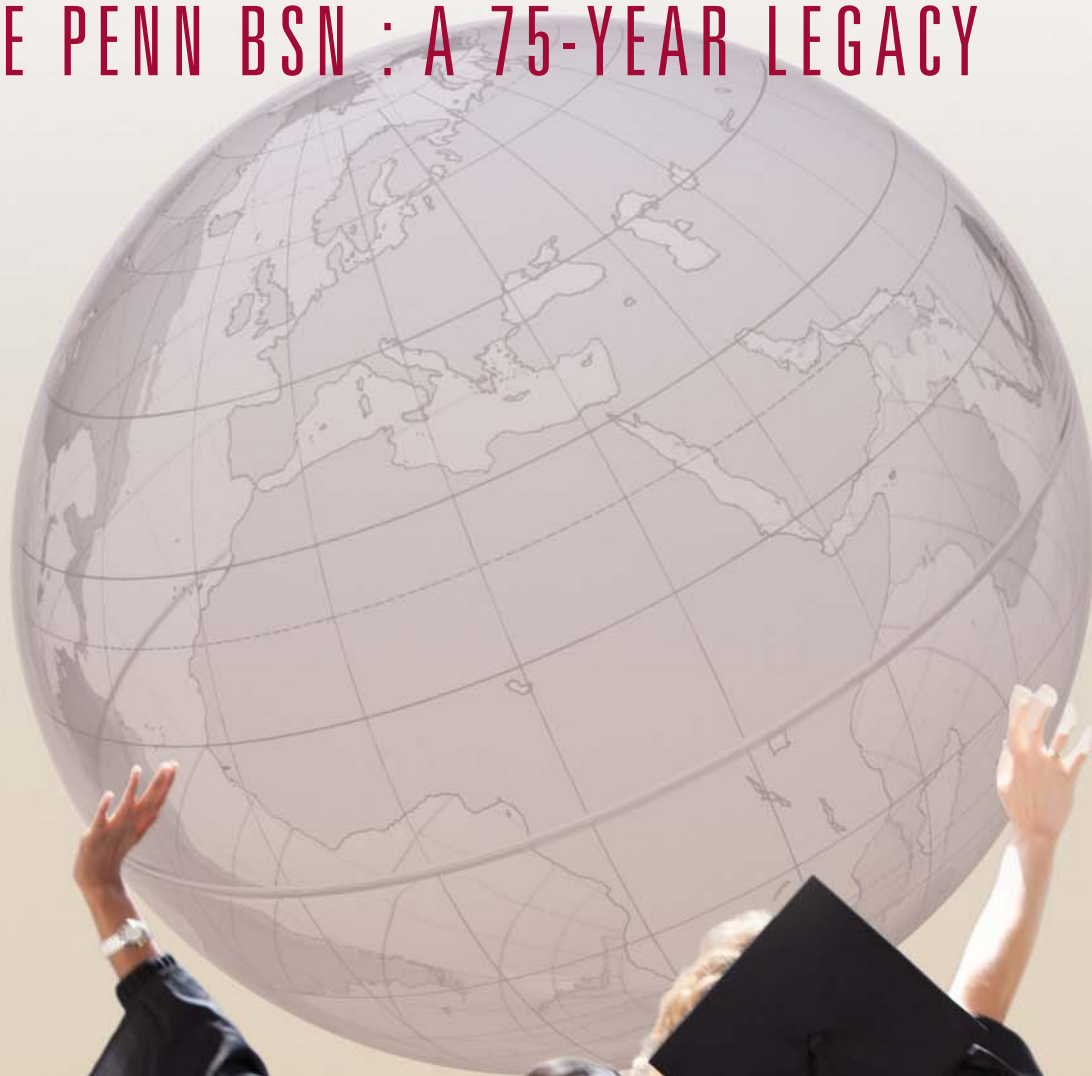


THE PENN BSN : A 75-YEAR LEGACY



CARE TO CHANGE

THE WORLD.™



## PENN NURSING WELCOMES PIK PROFESSOR

Karen Glanz, PhD, MPH, joins Penn Nursing as the School's first Penn Integrates Knowledge (PIK) Professor, a University-wide initiative to recruit top scholars whose research and teaching span multiple disciplines.

With this appointment, Dr. Glanz now joins nine other PIK professors in the University who hold joint appointments between Penn Schools. This prestigious group is aimed at having a different professional perspective in teaching and research, thereby producing integrated science to address complex problem that could not be answered by any one discipline.

Dr. Glanz's appointment will be shared with the School of Medicine as she leads a new center, the Center for Health Behavior Research.

