, says Maryam Abiola Adebayo, current chapter president.

Adebayo, who emigrated with her family from Lagos, Nigeria, to Baltimore, Md., at age 14, was no stranger to international experiences; her extended family lives in cities around the world. But a chance to travel to Oman last spring with nursing students from other U.S. universities excited her.

For the 21-year-old Adebayo, Oman's capital city of Muscat was love at first sight. The ancient stone dwellings of the Middle Eastern city, carved into rocky hillsides, captured her imagination. But on a walking tour with local health workers, she learned how to recognize the dangers of the environment.

"The health workers go on home visits with a bag with a portable scale—just a glorified first aid kit," she explains. "But they are on the lookout for hazards, like electric wires dangling near home doorways. When they see a danger, they immediately get word to their instructors, who contact the government ministry to have the lines repaired." The simple, effective system works to prevent injuries, she says.



Shortly after Adebayo's Muscat experience with the first group of U.S. nursing students to visit the city, she applied to attend an international youth leadership conference in Prague, capital of the Czech Republic. Of the representatives from 30 nations, she was the only nursing student. Intent on pursuing more ways to serve her new nation—she is now a U.S. citizen—Adebayo is now an officer candidate in the U.S. Navy and will be called to active duty after graduating in April 2013.

The rigorous workload for nursing majors means that they must manage their time carefully. Both Pretsch and Adebayo shoehorned their international service into term breaks and brief interludes between academic terms and internships. But other nursing students take advantage of longer summer programs or even terms abroad.

*Clockwise from top: Maryam Adebayo overlooking the Charles Bridge in Prague, Czech Republic; a house on a rocky mountain in Oman; Adebayo at the Czech Senate with the other Pitt representatives, Kaylie Springer, Scott Blackburn, Patricia Dougherty, and Sarah Sullivan; Adebayo in an Omani desert; and Adebayo at the John Lennon Wall in Prague with Ramla Gierre*



“We complain about our health care system, but it is much better than the systems in place in other countries. I appreciate what we have a lot more.”

Shinequa Waite

As recipients of Fulbright awards and other foreign research grants, School of Nursing faculty members have formed affiliations with many overseas institutions. Ann Mitchell’s work at Sultan Qaboos University in Muscat, for example, paved the way for Adebayo’s recent field study. The school now offers intensive four-to-five-week summer programs for rising seniors. Students who have completed a junior year course in global health are eligible to apply for a variety of for-credit programs (students are responsible for tuition and travel expenses).

The Mediterranean Institute for Transplantation and Specialized Therapies (Istituto Mediterraneo per i Trapianti e Terapie ad Alta Specializzazione, or ISMETT) is one such program. The international center for specialized medicine serves the people of the Mediterranean region. Located in Palermo, the capital of the Italian island of Sicily, ISMETT was founded in 1998 as a partnership among UPMC, regional hospitals, and the Italian government. Opened in 2004, the transplant center is a state-of-the-art facility.

Programs in Basel, Switzerland, and Birmingham, England, offer other experiences in first-world care settings. Public health programs in Hyderabad, India; Dakar, Senegal; and Hanoi, Vietnam, immerse students in the realities of vaccine logistics.



Rebecca Sponberg (shown at left) found an alternative to the for-credit program through a summer service mission to the Costa Rican capital of San José. Traveling and living with six other Pitt volunteers in health sciences majors, from premed to rehabilitation science, she worked in a city clinic providing

basic health screenings and drugs, such as antiparasitic medications. While she paid her own travel and participation

costs and received no official Pitt credit, she hopes to draw on the experience as the subject of her upcoming senior topic requirement.

Pitt’s worldwide study abroad program, open to all students in the Kenneth P. Dietrich School of Arts and Sciences welcomes nursing students as well.

“Nursing students are aware of service opportunities,” says Shinequa Waite, past president of Chi Eta Phi. “But plenty don’t know that we can study abroad in arts and sciences programs.” Waite chose a summer term in Greece to study sociology to fulfill her general studies requirement. She also got a firsthand look at how a health care system—and a society—cope with a broken economy.

“In Greece, there is no such thing as formal insurance,” she explains. And while patients pay high fees just to talk to physicians, hospitals suffer. “Makeshift clinics, not enough wheelchairs, broken thermometers,” she recalls. “The cuts to the public sector, to education and health care, are severe. It makes me realize—we complain about our health care system, but it is much better than the systems in place in other countries. I appreciate what we have a lot more.”

Back on campus, Waite will continue her service work with Student Support Services, a mentoring program for first-generation college students, and will continue to support Chi Eta Phi’s events. The group will collaborate with a sibling organization, the Premedical Organization for Minority Students, on a free health screening project this fall.

Meanwhile, NSA plans to reprise last year’s bone marrow donor screening campaign. As Pretsch proudly notes, the 2011 campaign educated hundreds in the Pitt community on how vital donors are and how simple the test can be. The project also identified six individuals who matched donors in need. All six agreed to become bone marrow donors—an example of how student service can ripple into the larger community to make a positive change.



# The Power of Mentorship

By Anthony Chao



When I entered the RN Options program, I never imagined I would end up designing and implementing a computerized shift report system to help increase patient safety, get it published, and win second place in UPMC's 2012 Quality Fair. But I did.

I'd had the idea of a computerized shift report system for years, but my idea really began to take shape in Irene Kane's Professional Development and Practicum 1 and 2 classes.

In her classes, Irene challenged us to identify deficiencies in actual clinical environments, then devise and implement an intervention to help solve one of those problems. Through lectures and seminars, we learned how to become intimate with a problem, how to understand a problem from different angles, and how to meaningfully define that problem in discrete components.

For my intervention, I learned how to write simple databases and designed a computerized change-of-shift report tool. I had identified change of shift as a particularly patient safety prone time during the hospital day because much information is being passed between care providers. Most importantly, I found that both inconsistent data and omission of data integral to patient safety were not being communicated

effectively. To help me design and implement the new computerized shift change tool, Irene referred me to multiple resources, including information technology people and informaticists, who provided me with a support system to help me succeed. My electronic shift report system was trialed in an ICU at one of the UPMC hospitals and later spread to another ICU in the UPMC system. It has been in use since March 2011.

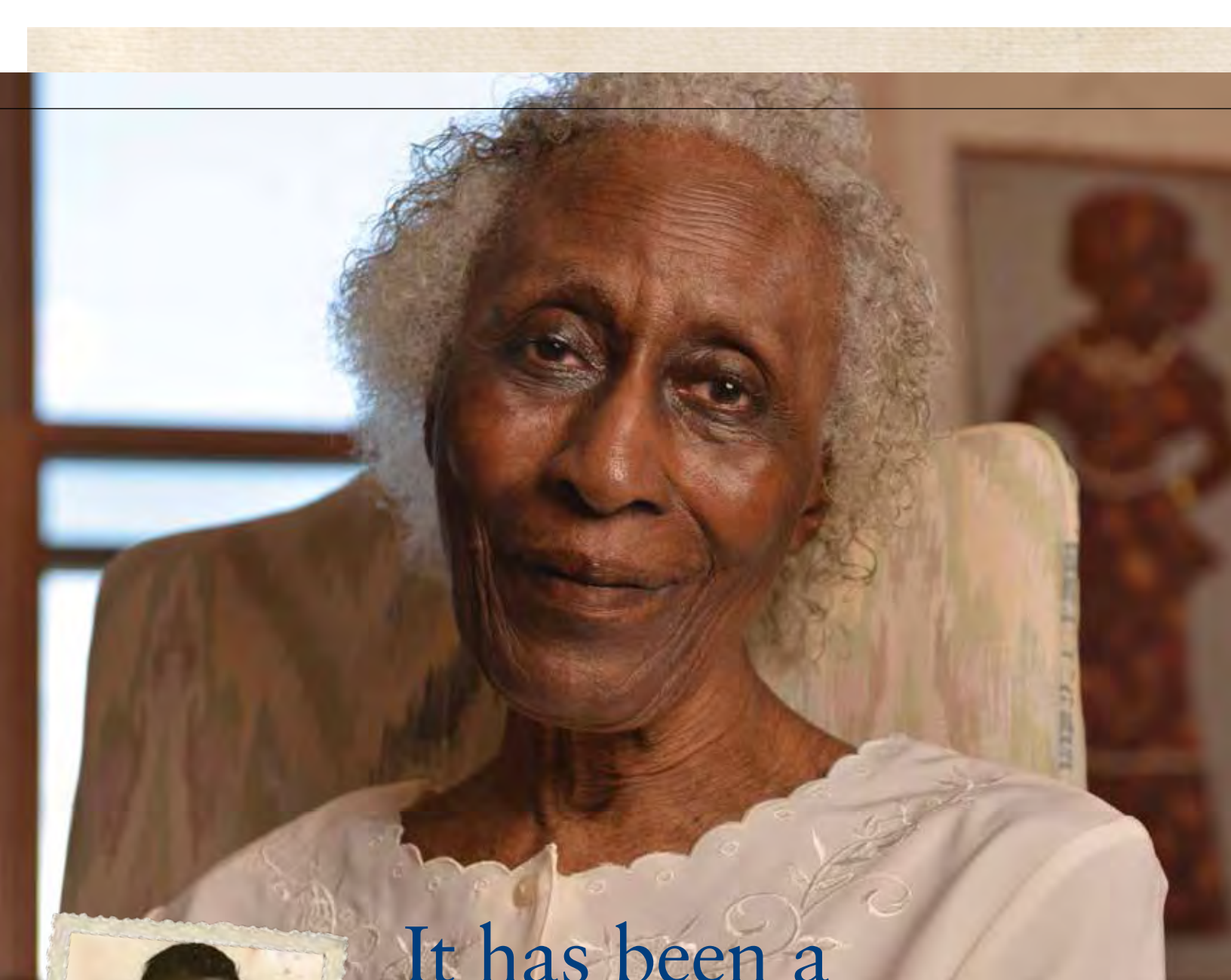
In addition to implementing change, Irene required us to submit manuscripts for publication as a condition of completing the course.