Dr. Glanz has developed, implemented, and evaluated interventions to reduce the incidence, morbidity, and mortality of cancer and cardiovascular diseases. She is currently either Principal Investigator or Co-Investigator on 12 projects ranging from neighborhood nutrition and physical activity to cancer prevention. Her publications – notable for their quantity, quality, and high impact – include more than 270 journal articles and book chapters.



**“Dr. Glanz’s interdisciplinary focus includes nursing, public health, and medicine and will be ideal for forging new and strengthened relationships across boundaries at Penn to create new solutions to public health problems for our city, region, nation, and world. Her research areas on decreasing health risks related to nutrition and obesity match well with our faculty research strengths and are crucial for enhancing quality of care and quality of life, which are ultimately what we strive for in patient care.”**

**DEAN AFAF I. MELEIS, PhD, DrPS (hon), FRCN, FAAN**

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**Design:** The Creative Department, Inc.

**Printing:** Pearl Pressman Liberty

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# The Penn Nursing Baccalaureate Degree: Intellectual Tradition

This exciting issue of *UPfront* is a testament to the progress we have made in our discipline in 75 years, the milestones we are facing in our profession, the richness of the Penn baccalaureate nursing program as either a first or second degree, and the myriad opportunities students have at the School and the University as a whole.

I am writing this column while traveling overseas. Walking through old, majestic buildings reflecting the diversity of neoclassical, baroque, and modern architecture, the sights and sounds of the ancient city of Prague in the Czech Republic prompt me to reflect upon Penn's heritage and future. They both have illustrious histories. Both are global and diverse. Both have survived many leaderships and changes, integrating the old with the new and charting a new path for the future.

Baccalaureate nursing education at Penn was one of the early programs in the United States. Built on a pioneering diploma program, it was originally housed in the School of Education, then within the Division of Medical Affairs, and finally as an autonomous program. Just as the Czech Republic, which was ruled (mostly peacefully) by other countries before it became an independent nation, Penn's baccalaureate nursing program has integrated the best of each phase and been strengthened and enhanced by each period in our 75-year history.

In Prague, you can experience the richness of Europe. In the Penn Nursing baccalaureate program, you can see the effect of the University of Pennsylvania. Prague blends the past with the present. Penn's BSN has evolved over seven-plus decades. Students learn from a well-established, but ever-evolving curriculum. They practice clinically at some of the finest hospitals in the country, a long lasting staple of the Penn Nursing program. As one example, the top-ranked Hospital of the University of Pennsylvania and The Children's Hospital of Philadelphia are next door to the nursing building and clinical sites for both faculty and students. But today's students

also work and practice in high-tech simulation labs. They have access to the most advanced systems and technologies, utilized by healthcare systems across the globe. They travel the country and world to learn from expert patient care providers and gain firsthand strategies to provide culturally competent care. They are taught by leaders in the field and work alongside faculty members who are engaged and passionate about their research and its translation into evidence-based practices and healthcare reform. From working with Dr. Mary Naylor, whose transitional research model of hospital-to-home care for older adults was the basis for legislation that was recently introduced into both houses of Congress (page 46) to working on the largest study of Autism Spectrum Disorders to date with Dr. Jennifer Pinto-Martin (page 12) to developing their own research projects under the supervision of faculty mentorship, the Penn Nursing student is consistently exposed to the evidence that forms the basis of quality care.

As in a great city, a great University embraces a wide variety of styles and opportunities in a rich mix of cultures and intellectual traditions. From our Hillman Scholars (page 29) to our joint degree program with the Wharton School (page 7), from study abroad opportunities allowing students to practice in hospitals, villages, and clinics across the world (pages 20-24) to mentorship partnerships that pair incoming freshmen with expert faculty, fellow students, and alumni – *the Penn difference is about providing a rich educational experience*. Just as the Prague Circle produced scholars who have gone down in history as making a major impact on music, literature, and philosophical thought, our program (with its much shorter history) has produced nurse scientists, researchers, scholars and practitioners who are all thought leaders.

But it is not just the cultural stimulation of Prague that has put me in this optimistic mood. Coming on the heels of President Obama's remarks about the importance of

nurses, the House of Representatives has just adopted the President's fiscal year 2010 budget request of \$263 million for Title VIII Nursing Workforce Development Programs. As Penn celebrates 75 years of baccalaureate nursing education, this important step to increase funding for loan repayment and nurse faculty programs helps ensure that the nation's healthcare needs will be addressed by the next generation of nursing graduates who will be on the frontlines of delivering care.