I'd never written a scholarly manuscript before, but Irene kept encouraging and I kept typing. She surprised us when a meeting was scheduled on our behalf with Denise Drummond Hayes, a senior clinical editor at Wolters Kluwer Health Medical Research, a global publisher of health care journals. Hayes provided insight on different nursing journals we might target our manuscripts to as well as how to best spin each of our projects to maximize our chances for acceptance. She promised to give our manuscripts an initial review, return them for revisions, then forward them to her editors. So with renewed optimism, I typed away, enthusiastically creating

my first manuscript. Irene worked tirelessly with me through draft after revised draft all through the term until my manuscript was finally ready.

I submitted the finished manuscript in May and earned an A for the class. I would have been happy to never see my manuscript again, but about a month later, I received an e-mail from Hayes stating that my article had been accepted for publication and was now being sent out for peer review. Over the next two months, I made more revisions based on peer and editor comments, and my article was finally published in the November issue of *Nursing Critical Care* 2011.

From the beginning, Irene never doubted our abilities. In class, she always made it a point to say that we were going to be the next leaders and that so much of the future of nursing relied on us. I honestly thought she was misguided and a little bit delusional. But now, almost two years later, I am beginning to see a little bit of what she was talking about. Throughout the entire process, Irene became more than my teacher—she became my mentor. While a great teacher can effectively impart knowledge and compel students to want more, I believe a mentor encourages and supports the student to be more.



# It has been a Good Life.

Growing up in Pittsburgh, Dorothy Holder always knew she wanted to travel. So, after earning her Bachelor of Science in Nursing Education degree at the University of Pittsburgh in 1948, Holder took a position with the U.S. Public Health Service (USPHS).

Dorothy Holder as a nurse with the U.S. Public Health Service and with her husband, Lance Holder, on their farm in Liberia.



After her training, Holder was assigned to Liberia, where she met her future husband, Lancelot L. “Lance” Holder.

Liberia is located on the west coast of Africa in an area called the Pepper Coast. Beginning in 1820, the American Colonization Society began sending Black volunteers to the Pepper Coast to establish a colony for freed American Blacks. Called Americo-Liberian by the natives, these colonists formed the Republic of Liberia in 1847 with a government modeled on that of the United States. Although they represented less than 5 percent of the Liberian population, the Americo-Liberians controlled key resources that allowed them to govern the local native peoples. As a result, they encountered stiff and sometimes violent opposition from indigenous Africans, who were excluded from citizenship until 1904. Relations continued to be contentious until the eventual overthrow of the Americo-Liberian regime in 1980.

Coming from the then smoky city of Pittsburgh, Holder was enchanted with the beautiful scenery, the friendly people, and the warm Liberian climate. During the day, she worked in the clinic of a hospital established for employees and families of the Bong Mining Company, establishing therapeutic interventions and instituting protocols for safety, hygiene and comfort, health assessment, and health promotion. At night, she would go to the beach to get her feet wet and admire the stars.

At the end of her tour, Holder returned to the United States and was assigned to establish orientation programs for the nursing students at three colleges. At about the same time, Lance Holder came to the United States to earn his master’s degree in agriculture. They kept in touch while he studied at Tuskegee University and got married in her mother’s living room before he left to continue his studies at the University

of California, Davis. Lance Holder returned to Liberia when his father died, leaving him a 1,300-acre farm.

Dorothy Holder stayed behind and finished her tour with USPHS. When her tour was over, she resigned from USPHS so she could go back to school for an advanced degree. She earned her master’s degree in public health at Pitt in 1962 and went back to Liberia to join her husband.

“It was thrilling to help train these midwives and make a positive impact on the health of mothers and babies.”

The Liberian government assigned her to work at the Bong Mining Company as a public nurse supervisor, a position she held for the next 22 years while her husband managed the farm, selling rubber to Firestone, growing fruit, and raising poultry that was sold fresh and frozen to hospitals and stores all over the country.

Holder treated maternity patients in the hospital clinic but quickly realized that more help was desperately needed beyond the hospital walls. At the time, almost all babies in Liberia were delivered by midwives. In hospitals and clinics, these were registered nurses trained in midwifery or certified midwives who had had 18 months of training at a midwifery school. However, in the villages, babies had traditionally been delivered by illiterate and untrained “granny midwives.” Village mothers received no prenatal care, and babies were born under very primitive conditions. As a result, maternal and infant death rates at that time were very high.

Holder made arrangements with the chiefs of the 22 different tribes in Liberia and traveled with clinic

workers to the various villages to work with maternity patients. They visited villages within a 10-mile radius of the clinic, returning to each village every six weeks to give immunizations and checkups and to teach the village women about hygiene, sanitation, and nutrition.

She saw the positive effect these interventions had in the declining death rates for infants and mothers. “It was thrilling to help train these midwives and make a positive impact on the health of mothers and babies,” she says. “We had successful follow-ups. It was very rewarding.”

Building on these successes, Holder had the traditional village midwives come to the clinic, where they learned about the importance of prenatal care, nutrition, immunizations, hygiene, and hydration for infants with diarrhea. Upon completing her training, each traditional midwife received a diploma and a bag with basic supplies, which she was to have refilled at the district clinics.

“Mothers eagerly brought their children to our well baby clinics in the villages, where the infants and children were weighed, immunized, treated for minor illnesses, and referred for more serious conditions,” Holder says. “Teaching child care was stressed.”

But, sadly, there was not enough time to establish the program throughout the country. Following the 1980 coup, political unrest forced Holder to leave Liberia. She returned to her family home in Pittsburgh in 1985 and went to work for the Public Health Nursing Association (PHNA). Holder continued to work for PHNA until she retired in 1989.

“It was hard to give up the farm,” Holder says, “but it has been a good life and I’ve enjoyed it.”

# OPPORTUNITIES REALIZED



Despite notable progress in the overall health of the nation, there are continuing disparities in the burden of illness and death experienced by African Americans, Hispanics and Latinos, American Indians and Alaska Natives, and Native Hawaiians and other Pacific Islanders compared to the U.S. population as a whole.

The National Human Genome Research Institute (NHGRI) Intramural Health Disparities Postdoctoral Fellowship Program provides recent doctoral graduates with the opportunity to use genetic and genomic approaches to advance the growing area of health disparities research. The fellowship involves basic clinical or behavioral research related to populations affected by health disparities and the medically underserved. It also cultivates a diverse group of genetic and genomic scientists who want to engage and educate the public in and about genomic research.

Bashira Charles (MSN '03, PhD '08) combined her clinical knowledge with her knowledge of genetics to explore the genetic factors associated with disease susceptibility as a recent fellow at NHGRI.

“I was very lucky that I went to the University of Pittsburgh,” she says. “Though my PhD was in nursing, Pitt tailored a program of study for me.”

For her PhD project, Charles collaborated with both the human genetics and epidemiology departments on the genetic basis of diabetic retinopathy. She received the Ruth L. Kirschstein National Research Service Award, now known as the Research Service Award, to support her doctoral research. Charles conducted a related study using data and genetic material from the Epidemiology of Diabetes Interventions and Complications Study, which she published in the February 2010 issue of *Ophthalmic Research*.

In 2009, Charles accepted a postdoctoral position at the National Institute of Nursing Research (NINR), where she became interested in investigating complex

human diseases. In particular, she wanted to focus on the genetic factors associated with diabetes and its related complications, specifically problems that diabetic patients have with their small blood vessels.