As I look to our baccalaureate program, I see graduates who are leaders at the bedside and the community. They deliver expert care at home and abroad, from hospitals in Philadelphia to clinics in the poorest regions of the world. They live what we at Penn Nursing believe: that through education, a strong knowledge base, and scientific evidence, they can provide the care that changes the world. When I visit healthcare systems, I repeatedly hear about how the Penn Nursing graduates are well educated, prepared, and ready to tackle complex care situations. It is a true testament to the caliber of Penn students, the faculty mentorship, and the breadth of education and opportunity at the University. It is for all these reasons and more that I am feeling very optimistic about the innovative changes our faculty are making in our programs as we forge on a futuristic path that better reflects globalization, technology, changing demographics, and progress in the health sciences.

It is a strong history, and our legacy grows with each graduating class as we continue to chart a new path for the future. Thank you all for sharing in our history and celebration.



**AFAF I. MELEIS, PhD, DrPS (hon), FRCN, FAAN,**  
the Margaret Bond Simon Dean of Nursing,  
Council General, International Council  
of Women's Health Issues, and  
International Council of Nurses  
Global Ambassador for the Girl Child





**DEAN AFAF I. MELEIS:** "As I look to our baccalaureate program, I see graduates live what we at Penn Nursing

believe: that through *EDUCATION*, a strong knowledge base, and *SCIENTIFIC EVIDENCE*, they can

*PROVIDE THE CARE* that changes the world."



## Looking into the Future, but Building on a Legacy

*A baccalaureate nursing curriculum is a complicated being. It pulls from the past and from the accumulated wisdom of those who would shape a new generation of nurses. Yet it must look to the future and to the needs of patients, families, communities, and global populations that may be anticipated but are not yet known.*



**Dr. Martha Curley**



**Dr. Patricia D'Antonio**

*At Penn Nursing, the question driving the undergraduate curriculum has always been “what will prepare students to be the nurse leaders and nurse scientists not just for today, but for the future?” In our 75th year, we are once again revisiting our School’s curriculum. This has been an exciting process. Faculty have reconfirmed core values that have long animated undergraduate education: that our students participate in the intellectual and social life of the University as well as the School; that our students understand and experience the multi-dimensional meaning of diversity and global citizenship; and that our students hold nursing science as the core of clinical knowledge and judgment.*

*As we look ahead, we see a curriculum that continues the School’s long-standing mission by centering on the primacy of nursing practice that is situated in caring relationships that facilitate health and healing. We also see strengthening the curriculum by more explicitly focusing on four intersection core themes that characterize the complex and contextual nature of nursing practice: engagement, inquiry, judgment, and voice. Through the following pages of this magazine, you will see that these have always been part of the Penn Nursing undergraduate experience. We provide examples of each – undergraduates who have traveled to Memphis to provide prenatal education to women, students whose nursing inquiry has led them to pursue independent research projects, alumni who have used their judgment to effect change in healthcare systems across the globe, and nursing seniors who used their voice to change the health of the School.*

*These are just some of the stories that tell a larger story of the Penn Nursing baccalaureate degree. While the curriculum is being revised to reflect the excitement of preparing future nurses for the challenges of the 21st Century, the changes are based on a legacy of accomplishments.*

**MARTHA CURLEY, PhD, RN, FAAN and PATRICIA D’ANTONIO, GRN’92, PhD, RN, FAAN**  
**Associate Professors of Nursing**

## A 75-Year Legacy

The year was 1935. There was a shortage of public health nurses, and an even greater shortage of nursing faculty. The Pennsylvania State Nurses Association turned to higher education institutions, and the University of Pennsylvania responded by offering a new degree – the Bachelor of Science in Nursing Education. Designed for graduates of hospital diploma programs who were returning to college, the BSNEd prepared them to teach or serve in public health nursing positions, therefore alleviating not just the shortage of nurses, but the dearth of nurse educators.

In October of that year, to celebrate the program's launch, Katherine Tucker, Chair of the newly created Department of Nursing Education, took stage and exclaimed, "I think something awfully exciting has happened in the State of Pennsylvania. To have a great University open its doors to nurses, and open its doors so wide, is significant and means something to nursing not only in Pennsylvania, but all over this country!."

A widely respected leader in public health nursing, Ms. Tucker was correct. Penn's 75-year history of baccalaureate nursing education depicts, in many ways, a larger story of the journey of nursing education, from the hospital diploma graduates who were prepared for careers to the current curricula, which prepares students to be nurse leaders in the 21st Century.

**Dr. Kathleen McCauley, Class of 1965 25th Reunion  
Term Professor of Cardiovascular Nursing – Clinician  
Educator and Associate Dean for Academic Programs**



### Hospital Roots

Perhaps Penn was chosen because nursing education began even earlier. In 1886, when the Hospital of the University of Pennsylvania (HUP) first began operating its School of Nursing, students were the ones to provide most of the nursing care. As the hospital grew, more students were needed.

For many decades since Katherine Tucker's excitement about the University opening its doors wide to the nursing community, most of the student body were graduates of diploma-granting hospital programs. Not until 1944, when the University Trustees authorized a new nursing degree in the Division of Medical Affairs, did the Bachelor of Science in Nursing take root. It was a five-year program, consisting of two years of liberal arts education at Penn followed by three years of nursing training at HUP.

Nursing was advancing, but proving the case for academic nursing as a school in its own right was another story, especially in a predominantly-male establishment. A tireless advocate and the first Dean of Penn Nursing, Theresa Lynch, EdD, RN, made it happen. The year was 1950. Under her leadership, the ongoing programs, housed in the School of Education and Division of Medical Affairs, merged into an independent School of Nursing. Three years later, the four-year BSN program, as we know it, was introduced.

But growth in the degree programs came slowly. For nearly 80 years, diploma schools were the only option for nursing, and many diploma graduates returned to school solely as a means for professional advancement.

Beverly Emonds, HUP'68, Nu'72, GNu'80, was one such student. A graduate of the HUP diploma program, she believed that her hospital-based education gave her more clinical experience than her baccalaureate counterparts. "But it became evident that if I was going to advance in nursing, I would need my BSN," she says. Emonds enrolled part-time in Penn's BSN program immediately following her HUP graduation, and "had the opportunity to be exposed to



A yearbook photo from 1953 depicts students learning "the art of making a bed correctly"

things I hadn't experienced in the diploma program" – such as community nursing and clinical experiences at a private psychiatric facility. From thinking about nursing as a science to reading textbooks written by her professors, "it was a different way of looking at education," she explains.

### The Baccalaureate Program Evolves

Understanding the science behind care had always been essential to the undergraduate nursing curriculum, but it was in the late 1960s, '70s, and '80s that baccalaureate nursing education at Penn matured.

The nursing student was changing, entering the classroom with less clinical experience than their diploma-educated counterparts. But the curriculum was changing too. In 1953, a yearbook caption read: "The art of making a bed correctly and as efficiently as possible is one of the first lessons taught the student nurse." By 1967, students had longer clinical practice periods and were required to take more credits in science courses, such as chemistry and physics.

Students were no longer trained to follow unvarying procedures. Science, always fundamental, became even more essential to understanding the evidence basis of quality care. Penn's education moved from training students in a five (and later, four) year degree to a global concern for health disparities. And research conducted by Penn Nursing faculty helped propel a case for the BSN as the educational foundation for nursing practice to increase and improve patient care.

In a landmark 2003 study published in the *Journal of the American Medical Association*, Linda Aiken, PhD, RN, FRCN, FAAN, found a link between rates of surgical patient mortality to nurse education. Death rates were nearly 35 percent higher at hospitals where less

1 Convention Proceedings, *Penn Points*. (1935).





than 10 percent of nurses had a bachelor's degree than they were at hospitals where more than 70 percent did.

"This research finding has influenced federal and state legislation promoting the baccalaureate degree for nurses, and hospitals throughout the country have established a preference for BSN-qualified nurses in their hiring practices," says Dr. Aiken, the Claire M. Fagin Leadership Professor in Nursing, Professor of Sociology, and Director of the Center for Health Outcomes and Policy Research.

At Penn Nursing, one of the most significant developments in past decades was to open the opportunity for nursing students to take advantage of offerings from the larger University and beyond. Penn Nursing now offered joint degree programs with other Penn Schools, as well as minors in areas across the University. The Second Degree program afforded students with undergraduate degrees in other disciplines direct entry into the nursing program so they could complete their degrees – both BSN and MSN, as most did – in an accelerated time frame. (See page 15 for more on the Second Degree program).

"If you were entering Penn Nursing, you were entering into the richness of the University," says Professor Mary Naylor, GNu'73, GR'82, HOM'91, PhD, RN, FAAN.

Dr. Naylor, the Marian S. Ware Professor in Gerontology and Director of the

NewCourtland Center for Transitions and Health, served as Undergraduate Dean from 1986 to 1999, a period of great transformation in nursing education at the School. Under her tenure, students in N50, Introduction to Nursing, were linked with alumni "so they would begin to see, as freshmen, what opportunities lay ahead," she explains.

At the same time, students could also participate in study abroad programs, completing clinical hours in hospitals overseas and earning college credit from foreign universities. (See page 20 on current study abroad opportunities).