“Raymond Dionne, my mentor at NINR, recommended that I apply for the health disparities postdoctoral fellowship,” she says. Dionne is NINR’s scientific director and interim intramural training director.

Charles applied for the fellowship and began looking for a mentor. She was impressed by Charles Rotimi, director of NHGRI’s Center for Research on Genomics and Global Health (CRGGH), and his studies of African ancestry populations.

“I selected Rotimi as a potential mentor because his research interests coincided with the follow-up work I had proposed on diabetes-associated phenotypes and diabetes complications,” she says.

At CRGGH, Charles conducted a genomewide association study of uric acid in African Americans and a project investigating the association of interleukins with measures of obesity and insulin resistance. She also contributed to a review paper on statistical genetics.

Charles would like to remain at the National Institutes of Health as an investigator or staff scientist researching complications associated with diabetes. She hopes to combine her clinical background, knowledge of genetic epidemiology, and administrative skills.

“The opportunities I received at the University of Pittsburgh School of Nursing and the collaboration that was facilitated with the Department of Human Genetics and the Department of Epidemiology laid the foundation for me to make the accomplishments I have made to date,” she says.

For more information about the NHGRI Intramural Health Disparities Postdoctoral Fellowship Program, please visit [www.genome.gov/26525053](http://www.genome.gov/26525053).

# A Gift to the School of Nursing Is as Easy as One, Two, Three

Making a planned gift is simple and doesn't have to cost you anything today.

1. **Life insurance:** Transfer ownership of a life insurance policy to Pitt nursing.
2. **Bequest:** Remember Pitt nursing in your will.
3. **Individual retirement account (IRA):** Name Pitt nursing as a beneficiary of a retirement account.



## Life Insurance

Alumni and friends may want to make a significant gift but wonder whether they will have the resources to do so. Using life insurance to make a gift to the School of Nursing is a wonderful way to provide now for a future gift to the University of Pittsburgh. Life insurance can be an excellent tool for making a charitable gift because it can amplify the benefit of a gift to be considerably more than the cost of the gift to the donor. This can be accomplished by using an existing policy or by creating a new policy.

By naming Pitt as the owner and beneficiary of an existing life insurance policy, a donor can maximize the assets he or she has now to help Pitt nursing continue its great legacy. It is important that the University of Pittsburgh is named as the irrevocable owner of the policy and not just its beneficiary in order to receive the best tax benefit. If the gifted policy is fully paid, the donor will receive a tax deduction that is the lesser of either the policy's fair market value or the total of the donor's net premium payments. If premiums are still payable, Pitt will ask the donor to make tax-deductible contributions offsetting the University's

payment of those premiums. Pitt reserves the right to keep such a policy in force during the donor's lifetime or to terminate it sooner for its cash surrender value.

Alumni and friends can also choose to name Pitt as the owner and beneficiary of a new policy insuring the life of the donor. By making manageable premium payments, the donor can create a large future gift for the University of Pittsburgh. The donor can make premium payments directly to the insurance company or the premium notices can be sent directly to the University, and the donor can, in certain circumstances, make annual donations to offset the premium payments. These gifts can be tax deductible. There is no deduction for setting up the policy itself.

As always, it is recommended that a financial planner and/or attorney be consulted when considering which investment is best for the donor. For more information about how to make a meaningful gift to the School of Nursing, please contact the director of alumni relations and development, Janice Devine, at 412-624-7541 or jad154@pitt.edu.



Lighthouse Imaging, South Bend, Ind.

## Lou Holtz Comes to Pitt!

**Save the Date**  
**June 13, 2013**

Oakmont Country Club

Proceeds benefit the Nancy Glunt Hoffman Memorial Fund to support an endowed Oncology Chair at the University of Pittsburgh School of Nursing.

For additional information or to be added to the invitation list, please contact Janice Devine at 412-624-7541 or jad154@pitt.edu.

# ALUMNI NEWS + NOTES

## 1950s

**Mary Louise Balgo Peters** (BNEd '50), BSN, MSN, worked among Native Americans in Wyoming and Arizona after receiving her undergraduate degree from Pitt. She next spent about five years working in Alaska and then earned an orthopaedic nursing certificate in England and a MSN at Boston University before returning to the University of Pittsburgh, where she earned her master's degree in public health. She worked for the Pan American Health Organization in the Caribbean and Central America; became director of the Trust Territory School of Nursing on the island of Saipan; and finally worked as a nursing consultant for the U.S. Public Health Service stationed in Dallas, Texas, until her retirement in 1987.

## 1960s

**Margaret (Marge) Shandor Miles** (MN '65) received the 2012 Leadership in Research Award from the Southern Nursing Research Society at its annual meeting in New Orleans, La., in February. Miles considers mentoring graduate students and young faculty members in their research careers to be her most important role as a leader.

## 1970s

**Susan Larsen Beck** (MN '78), PhD, FAAN, has been named the Oncology Nursing Society's 2012 Distinguished Researcher. Beck is professor and Robert S. and Beth M. Carter Endowed Chair in Nursing at the University of Utah College of Nursing in Salt Lake City, Utah. She is widely recognized for her research focused on improving the troubling symptoms experienced by people with cancer.

The honor recognizes her outstanding research contributions that have enhanced the science and practice of oncology nursing.

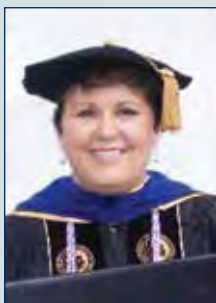
**Debra Rizzo Brady** (BSNEd '74, MNEd '81), PhD, is working as an associate professor at the College of Nursing, Health Sciences Center, and University of New Mexico in Albuquerque, N.M. Brady was involved with nursing administration, public policy, and nursing regulation for 20 years as the nursing education consultant and executive director of the New Mexico Board of Nursing.

**Anne Crawford** (BSN '78), a compliance officer with Highmark Blue Cross Blue Shield, was elected president of the board of Sojourner House, a residential rehabilitation center in Pittsburgh.

**Mary Jean Flaherty** (MN '72), PhD, FAAN, was honored as an American Academy of Nursing fellow "In the Spotlight" and inducted into Duquesne University School of Nursing's Distinguished Alumni Hall of Fame in March. A member of the Sisters of Charity, she has educated nursing students at all levels and has been published in 30 peer-reviewed journals as well as a number of other publications. She currently serves on the review panels of three nursing journals. The World Health Organization honored her for establishing the first BSN program in Indonesia, and she has been a member of many boards, including the China Medical Board. In addition, she has been a consultant and evaluator for the Middle States and

Southern Regional Education Board as well as for the National League for Nursing.

**Maryann F. Fralic** (MN '73), DrPH, FAAN, received the American Organization of Nurse Executives (AONE) 2012 Lifetime Achievement Award. This award honors an AONE member who is recognized by the broader nursing community as a significant leader in the nursing profession and has served AONE in an important leadership capacity, demonstrating the qualities of leadership and service to the nursing profession through his or her professional and personal example.



Jeanne Dettis Hopple

### Jeanne Dettis

**Hopple** (BSN '77), MSN, earned her Doctor of Philosophy degree in December 2011. She presented her dissertation research as a poster, "Adherence Practices of Caucasian Women with Hypertension Residing in Rural

Florida: An Exploratory Study," at the American Academy of Nurse Practitioners annual meeting in Orlando, Fla. in June. Hopple is a board-certified family, adult, and acute care nurse practitioner and has more than 35 years of nursing experience, including more than 19 years working as a nurse practitioner in a variety of inpatient and outpatient settings in Florida. She also has mentored nurse practitioner students from various colleges of nursing over the past 10 years. In 2008, she was

awarded courtesy assistant professor at the University of Florida College of Nursing.

**Suzan Ulrich** (MN '78), DrPH, associate dean of midwifery and women's health at Frontier Nursing University, has been named one of only 20 Robert Wood Johnson Foundation Executive Nurse fellows from across the country for 2012. Ulrich joins a select group of nurse leaders chosen to participate in this three-year world-class leadership development program that is enhancing nurse leaders' effectiveness in improving the nation's health care system.

## 1980s

**Ava M. Puccio** (BSN '84, PhD '08), assistant professor in the Department of Neurological Surgery at the University of Pittsburgh School of Medicine, received a K99/R00 Career Transition Award from the National Institute of Nursing Research to examine the relationship of gene variance and expression to brain oxygenation. The grant is titled Transcriptomics in Traumatic Brain Injury: Relationship to Brain Oxygenation and Outcomes.

## 1990s

**Erin Colvin** (BSN '97, MSN '05), clinical director of the Children's Home of Pittsburgh & Lemieux

Family Center, has been selected as the 2012 recipient of the Loving Heart Award, presented by the Pennsylvania Chapter of the Children's Heart Foundation, for supporting a family during its son's heart transplant and recovery at Children's Hospital of Pittsburgh of UPMC.



Erin Colvin

## In Memoriam

**Andrea J. Backers**  
(BSN '91), July 2012

**Margaret L. Balog**  
(BSNEd '51), MPH,  
December 10, 2011

**Marjorie Gerke Barnard**  
(BSN '46), May 21, 2012

**Helen Meyer Johnson Baughman**  
(BSN '51), January 18, 2012

**Margaret Jenkins Buzza**  
(BSN '49), April 25, 2012

**Martha Irene Clark**  
(BSNEd '56) MLIT,  
January 3, 2012

**Beverly Benz Hogan**  
(BSN '59), March 1, 2012

**Virginia A. Lang**  
(MLIT '53), March 17, 2011

**Rita Bayer Leyn**  
(BSN '61, MNEd '66),  
July 23, 2012

**Lois Gregory Norton**  
(BSN '54) April 19, 2012

**Nancy Contakos Plumb**  
(BSN '61, MNEd '67),  
January 2, 2012

**Mary Anne Ayotte Schulz**  
(MSN '97), April 13, 2012

The Children's Heart Foundation, a nonprofit organization of volunteers committed to funding research on congenital heart defects, presents two awards annually to outstanding individuals in Pennsylvania who make a difference in the lives of children affected by congenital heart defects.

**Maria Crain** (BSN '99), MSN, is working as a pediatric nurse practitioner at the Food Allergy Center at Children's Medical Center in Dallas, Texas.

**Kristin DeLucia** (BSN '09) is a certified lactation counselor working in the neonatal intensive care unit at Geisinger Medical Center in Danville, Pa.

**Amy Boris Driscoll** (BSN '98) is a health advisor at Greenbrier Intermediate School in Chesapeake, Va.

**Kristine Closky Gosnell** (BSN '91), MSN, MBA, is co-owner of Sterling Healthcare Associates Inc., a health care information technology (IT) consulting firm specializing in health care IT implementations, training, and project management. Gosnell is also a certified project management professional.

**Maria Hamidi** (BSN '94) is a nurse recruiter at UPMC Presbyterian in Pittsburgh.



Patricia D. Horoho

**Patricia D. Horoho** (MSN '92) was named a 2012 Distinguished Alumni Fellow by the Pitt Alumni Association. A U.S. Army lieutenant general and U.S. Army surgeon general and commanding general, Horoho was

recognized for her outstanding professional achievement and community service. Horoho was

also the featured speaker at the University of Pittsburgh 2012 Commencement Convocation.

**Donna Martsof** (PhD '91) was elected a 2012 fellow of the American Academy of Nursing and also was hired as associate dean for research at the University of Cincinnati College of Nursing.

**Julie Alexander Royzman** (BSN '97) is working as an occupational health nurse at Pfizer Inc. in New York, N.Y. She recently earned board certification as an occupational health nurse case manager.

**Kerry Washburn** (BSN '91) is working as a critical care nurse in the medical-surgical/transplant intensive care unit at the University of Washington Medical Center in Seattle, Wash., and as an organ recovery coordinator for LifeCenter Northwest.

Washburn's interest in organ recovery and transplantation started during her student days at Pitt. "I discovered how to gain access to the observation domes over the UPMC Presbyterian operating rooms and was able to watch Thomas Starzl do transplants," she says. Washburn recalls an event from her student days: "I was returning to the dorm from a clinical when the bus I was riding hit a pedestrian. Everyone on the bus looked at me (in my Pitt student nurse uniform) to do something," she says. "It was the first time I experienced how the public regards nurses. The pedestrian was treated for broken bones and released."



Kerry Washburn

### 2000S

**William (Will) C. Seybert** (BSN '08) is working as a staff nurse in the cardiothoracic intensive care unit (ICU) at UPMC Shadyside in Pittsburgh, Pa.

**Erica Shadle** (BSN '05) is working in the neuro ICU at UPMC Presbyterian in Pittsburgh.

**Heidi L. Stogard** (MSN '08) left primary care to become a subinvestigator on the TODAY

Study. Stogard spent 10 days in Kenya providing pediatric care to poor residents in Nairobi.

**Kim Wachenfeld** (BSN '07) is working as the chief nursing officer for a hospital in Port-au-Prince, Haiti, through Project Medishare ([www.projectmedishare.org](http://www.projectmedishare.org)). "The two-year anniversary of the earthquake just passed, which is hard to believe in some ways as I drive around [Haiti]. You would think it happened yesterday," she says. "I know my time here will be a challenging one, but I think I am up for it and ask for your support and prayers."

**J. Roger Glunt**, University of Pittsburgh alumnus and emeritus trustee and 2002 School of Nursing Honorary Alumnus, was inducted as a 2012 Distinguished American in the Lou Holtz/Upper Ohio Valley Hall of Fame. Named in honor of legendary football coach Lou Holtz, the hall of fame recognizes outstanding residents and natives of the upper Ohio Valley who serve as inspirational role models for the region's young people.

Glunt has been raising money to fund a chair in oncology nursing in honor of his sister, School of Nursing alumnus **Nancy Glunt Hoffman** (BSN '62), whose life was cut short by cancer. More than \$30,000 was raised at this year's seventh annual Nancy Glunt Hoffman Memorial Golf Outing, bringing the fund closer to the \$1.5 million goal.

## Upcoming Events

### 2012 Homecoming Reception

Friday, October 12, 2012

1–3 p.m.

First-floor Lobby, Victoria Building

### Cameos of Caring® Awards Gala

Saturday, November 3, 2012

6 p.m. Reception and Auction

7 p.m. Dinner and Awards Presentation

David L. Lawrence Convention Center  
Spirit of Pittsburgh Ballroom  
1000 Fort Duquesne Boulevard  
Pittsburgh, PA 15222

For the latest event information, visit [www.nursing.pitt.edu](http://www.nursing.pitt.edu) and click on Events in the sidebar.

## 2012 Alumni Program and Convocation

### Alumni Day Coincides with Convocation This Year

This year, Dean Dunbar-Jacob gave returning alumni an opportunity to be part of the convocation program, the kickoff to the academic year, at the beautifully restored University Club on campus. On Monday, September 10, 2012, the 2012 Distinguished and Honorary Alumni were honored, milestone class reunion groups were recognized, and the dean presented the state-of-the-school address.



### Longtime Staff Members Retire

Assistant Director of Alumni Relations Joan Nock retired from the University of Pittsburgh at the end of June 2012 after nearly 18 years of service—all at the School of Nursing. She worked to establish and maintain relationships with the school's more than 12,000 alumni as well as to connect with current students, serving as liaison between the Nursing Alumni Society Executive Board and the Pitt Alumni Association. In 2003, Nock was named a School of Nursing Honorary Alumnus. Other staff retirees included Marcia Hammerle, Ruth Inkpen, and Irene Petrovich.



Janice Devine (right), director of alumni relations and development, tours the John Muir Medical Center in Walnut Creek, Calif., with former Pitt graduates April Fredley Mundy (BSN '93) and Lori Ghetian Olive (BSN '82), who both work in the rehabilitation unit.

### Keep Your E-mail Address Current

Make sure you receive the Pitt School of Nursing e-newsletter and other notifications from the School of Nursing. Please keep your e-mail address current with your alma mater by notifying Janice A. Devine at [jad154@pitt.edu](mailto:jad154@pitt.edu) to add or update your e-mail address.



## Fall Open House

Saturday, October 20, 2012

Victoria Building first-floor lobby  
9 a.m.–noon

- Learn about the graduate and undergraduate programs at the marketplace
- Network with graduate program faculty members and current students
- Tour the school of nursing
- Attend the undergraduate information session at 9:30 a.m.
- Enjoy refreshments

No registration is necessary. For directions or more information, visit [www.nursing.pitt.edu](http://www.nursing.pitt.edu) or call 412-624-4586 or 1-888-747-0794.



## Black History Month Tea



The School of Nursing's second annual Black History Month Tea was held on Wednesday, February 29, 2012 at the University Club in Pittsburgh. Featured speaker Candi Castleberry-Singleton, chief inclusion and diversity officer at the University of Pittsburgh Medical Center (UPMC), gave a dynamic presentation on the importance of dignity and respect in our work and daily lives.

Castleberry-Singleton is responsible for developing UPMC's inclusion strategy, including its Dignity & Respect Campaign and Cultural Competency Initiative, as well for overseeing progress toward system-wide goals involving more than 55,000 employees. In 2008, she launched the UPMC Center for Inclusion.