The nursing curriculum was redesigned to reflect the science of the discipline. The then-newly created Senior Inquiry Course, a capstone research course, was developed, adds Kathleen McCauley, Nu'74, GNu'77, GRN'90, GNC'96, PhD, RN, ACNS, FAAN, FAHA, the current Associate Dean for Academic Programs, "to create excitement for the scholarship of nursing and the critical role of nursing research as the base for clinical practice."

Faculty members began teaching "case study" courses, which allowed them the chance to develop courses around their research. (See sidebar on page 8). "The classes showcased our faculty members' interests, areas in which they were passionate about," says Dr. Naylor. "Our thought was always, 'Let's make sure students have access to our strengths'."

### The BSN 2010

Today's Penn Nurse is a testament to this vision. The nutrition minor, offered jointly between Nursing and Penn's College of Arts and Sciences, is the largest in the University, graduating more students annually than any other minor. "Nursing students learn to think through the problems they're going to encounter so they'll be especially prepared when they see them in practice," says Professor and Faculty Director of the nutrition minor Charlene Compher, PhD, RD, FADA, CNSD. It is an exemplar of "the intellectual Penn and the practical Penn," adds Dr. McCauley, the Class of 1942 Term Professor. "Learning the science of nutrition will help non-nursing students live healthier lives."

Penn Nursing students can also pursue dual degrees or minors with the College of Arts and Sciences, the Annenberg School for Communication, the Wharton School, or Penn Engineering.

As a Nursing undergraduate with a minor in French, junior Katherine Goldschmidt, Nu'11, has been taught by professors from Madagascar and Paris and studied alongside classmates from across the University. "By learning about another country and its history, culture, and values, I am better able to evaluate my own view of the world and re-evaluate my thought process when dealing with patients," says Ms. Goldschmidt, who hopes, one day, to work in Francophone Africa.

## TIMELINE of Baccalaureate Nursing Education at the University of Pennsylvania

**1935:**

The Department of Nursing Education is created in the School of Education. Registered nurse graduates with diplomas from hospital training schools can earn a Bachelor of Science in Education degree, with majors in public health nursing or nursing education

**1937:**

The Master of Science in Education, with a major in Nursing Education, is established in the School of Education

**1944:**

The Trustees of the University of Pennsylvania authorize a newly-created School of Nursing (within the Division of Medical Affairs) to grant the Bachelor of Science in Nursing degree. The five-year degree program consists of two years of liberal arts college education and three years of clinical hospital training at HUP

**1950:**

The programs in the School of Education and the Division of Medical Affairs merge to create an independent School of Nursing, including the five-year program leading to the Bachelor of Science in nursing and the programs leading to the Bachelor of Science in Nursing Education. Graduate programs remain in the School of Education

**1951:**

The School of Nursing initiates a program for graduates of diploma schools that leads to a Bachelor of Science degree in nursing. This gradually replaces the baccalaureate program in nursing education





Senior G.J. Melendez-Torres, Nu'11, W'11, is president of the Student Nurses at Penn and represented the School when he served as Chair of the Nominating and Elections Committee for the National Student Nurses Association (NSNA). He is currently serving on NSNA's Resolutions Committee, where he will help guide and determine the policies debated and voted by the NSNA House of Delegates.

Sophomore Jeffrey Lee, Nu'12, W'12, is a student in the Nursing Undergraduate Honors Program, a highly selective program that gives students the opportunity to develop mentorship relationships with leading health researchers within the School and across Penn's campus; participate in collaborative research projects, presentations, and publications; contribute to the knowledge base for health and nursing research; and showcase and present projects at student research symposia in both the School and University. Through the Provost Undergraduate Research Mentoring (PURM) program, Mr. Lee is working alongside Dr. Naylor and Research Assistant Professor Karen Hirschman, SW'96, SWP'01, PhD, MSW, to examine interventions for cognitively-impaired patients on the team's National Institute on Aging and Marian S. Ware-funded Enhancing Care Coordination Study<sup>2</sup>. A joint degree student in Nursing and Wharton, he will earn both his BSN from

#### CHANGING THE WORLD THROUGH HEALTHCARE AND FINANCE

*Carol Hanselman, Nu'09, W'09, GNu'10, put her dual degrees from Nursing and Wharton to work as an intern for HOPE International, a faith-based non-profit organization, focused on alleviating physical and spiritual poverty through microenterprise development. Hoping to find an intersect between healthcare and microfinance, Ms. Hanselman and two businessmen colleagues formed LifeNet Medicine, a start-up endeavor created to distribute healthcare supplies to the world's poor.*

*"The Penn Nursing vision to 'care to change the world' and Dr. Julie Sochalski's nursing leadership course [N370, the theory portion of the "capstone clinical" that seniors take during their last semester] taught me to consider the wider scope of nursing as a profession," Ms. Hanselman explained. "I helped start LifeNet Medicine to enable nurses in Africa to distribute medicines in their villages, as they may be the only healthcare providers their communities will ever see."*

*The LifeNet model leverages the work of existing microfinance organizations as distribution channels for lifesaving supplies in a method that's both sustainable and scalable. In the winter of 2008, LifeNet*

*partnered with HOPE International to better understand the healthcare challenges facing microfinance entrepreneurs, selecting Burundi, one of the poorest countries in the world, for the project's pilot location. Ms. Hanselman spent the past summer living and working in Burundi, where she provided first-hand research for the launch of the pilot program this Fall.*

*"I've already been overwhelmed with the need for help from nurses in all aspects of health," she wrote in her first week there. "Today I visited a clinic in the slums where 22 patients were staying in a room the size of my bedroom, with 3-4 people per bed. One child was going through a seizure as I walked into the room."*

*In Burundi, she learned from members of all health sectors, including rural clinics, private pharmacies, government hospitals, and the Minister of Health. Before her return to the United States, Ms. Hanselman began the registration process for LifeNet Medicine in Burundi, anticipating the start of operations in 2010.*

*"The critical thinking skills of a Penn Nursing degree enabled me to assess the needs of Burundian communities from a public health perspective, identifying high rates of malaria, diarrhea and typhoid and the lack of disease prevention such as mosquito nets and hand washing," she said.*

2 National Institutes of Health, National Institute on Aging, (R01AG023116-04)

**1953:**  
The School of Nursing replaces the five-year baccalaureate degree in nursing with a four-year calendar program

**1958:**  
The Xi Chapter of Sigma Theta Tau, National Honor Society for nurses, is established at the School of Nursing

**1961:**  
Graduate nursing education moves from the School of Education to the School of Nursing. The School of Nursing offers the Master of Science in Nursing Education degree

**1969:**  
All undergraduate students of nursing (both registered nurses and traditional students) are admitted into the generic baccalaureate curriculum

**1974:**  
The Trustees of the University of Pennsylvania votes to close the Hospital School in order to provide more adequate clinical practice areas for the students enrolled in the college curriculum

"While baccalaureate nursing education has always focused on caring for patients across the spectrum, *OUR SCIENCE* – from Dr. Loretta Sweet Jemmott's research on cultural competence in understanding risky behaviors to Dr. Aiken's studies on the impact of the BSN-prepared nurse – has helped inform the way we think about *EDUCATION.*" **KATHLEEN MCCAULEY, PhD, RN, ACNS, FAAN, FAHA**



**Michelle Lu, a joint degree student in Nursing and Wharton, interviews a young woman at the HUP clinic for a study on economic abuse in dating relationships**

the School of Nursing and a Bachelor of Science in Economics from the Wharton School with a concentration in Healthcare Management and Policy. (See sidebar on page 7).

Michelle Lu, Nu'12, W'12, entered Penn as a Wharton student who worked as a research assistant with Assistant Professor Anne Teitelman, PhD, CRNP, on a project that examines partner abuse and HIV risk among adolescent females. "Dr. Teitelman has encouraged me, as a non-nursing student, to draw connections from my own area of study. She challenges me to analyze the data by pulling in principles from

"If you were entering **PENN NURSING**, you were entering into

the richness of the University." **MARY NAYLOR, GNu'73, GR'82, HOM'91, PhD, RN, FAAN**

economics, and I have gained an interdisciplinary understanding between healthcare and economics," says Ms. Lu, who is now enrolled in the dual degree program with Nursing and Wharton.

Dr. Teitelman (who received the 2009 Dean's Award for Undergraduate Scholarly Mentorship) and Ms. Lu's collaboration led them to explore economic abuse in serious adolescent dating relationships, which has since been funded by a PURM grant. Their study aims to address how relationships affect girls' ability to acquire, use, and maintain economic resources in a low socioeconomic setting where resources are already scarce.

At Penn Nursing, mentorship extends beyond the research realm. All undergraduates are partnered with faculty mentors, peer mentors, and alumni. After junior Alyssa Topilow, Nu'11, mentioned her interest in working in hospital management to her mentor, Assistant Professor Nancy

Hanrahan, GR'04, PhD, RN, Ms. Topilow was immediately introduced to Associate Professor Victoria Rich, the Chief Nursing Executive at HUP.