From top to bottom: Candi Castleberry-Singleton with Dean Jacqueline Dunbar-Jacob and Robert Hill, Pitt vice chancellor for public affairs; alumni and student attendees; Dorothy Holder (BSN '48), Castleberry-Singleton, and Nadine Frye (BSN '47).



## Health Resources and Services Administration Leader Visits University of Pittsburgh School of Nursing

Mary Wakefield, PhD, administrator of the Health Resources and Services Administration (HRSA) came to the School of Nursing in August to lead a roundtable discussion on issues facing the nursing profession. HRSA, an agency of the U.S. Department of Health and Human Services, is the primary federal agency responsible for improving access to health care services for people who are uninsured, isolated, or medically vulnerable. Over the past two years HRSA has awarded more than \$28 million in grants to the University of Pittsburgh, including almost \$2.5 million in grants to the School of Nursing.

Dean Jacqueline Dunbar-Jacob; Sandra Engberg, associate dean for clinical education; Julius Kitutu, assistant dean for student services; and John O'Donnell, director of the nurse anesthesia master's program, joined Wakefield in the discussion from the School of Nursing. Everette James, JD, MBA, associate vice chancellor for health policy and planning for the schools of the health sciences at the University of Pittsburgh, and representatives from the office of U.S. Senator Robert P. Casey Jr. also attended.

# Continuing Nursing Education

The University of Pittsburgh School of Nursing's Department of Continuing Nursing Education (CNE) provides a variety of on-campus and online educational activities to promote life-long learning for professional nurses focusing on the areas of advanced practice, education, leadership, and reentry into

practice. A current calendar of scheduled educational activities is available on the School of Nursing Web site, [www.nursing.pitt.edu](http://www.nursing.pitt.edu); click on the link for continuing education. For specific information or with questions, call 412-624-3156 or e-mail [conted@pitt.edu](mailto:conted@pitt.edu).

## LIVE LEARNING ACTIVITY

### PHARMACOLOGY AND CLINICAL PRACTICE UPDATE SERIES—Now Available via WebEx

October 13, November 3, and December 1, 2012

January 5, February 2, March 2, April 6, May 4, and June 8, 2013

This year marks the third year of this popular series that focuses on pharmacology updates with corresponding clinical practice implications. The goal of this series is to provide evidence based information related to pharmacology advances with parallel clinical practice concepts.

These CNE sessions will be conducted live at the School of Nursing, and via WebEx, with preregistration from 8:30 to 11:30 a.m. A complete listing of topics can be found on the CNE Web site.

**Program Fee: \$60 per session (discounts are available when registering for two or more sessions)**

**CNE Contact Hours: 3 per session**

## NEW ENDURING/ONLINE ACTIVITIES

### PRACTICAL UNDERSTANDING OF FUNCTION IN RHEUMATOID ARTHRITIS

Five health care experts provide insight into rheumatoid arthritis (RA) and its effect on patients and their functionality in this enduring online CNE activity. Videos discuss the need for functional assessment in patient evaluation and demonstrate how use of the RA Joint Count tool facilitates effective evaluation for improved outcomes.

**Program Fee: Free**

**CNE Contact Hours: 1.5**

### ADVANCED INFORMATICS—COLLECTING, ACCESSING, AND USING DATA: WHAT DO STUDENTS, PATIENTS, AND NURSE EDUCATORS NEED TO KNOW?

This CNE activity, designed specifically for nurse educators, will provide the tools and strategies for incorporating informatics concepts into nursing curricula. The topics will be presented in the context of BSN, MSN, and DNP Essentials as well as informatics competencies. In addition to hands-on exercises for educators in electronic health literacy, national quality data sets, and databases, each module in this activity shares learning strategy exercises that can be implemented in a nursing program.

**Program Fee: \$50**

**CNE Contact Hours: 2.5**

## BEST PRACTICES IN ONLINE COMMUNICATION

This educational activity is designed to provide guidelines and examples to help educators communicate information to students in a way that will promote effective learning. This activity is specifically focused on helping to present an entire course online. However, it will also support the planning, designing, and evaluation of online materials. The strategies presented in the activity are based on a student-centered approach. The activity design provides information and direction that promotes meaningful, lasting learning objectives and outcomes.

**Program Fee: \$50**

**CNE Contact Hours: 2.5**

## BEST PRACTICES IN EVALUATING ONLINE LEARNING

Should learning be designed forwards or backwards? What is the 3-step process for designing assessment? Best Practices in Evaluating Online Learning will ensure "faculty presence" in online courses and learning activities. Sample rubrics, worksheets, and video tutorials that assist educators in evaluating online courses and programs to assess student learning in those settings are shared. The ideas presented will guide the creation of competency assessments using simulation and developing appropriate measures for interactive and independent learning.

**Program Fee: \$50**


**CNE Contact Hours: 2.5**

## SPEAKERS BUREAU

The Department of Continuing Nursing Education has established a speakers bureau of alumni experts. Alumni interested in volunteering to develop and present live and/or online CNE learning activities for the School of Nursing should complete a short form found on the School of Nursing Web site, [www.nursing.pitt.edu](http://www.nursing.pitt.edu); click on the link for continuing education and select "Speakers Bureau Volunteers."

## ALUMNI LEARNING NEEDS ASSESSMENT

The Department of CNE continuously assesses the learning needs of our alumni. This assessment will guide future CNE planning and is a requirement of our American Nurses Credentialing Center (ANCC) accreditation. Alumni are encouraged to complete a brief questionnaire that can be found on the School of Nursing Web site, [www.nursing.pitt.edu](http://www.nursing.pitt.edu); click on the link for continuing education and select "Learning Needs Assessment." Your participation is greatly appreciated.



**Although the October 2010 release of recommendations from the Robert Wood Johnson Foundation Initiative on the Future of Nursing: Campaign for Action at the Institute of Medicine (IOM) continues to generate discussion and debate, all the recommendations are evidence based and provide a foundation for change.**

A recommendation of particular concern to the University of Pittsburgh School of Nursing's continuing nursing education department is "ensuring that nurses engage in lifelong learning." Before the release of this recommendation, there were other reports that warned of problems with continuing nursing education (CNE). The 2008 Josiah Macy Jr. Foundation report, *Continuing Education in the Health Professions: Improving Healthcare through Lifelong Learning* and the 2009 IOM report *Redesigning Continuing Education in the Health Professions* supported the need for CNE to take place over a lifetime, to stretch beyond the classroom, and to incorporate a broader variety of learning methods and theories. The reports recommended that programs be learner driven, allowing the learning to be tailored to the individual's needs. The reports identified concepts to be included, such as self-directed learning and practice-based learning, as well as techniques that teach how to identify problems and apply solutions. They concurred that all CNE activities need to have measurable objectives and evidence-based outcomes.

It is imperative for nurses, representing the largest segment of the health care workforce today, to keep abreast of new information within the rapidly changing health care environment. Nurses are on the front line and are held responsible for ensuring patient safety initiatives that directly impact health care outcomes. The focus of our CNE activities is to foster a culture of curiosity and to actively support the enhancement of the registered nurse's professional

development, especially in the areas of administration/leadership, education, and advanced practice. The American Nurses Association (ANA) Scope and Standards of Practice for Nursing Professional Development and the ANA *Code of Ethics for Nurses with Interpretive Statements* (2010) support this focus, and CNE accreditation criteria exemplify it. Ultimately, the responsibility to engage in lifelong learning activities rests upon the professional nurse. But there may be barriers that derail nurses from pursuing professional development.

In an effort to address these barriers, the University of Pittsburgh School of Nursing and the UPMC Center for Nursing Excellence and Innovation forged a unique collaboration. The goal was to break down some of the obstacles that may prevent nurses from participating in CNE activities. Through this collaboration, all UPMC nurses receive a 50 percent discount on School of Nursing CNE activities. In addition, the CNE department conducted a learning needs assessment to obtain insight into topics of interest to nurses and preferences on format, delivery, and scheduling.

Using the information from the assessment, the CNE department is developing a variety of live and enduring learning activities that address the nurses' stated needs and interests in the areas of administration/leadership, education, and advanced practice. These programs will begin this fall and will be available to all nurses.

This is just one example of how the University of Pittsburgh is taking a proactive leadership role to support the Future of Nursing: Campaign for Action vision: "All Americans have access to high-quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success."

The reports recommended that programs be learner driven, allowing the learning to be tailored to the individual's needs.

For more information or to register for any of these learning activities go to [www.nursing.pitt.edu](http://www.nursing.pitt.edu) and click on the link for continuing nursing education.

The University of Pittsburgh School of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

## Faculty Honors



Susan Albrecht

**Susan Albrecht** (BSN '75, MN '78), PhD, FAAN, associate dean for external relations and associate professor in the Department of Health and Community Systems, received the 2012 Leo Czarniecki Award in recognition of her outstanding teamwork, enthusiasm, and effort on behalf of the University of Pittsburgh Department of Athletics.

**Catherine Bender**, PhD, FAAN, professor in the Department of Health and Community Systems, was named eighth on the list of "75 Nursing Professors You Would Be Lucky to Have Teach Your Classes" by CNAThrive.com.

**Rose Constantino**, PhD, JD, FAAN, coauthored a book, *Forensic Nursing: Evidence-based Principles and Practice*, published by F.A. Davis Company.

**Annette DeVito Dabbs** (PhD '03), BSN, MN, FAAN, professor and chair of the Department of Acute/Tertiary Care, was selected as a fellow in the American Association of Critical-Care Nurses Leadership for Academic Nursing Program. This fellowship is designed to develop leadership skills in new and emerging executive administrators in BSN and graduate nursing programs and to better prepare participants for the role of dean or director of an academic nursing unit.

**Heidi Donovan**, PhD, associate professor in the Department of Acute/Tertiary Care, was named a finalist for the 2012 Nightingale Awards of Pennsylvania in the Nursing Research category.

**Jacqueline Dunbar-Jacob**, PhD, FAAN, dean and professor at the University of Pittsburgh School of Nursing, was named advisory professor at Fudan University in Shanghai, China.

**Linda A. Dudjak** (MSN '83, PhD '97), BSN, associate professor in the Department of Acute/Tertiary Care, was elected to another term on the University (of Pittsburgh) Senate Admissions and Student Aid Committee.

**Judith A. Erlen** (BSN '66), MSN, PhD, FAAN, professor, director of the PhD program, and chair of the Department of Health and Community Systems, received a 2012 Provost's Award for Excellence in Mentoring and was honored by the Eastern Nursing Research Society (ENRS) with its Distinguished Contributions to Nursing Research Award. The Award is given annually to an ENRS member who has earned doctoral and postdoctoral research, has demonstrated evidence of outstanding contributions to

nursing research, has a sustained record of contributions to nursing research, has a sustained publishing record emanating from the program of research, and has documented contributions of research and research-related activities.

**Marie A. Fioravanti** (DNP '12), MSN, assistant professor in the Department of Acute/Tertiary Care, successfully defended her Doctor of Nursing Practice capstone project, *Developing a Unit-based Committee for the Implementation of Evidence-based Practice*.

**Tammy M. Haley** (MSN '02, PhD '12), nursing professor and coordinator of the Bachelor of Science in Nursing program at the University of Pittsburgh at Bradford, received the 2012 Faculty Teaching Award. This honor is given to only one Pitt-Bradford faculty member each year.

**Margaret S. Hannan** (MSN '01, PhD '07), BSN, assistant professor in the Department of Health Promotion and Development, was elected treasurer of the National Association of Pediatric Nurse Practitioners.

**Rosemary L. Hoffmann** (BSN '77, MSN '83), PhD, coordinator of the clinical nurse leader master's program and assistant professor in the Department of Acute/Tertiary Care, was appointed to serve on the Commission on Nurse Certification Board of Commissioners.

**Jennifer Hagerty Lingler** (MSN '98, PhD '04), BSN, assistant professor in the Department of Health and Community Systems, had her abstract, "Development of a Standardized Approach to Disclosing Amyloid Imaging Results in MCI," highlighted for the news media at the 2012 Alzheimer's Association International Conference.

**Kathy Magdic** (MSN '92, MSN '95, DNP '10), FAAN, assistant professor and coordinator of the acute care nurse practitioner area of concentration in the Department of Acute/Tertiary Care, was elected chair of the Acute Care Nurse Practitioner Content Expert Panel of the American Nurses Credentialing Center.

**Michael Neft**, BSN, MSN, DNP, assistant professor in the Department of Acute/Tertiary Care, was elected chair of the American Association of Nurse Anesthetists' Practice Committee.

**Lorraine M. Novosel**, BSN, MSN, PhD, assistant professor in the Department of Health Promotion and Development, was named a Hartford Institute for Geriatric Nursing Geriatric Nursing Research scholar.



Marie A. Fioravanti



Margaret S. Hannan



Kathy Magdic



Lorraine M. Novosel



John M. O'Donnell

**John M. O'Donnell** (MSN '91), BSN, DrPH, associate professor in the Department of Acute/Tertiary Care and director of the Nurse Anesthesia Program, was selected to be an associate editor of the journal *Clinical Simulation in Nursing* and was nominated to the Agency for Healthcare Research and Quality National Advisory Council for Healthcare Research and Quality for the American Association of Nurse Anesthetists.



Margaret Rosenzweig

**Kathryn R. Puskar** (MN '71), MPH, DrPH, FAAN, professor and coordinator of the psychiatric mental health clinical nurse specialist area of concentration in the Department of Health and Community Systems, had her psychosocial intervention Teaching Kids to Cope selected for inclusion in the National Registry of Evidence-based Programs and Practices by the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration, which reviews interventions based on the criteria of quality, dissemination, and translation of research.



Elizabeth A. Schlenk

**Margaret Rosenzweig** (MSN '86, PhD '01), associate professor in the Department of Acute/Tertiary Care, was named a finalist for the 2012 Nightingale Awards of Pennsylvania in the Nurse Educator-Academia category.

**Elizabeth A. Schlenk**, BSN, MA, PhD, associate professor in the Department of Health and Community Systems, and **Lucille Sowko** (BSN '82, MSN '11), MEd, instructor in the Department of Acute/Tertiary Care, received the 2011-12 Dean's Distinguished Teaching Award for the Tenure Track and nontenure Track, respectively, in recognition of their use of effective teaching assignments, their time and effort in class preparation, and their tremendous creative talent in facilitating the growth of our students.

**Judith A. Tate** (MSN '91, PhD '10), research associate in the Department of Acute/Tertiary Care, received the 2012 Award for Exceptional Postdoctoral Research Poster on Aging from the Aging Institute of the UPMC Senior Services and the University of Pittsburgh at the sixth annual Research Day on Aging.

**Susan W. Wesmiller** (BSN '77, MSN '83, PhD '10), instructor in the Department of Acute/Tertiary Care, had her poster selected as one of the best poster presentations at the University of Pittsburgh Postdoctoral

Association 2012 Data & Dine Symposium. Her poster was titled, "The Association of CYP2D6 Genotypes and Postoperative Nausea and Vomiting in Adult Orthopaedic Surgical Patients."

## Grants

**Willa Doswell**, PhD, FAAN, associate professor in the Department of Health Promotion and Development, received a School of Nursing 2012 Nursing Excellence in Teaching and Technology (NETT) Award for her proposal, which described a variety of technologies used in her class NURNP 3218, with issues related to family health theories, multicultural families, and health care policies.

**Judith A. Erlen** (BSN '66), MSN, PhD, FAAN, professor, director of the PhD program, and chair of the Department of Health and Community Systems, received a Technology: Research in Critical and Chronic Illness award, a predoctoral and postdoctoral training program award, from the National Institutes of Health National Institute of Nursing Research (NINR).

**Mary Beth Happ**, PhD, FAAN, professor and UPMC Health System Chair in Nursing Science in the Department of Acute/Tertiary Care, received an award from the National Patient Safety Foundation for her project, Management of Distractions and Interruptions during Nursing Care in the ICU.

**Nicole Hoh** (BSN '03, PhD '08), assistant professor in the Department of Health Promotion and Development, received an award from the University of Pittsburgh Central Research Development Fund for "Genetics of Neurological Recovery after Spinal Cord Injury: Acute Care Feasibility Study."

**Julius Kitutu**, MSc, MEd, PhD, assistant dean for student services and assistant professor in the Department of Acute/Tertiary Care, received a Health Resources and Services Administration (HRSA) award for "Nurse Faculty Loan Program."

**John M. O'Donnell** (MSN '91), BSN, DrPH, associate professor in the Department of Acute/Tertiary Care and director of the School of Nursing's Nurse Anesthesia Program, received an HRSA award for "Nurse Anesthetist Traineeships."

**Na-Jin Park**, BSN, MSN, PhD, assistant professor in the Department of Health and



Willa Doswell



Judith A. Erlen



Julius Kitutu



Tonya Rutherford-Hemming

Community Systems, received awards from the Pitt Clinical and Translational Science Institute and the University Research Council for “Adjuvant Therapy, Inflammation, and Cardiovascular Risk in Breast Cancer Survivors.”