Dr. Rich, PhD, RN, FAAN, then connected her with nurse managers at the hospital, and Dr. Hanrahan helped her prepare for an interview with advice as well as a mock question-and-answer session. Over the summer, Ms. Topilow became one of the first undergraduate students to participate in a paid internship at HUP, where she assisted nurse managers and learned the complex role of a nurse manager in the hospital system.

Much has changed at Penn and in nursing since 1935. And as the curriculum is again restructured and redesigned to meet the needs of 2010 and beyond, the focus remains on how to best prepare undergraduate students to be nurse scientists in the 21st Century, leveraged for a career at the bedside, community, nation, and world.

## COURSE SPOTLIGHT – N555: WOMEN AND INCARCERATION

*The class is held on Thursday evenings. Four weeks are spent at the School of Nursing; 10 weeks at Philadelphia's Riverside Correctional Facility (RCF), the city and county jail for women.*

*N555: Women and Incarceration is designed to give students the opportunity to explore the healthcare needs of incarcerated women and examine the concepts at the heart of the criminal justice system. Open to Penn students at all levels in the University – nursing students learn alongside undergraduate and graduate students from Schools across campus, such as engineering, social work and law – the course provides a firsthand experience of the complex and often substantial physical and mental health needs of women in jails and prisons.*

*Over the semester, in addition to learning about identified physical and mental*

*health issues, Penn students work alongside the women of RCF to develop and deliver health education programs on subjects chosen by the RCF students. Past semesters' topics have included: how to avoid sexually transmitted infections, the safe use of contraception, and strategies to promote emotional and spiritual health. The health education projects are interactive and draw upon the life experience and expertise of both groups of students. They are also developmentally appropriate, culturally sensitive, and reflective of the diverse knowledge base and literacy levels of the audience. Past presentations have showcased considerable RCF and Penn student creativity. For example, in the face of limited prison resources, students wore aprons on which their classmates were assigned the task of accurately locating the female reproductive organs.*

*"We always discuss 'culturally-competent' care in class, but it's much more effective*

*to learn what this means, firsthand," says Laura Anderson, Nu'09, GNu'11, a Second Degree undergraduate nursing student who completed the course last Spring. "If we're going to learn about healthcare for incarcerated women, then we need to learn about their environment and needs directly from them."*

*Course faculty hope this course will inspire students to work in correctional health systems and develop a deeper understanding of the lives of women who are incarcerated. "Issues of poverty, addiction and lack of healthcare service access are so often misunderstood, or ignored, in this population. Going into the correctional facilities and being with these women as educational peers is often a life changing experience for our students," says course director Dawn Durain, CNM, MPH. "Whatever we can do to expand the horizons of both groups of students is time well spent."*





Penn's 75-year history of baccalaureate nursing education depicts, in many ways, a larger story of the journey of nursing education, from the hospital diploma graduates who were prepared for careers to the current curricula, which prepares students to be *NURSE LEADERS* in the 21st Century.



Penn Nursing students in 1953 (above), 1973 (right), and 2007 (below)



gained more than 10 pounds on purpose  
 gained more than 10 pounds without trying  
 lost more than 10 pounds on purpose  
 lost more than 10 pounds without trying  
 stayed about the same weight  
 Do you have health insurance coverage?  
 Do you have?



Left to right: Betsy Silverstein, Jennifer Hicks, and Maggy Diaz recruit participants in a North Philadelphia grocery store for a study examining shopping habits

**TERRI LIPMAN, PHD, RN, FAAN:** "...at Penn, there are faculty who *MENTOR STUDENTS* to develop and carry out their own *RESEARCH*, and that professional development is really important."



Dr. Lipman and Jennifer Hicks have received the 2009 Undergraduate Mentored Research Award to study the effects of economic hardship on health and food choices



## The Penn Nursing Scientist

While the world of research can often summon images of laboratories, surveys, data analysis, and rigorous academic writing, for Penn Nursing undergrads, research means all this and more. Nursing research is the evidence for best practices for quality care, and one of the most distinguishing features of the Penn Nursing baccalaureate degree is the science and research base that exists beyond the curriculum and in the many ways Penn students advance and translate nursing science.

Maggy Diaz, Nu'11, a rising sophomore, knew that she was interested in research but was wary of being isolated in an office. The native Spanish speaker wanted to serve minority communities and study health disparities, but struggled to find her direction as a College freshman. It wasn't until she worked as a translator on a student-led nursing research project to promote breastfeeding in new mothers that she saw how nursing science presented an academic path for her interests.

"The response from these young immigrant mothers was inspiring, and I realized I love educating people about health," says Ms. Diaz, who transferred into Penn Nursing soon after.