**Tonya Rutherford-Hemming**, BSN, MSN, EdD, assistant professor in the Department of Health and Community Systems, received an award from Sigma Theta Tau International, the honor society of nursing, for “Impact on Learning Transfer in Nurse Practitioner Students.” Rutherford-Hemming also received a School of Nursing 2012 NETT Award for “Graduate Interviews Using Faculty, Technology and Simulation (GIFTS).”

**Chao Hsing Yeh**, BSN, MSN, PhD, associate professor in the Department of Health Promotion and Development, received a pilot seed grant from the Aging Institute on for her study, Auricular Point Acupressure to Manage Chronic Low Back Pain in Older Adults.



Chao Hsing Yeh

## Degrees

**Jason (Jake) Dechant** (PhD '12), BA, MA, successfully defended his Doctor of Philosophy dissertation, “Exploration of mtDNA Variants in Relation to Post-traumatic Seizure after Severe Traumatic Brain Injury.”

**Alice Jane Haines** (MSN '89, DNP '12), instructor in the Department of Acute/Tertiary Care, successfully defended her Doctor of Nursing Practice capstone project, Decreasing Anxiety and Stress in Care Partners of Lung Transplant Patients through the Use of Mindfulness Meditation.

**Patricia Tuite** (BSN '85, MSN '92, PhD '12), instructor in the Department of Acute/Tertiary Care, successfully defended her Doctor of Philosophy dissertation, “The Influence of Exercise Dose, Exercise Intensity, and Weight Loss and Change in C-reactive Protein in Sedentary Overweight Women.”

**Gretchen E. Zewe** (BSN '73, MEd '80, PhD '12), instructor in the Department of Acute/Tertiary Care, successfully defended her Doctor of Philosophy dissertation, “Examination of Acute Care Nurses’ Ability to Engage in Patient Education Related to Physical Activity as a Health Behavior.”



Jason (Jake) Dechant



Alice Jane Haines

## Transitions

**Dawn Chambers**, BSN, MSN, DNP, was promoted to assistant professor in the Department of Acute/Tertiary Care.

**Denise Charron-Prochownik**, BSN, MSN, PhD, FAAN, professor, was appointed chair of the Department of Health Promotion and Development.

**Elizabeth Crago** (PhD '12) joined the School of Nursing as an assistant professor in the Department of Acute/Tertiary Care.

**Cynthia Danford**, PhD, joined the School of Nursing as an assistant professor in the Department of Health Promotion and Development.

**Annette DeVito Dabbs** (PhD '03), FAAN, was promoted to full professor and appointed chair of the Department of Acute/Tertiary Care.

**Sandra J. Engberg** (MSN '87, PhD '93), BSN, FAAN, associate dean for clinical education and professor in the Department of Health Promotion and Development, was promoted to full professor with tenure.

**Laura Fennimore** (MSN '87, DNP '09), BSN, joined the Department of Acute/Tertiary Care as a part-time assistant professor, nontenure stream.

**Marie A. Fioravanti** (DNP '12), BSN, MSN, was promoted to assistant professor in the Department of Acute/Tertiary Care.

**Catherine Grant** (MSN '88), BSN, DNP, joined the Department of Health Promotion and Development as an assistant professor, nontenure stream.

**Valerie Kogut**, BS, MA, joined the Department of Health Promotion and Development as a part-time instructor, nontenure stream

**Susan Miller**, BSN, DNP, joined the School of Nursing as an assistant professor in the Department of Acute/Tertiary Care.

**Mijung Park**, BSN, MSN, PhD, joined the School of Nursing as an assistant professor in the Department of Health and Community Systems.

**Jeffrey Rohay**, BS, MSIS, MS, PhD, joined the Department of Health and Community Systems as a part-time assistant professor, nontenure stream.



Gretchen E. Zewe



Denise Charron-Prochownik



Sandra J. Engberg



Susan M. Sereika

**Tonya Rutherford-Hemming**, BSN, MSN, EdD, was promoted to assistant professor in the Department of Health and Community Systems.

**Susan M. Sereika**, MPH, PhD, director of the Center for Research and Evaluation, was promoted to full professor in the Department of Health and Community Systems.

**Paula Sherwood**, BSN, MSN, PhD, was promoted to full professor and appointed vice chair for research in the Department of Acute/Tertiary Care.

**Danielle Wymard-Tomlinson**, MSN, DNP, was promoted to assistant professor in the Department of Acute/Tertiary Care.



Paula Sherwood

## Student Honors



Teresa Hagan

**Khalil Yousef**, MSN, received the 2012 PhD Degree scholarship award from the Nightingale Awards of Pennsylvania. His mentor is **Paula Sherwood**, BSN, MSN, PhD, professor and vice chair for research in the Department of Acute/Tertiary Care.

**Teresa Hagan** (BSN '10), predoctoral scholar, received a scholarship from the Dr. Alexander and Frances Minno Graduate Student Resource Fund from the Pitt Alumni Association. This onetime scholarship is awarded to an incoming or currently enrolled Pitt graduate student who also received his or her undergraduate degree from Pitt. Hagan also received a second-place Research Award at the University of Pittsburgh Cancer Institute's Satellite Retreat, Biobehavioral Medicine in Oncology Program, for her presentation, "Ovarian Cancer Survivors' Experiences of Self-advocacy: A Focus Group Study." Copresenters were **Mary Beth Happ**, PhD, FAAN, professor and UPMC Health System Chair in Nursing Science in the Department of Acute/Tertiary Care; **Heidi Donovan**, PhD, associate professor in the Department of Acute/Tertiary Care; and **Judith E. Knapp**, MSW, PhD, project director.

**Susan Miller**, BSN, received a Sheridan Regional Allied Health Scholarship for student registered nurse anesthetists in nationally accredited anesthesiology programs from Sheridan Healthcare, Inc.

**Genevieve O'Shea** (MSN '12), received the 2012 Shirley Negley Kobert Award which is given to a University of Pittsburgh student in honor of Shirley Kobert, MNEd, a pioneer in nurse practitioner education and practice on both the national and state levels. This award is presented each year by the Nurse Practitioners Association of Southwest

Pennsylvania to honor a graduating nurse practitioner student who has exemplified excellence in both academic and clinical areas.

**Colleen Vogelman** (BSN '12) represented the School of Nursing at the CLARION 2012 Interprofessional Team Case Competition in Minnesota. Vogelman was part of a four-member team that included one student each from the Schools of Medicine, Nursing, Pharmacy, and Health and Rehabilitation Sciences.

## Grants

**Stephanie Gilbertson-White** received a research grant from Sigma Theta Tau International and the Hospice and Palliative Nurses Foundation. Gilbertson-White is a postdoctoral scholar with the Cancer Survivorship T32. Her mentor is **Paula Sherwood**, BSN, MSN, PhD, professor and vice chair for research in the Department of Acute/Tertiary Care.

**Kathleen Hopkins**, teaching fellow in the Department of Acute/Tertiary Care, received a grant from NINR for her study, Symptom Experience following Lung Cancer Surgery. In addition, Hopkins' abstract, "Robot-assisted Lung Cancer Surgery: Lessons in Educating Nurses and Patients about Postsurgical Symptom Management," was selected for a poster presentation at the Oncology Nursing Society 37th Annual Congress. Her abstract was also published in an online issue of *Oncology Nursing FORUM* and was available on the conference Web site.

**Zhan Liang** received the Nursing Foundation of Pennsylvania's 2012 Pauline Thompson Clinical Nursing Research Award.



## The Doctoral Nursing Student Organization

The Doctoral Nursing Student Organization (DNSO) was formed in 1989 with the goal of developing and encouraging a spirit of unity, cooperation, and democratic self-government among doctoral students at the University of Pittsburgh School of Nursing. DNSO coordinates activities and provides a channel of communication and representation between doctoral students and the faculty of the school. It also advocates on behalf of the doctoral students to establish funds and programs that will promote the professional development of the doctoral students at the school.

Composed of current nursing PhD students, DNSO encourages students to provide input into the PhD program and curriculum, supports students so they have successful academic experiences, offers opportunities to participate in community service, and provides social activities for students. DNSO developed a peer-mentoring program to pair new students with existing PhD students for academic support and guidance throughout their first year. Students can discuss grant applications, abstracts, manuscripts, presentations, and conference opportunities at brown-bag lunches. Many PhD students benefit from attending the preliminary exam study sessions to improve their abilities in analysis and synthesis of the literature—necessary skills for the exam.

“DNSO is a great support for students to get to know each other,” says Zhan Liang, an international BSN to PhD student. “They planned outside-of-school activities for groups to get together, such as ice-skating and picnics. It provided a lot of fun and also gave us a chance to relax and meet new people around the school.”

“Members of DNSO also participated in the School of Nursing Phone-a-Thon to raise funds for nursing scholarships,” says Karen Wickersham, former DNSO president. “Students from all the school’s programs participated in a very successful event.” DNSO is also supportive of local fundraising events and has sponsored toy drives, collected supplies for shelters through Operation Safety Net, and participated in the Making Strides Against Breast Cancer and American Diabetes Association walks. In addition, DNSO collaborated on a virtual food drive with Sigma Theta Tau Eta Chapter.

“We hope the holiday cards we made for nursing home residents last December gave them a smile, but it’s celebrating each other’s important events or just getting together to have some fun and let off some steam that really keeps the PhD students going,” says Susan Thrane, second-year PhD student.

Current DNSO President Jennifer Thurheimer transferred to Pitt’s nursing PhD program two years ago. “As a transfer student, I was unfamiliar with the University and the city. DNSO was a great way to meet other PhD students and become more involved in both the School of Nursing and with the Pittsburgh community through participating in local events,” she says. “A doctoral program is difficult enough for any student, so finding a support system with other students and faculty is essential. I encourage both new students entering the PhD program and returning students to join DNSO.”

## Pitt Students Shine at the American Association of Nurse Anesthetists Meeting

**Emily Grost** was elected national student representative to the Education Committee of the American Association of Nurse Anesthetists (AANA), the only nationally elected student position in AANA. Grost was selected by her peers from among more than 4,500 candidates.

**Meghan Vucetic** and **Jessica Marino** received Dean M. Cox Memorial Scholarships.

**Adrienne Lafollette** received the Indiana Association of Nurse Anesthetists Scholarship.

**Elicia Morris** gave a podium presentation and a poster, “Ilioinguinal-Iliohypogastric Block with Intrathecal Morphine Decreases Nausea but Not Pain VAS Post-Cesarean Section,” on her research.

## Pitt Selected to Participate in the Jonas Nurse Leaders Scholar Program

The need for nurse educators has never been greater. In the face of a looming nursing shortage, nursing schools across the country were forced to turn away more than 67,000 qualified applicants in 2010 due to more than 1,000 empty faculty positions.



Meghan Mattos

Recognizing the need for more nurse educators, the Jonas Center for Nursing Excellence launched the Jonas Nurse Leaders Scholar Program in 2008 with the goal of preparing nurses with doctoral degrees to step into this critical role. Since it began with six scholars in three states, the program has grown to include 200 students in nearly 85 schools across the United States, making it the largest program addressing the nation’s shortage of nursing faculty members.

In addition to increasing the ranks of nursing faculty, Jonas scholars will also expand the number of advanced practice nurses who can serve as primary care providers and health care leaders—roles that are increasingly vital as the nation’s health care system undergoes sweeping transformations.

The 2012 cohort of Jonas scholars includes 142 doctoral scholars representing all 50 states. The University of Pittsburgh was selected to have one PhD student participate in this leadership development program for 2012–14. Meghan Mattos, MSN, an incoming PhD student, was selected as the school’s Jonas scholar based on her goals of teaching and research as well as her leadership capabilities.



## Programs, Majors, and Areas of Concentration

The University of Pittsburgh School of Nursing gives students an opportunity to study with nationally recognized faculty. Since 1939, the school has prepared students for increasingly demanding practice and academic environments through rigorous educational programs with varied and intensive experiences in applied practice. Our graduate program was ranked seventh in the most recent edition of U.S. News & World Report's "America's Best Graduate Schools," and the school is ranked fifth in National Institutes of Health research dollars.

### Bachelor of Science in Nursing (BSN) Program

- Accelerated Second Degree
- RN Options

### Master of Science in Nursing (MSN) Program

#### Majors:

- Nursing Administration, on site or online
- Clinical Nurse Leader, on site or online
- Nursing Informatics, on site or online
- Nurse Anesthesia

#### Minors:

- Nursing Administration
- Nursing Education
- Health Care Genetics
- Nursing Informatics
- Nursing Research

#### Certificate Options:

- Postbaccalaureate Genetics  
Nursing Research  
School Nurse
- Post-master's Acute Care Nurse Practitioner  
Gerontology  
Health Care Genetics  
Neonatal Nurse Practitioner  
Nursing Education  
Nursing Informatics  
Psychiatric Nurse Practitioner

### Doctor of Nursing Practice (DNP) Program

#### BSN to DNP and MSN to DNP:

- Clinical Nurse Specialist Adult Medical/Surgical
- Nursing Administration
- Nurse Practitioner Acute Care\*  
Adult-Gerontology Primary Care  
Family (Individual Across the Lifespan)\*  
Neonatal\*  
Pediatric Primary Care\*  
Psychiatric Mental Health

BSN to DNP options are available on site only at this time. MSN to DNP options are available on site or online except as noted.

### Doctor of Philosophy (PhD) Program

#### The focal areas of research are:

- **behavioral management of chronic disorders**, including adherence, self-management, technology, and prevention activities;
- **patient management in critical care**, including communication, recovery, and end-of-life care;
- **consumer informatics**, including education, care management, usability, and health literacy;
- **genetics applications** in nursing care focusing on molecular genetics and psychosocial implications; and
- **technology** for nurses and patients to improve care.

*\*Please note that some specializations may require limited travel to Pittsburgh, usually no more than a couple of days toward the end of the program of study.*

## International Affiliations

The school is developing partnerships around the world, including these programs:

- Angkor Hospital for Children, Cambodia
- Birmingham City University, England
- Boromarajonani College of Nursing, Thailand
- Capital Medical University in Beijing, China
- Fudan University in Shanghai, China
- Harbin Medical University, China
- Lutheran University of Applied Sciences, Germany
- Nazarbayev University, Kazakhstan
- Pontifical Catholic University, Chile
- Royal University of Bhutan, Bhutan
- Sultan Qaboos University, Oman
- University of Basel, Switzerland
- University of Eastern Finland, Finland
- UPMC Palermo, Italy

## By the Numbers

**3** The University of Pittsburgh ranks third among public institutions of higher education in federally financed research and development expenditures.

The School of Nursing is ranked seventh in the most recent edition of U.S. News & World Report's "America's Best Graduate Schools"

**7**

**5** The School of Nursing is ranked fifth in National Institutes of Health (NIH) research dollars.

**90** 90 percent of our full-time faculty members are doctorally prepared.

Can you identify the year and the faces below?



If so, contact Joan Britten at 412-624-4663 or [jeb69@pitt.edu](mailto:jeb69@pitt.edu). We will publish your answer in the next issue of *Pitt Nurse*.

Want to share your memories with fellow alumni? Just send us your favorite photo of yesteryear, and we'll run it in an upcoming issue. Submit your pictures to University of Pittsburgh School of Nursing, Joan Britten, 218 Victoria Building, 3500 Victoria Street, Pittsburgh, PA 15261. All pictures will be returned.



#### **Remember When? Photo from Spring 2012 Issue**

The photo that appeared in the spring 2012 issue has been identified as having been taken after the pinning ceremony in 1981. Pictured from left to right are roommates Donna Marie Kandsberger (BSN '81, MSN '84), Nancy Baxter Kravitz (BSN '81), and Ann R. Schlimm (BSN '81). We thank everyone who responded by phone or e-mail.

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Jim Judkis

## What's Happening?

Please share information about your career achievements, advanced education, publications, presentations, honors received, and appointments. We'll include your news in the Alumni News & Notes section as space allows. Indicate names, dates, and locations. Photos are welcome! Please print clearly.

---

Name *(include name at graduation as well as current name)*

---

Degree(s) and Year(s) of Graduation

---

Home Address

---

Is this a new home address? \_\_\_ Yes \_\_\_ No

---

Home Telephone

---

Professional Position

---

Name of Employer

---

Employer's Address

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E-mail Address

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News

---

Complete and return to: University of Pittsburgh  
School of Nursing  
Janice A. Devine  
Director of Alumni Relations and Development  
218 Victoria Building  
3500 Victoria Street  
Pittsburgh, PA 15261  
E-mail: jad154@pitt.edu

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For information on University equal opportunity and affirmative action programs, please contact: University of Pittsburgh; Office of Affirmative Action, Diversity, and Inclusion; Carol W. Mohamed, Director (and Title IX, 504 and ADA Coordinator); 412 Bellefield Hall; 315 South Bellefield Avenue; Pittsburgh, PA 15260; 412-648-7860.

For complete details on the University's Nondiscrimination Policy, please refer to Policy 07-01-03. For information on how to file a complaint under this policy, please refer to Procedure 07-01-03.

\*Except where exempt by federal or state laws. Published in cooperation with the Department of University Marketing Communications. UMC85502-0912



# University of Pittsburgh

School of Nursing  
218 Victoria Building  
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