She has since connected with Associate Professor Janet Deatrack, HOM'96, PhD, RN, FAAN, and currently works on one of her NIH-funded projects that studies parents and children following diagnosis and treatment of brain tumors and how to manage the possible loss of function<sup>3</sup>. Dr. Deatrack's current, 3-year, NIH-funded study examines mothers as caregivers.

"At Penn, we are fortunate to work in a rich clinical and research environment, so it makes sense that experience with clinical research should be at the core of the student experience," says Dr. Deatrack. "Maggy is developing ways to think about research problems and gaining the skills for working in an interdisciplinary team."

In addition to helping coordinate the operations of a major research grant, Ms. Diaz also translates questionnaires into Spanish on a current project by Terri Lipman, GNu'83, GRN'91, PhD, RN, FAAN, and fellow undergraduate Jennifer Hicks, Nu'09, GNu'11.

Ms. Hicks, a Second Degree BSN student, has earned a bachelor's degree in biochemistry from Boston University and a master's degree in nutrition from the University of Massachusetts Amherst. She worked as a clinical research coordinator, but found her patient interaction was limited to recruiting and scheduling and wanted to learn more about the application of research. For Ms. Hicks, nursing was an opportunity to learn the hands-on implementation of evidence into practice.

Her interest in nutrition led to work with Professor Terri Lipman, whose current project examines the effects of "material hardship" (as a result of unemployment, housing foreclosure, and/or lack of insurance) on health and food choices.

Dr. Lipman's study, in collaboration with Dr. Carolyn Cannuscio from the Center for Public Health Initiatives, involved surveying residents of four cities regarding their economic security, health and food choices, and observing the shopping habits of people in low-income supermarkets. In times of material hardship, will people increase their purchase of inexpensive, unhealthy foods? With her nutrition and research background, Ms. Hicks considered how the study could be improved and is examining the proportion of total supermarket expenditure on unhealthy food and the macronutrient content of the food purchases in three states: Nevada, Pennsylvania, and California.

Ms. Hicks and Dr. Lipman have received the third annual Undergraduate Mentored Research Award, a \$5,000 grant designed to support a faculty and undergraduate student mentee pair.

**Jennifer Hicks collects grocery receipts and photographs food purchases to examine total expenditure on unhealthy food and macronutrient content of purchases**



3 NIH/NINR Mothers as Caregivers for Survivors of Pediatric Brain Tumors (R01 NR009651-01A1)



Under the mentorship of Assistant Professor Anne Teitelman, Second Degree student Tali Averbuch is working as the project manager on a study to assess low-income young women's attitudes about sexual health

"It is not unusual for students to assist with faculty research," says Dr. Lipman, who has worked extensively with undergraduates on different areas of research. "But at Penn, there are faculty who mentor students to develop and carry out their own research, and that professional development is really important."

Nursing senior Blair Kraus, Nu'10, GNu'12, received the Undergraduate Research Mentorship Award in 2008 to develop an ancillary study of Professor Jennifer Pinto-Martin's \$6.5 million CDC-funded Study to Explore Early Development (SEED) that aims to identify risk factors for Autism Spectrum Disorders (ASDs)<sup>4</sup>. It is the largest national study on developmental disabilities to date.

Pinto-Martin, HOM'98, PhD, MPH, is the Viola MacInnes/Independence Professor of Nursing and Director of the Center for Autism and Developmental Disabilities Research and Epidemiology. SEED will assess children and their parents and will include three groups: children with ASDs, children with other developmental disorders, and typically developing children. This will allow for investigation of the role of environmental exposures and genetic factors in the etiology of ASDs.

A member of Dr. Pinto-Martin's team, Ms. Kraus is looking at a technique to reduce anxiety in children with ASDs during clinical visits. Autistic children experience anxiety in new settings and this can make clinical evaluation challenging. A picture book is used to prepare children in the SEED for the clinical setting and clinical routine. Ms. Kraus

will evaluate the efficacy of this approach in reducing anxiety in the participants.

Under the mentorship of Assistant Professor Anne Teitelman, PhD, CRNP, Second Degree student Tali Averbuch, Nu'08, GNu'10, has worked as the project manager on Dr. Teitelman's research study to assess low-income young women's attitudes about sexual health. While still an undergraduate, she contributed to a manuscript published in *The Journal of Obstetric Gynecological and Neonatal Nursing*.

"Several times, Anne has shared with me surprising findings from her studies, offered to train me in a new methodology, or just talked through with me how I can use our research findings to improve the quality of care that I offer as a women's health nurse," says Ms. Averbuch, BSN, RN.

Through working on grants and one-on-one mentoring with faculty, undergraduates with a serious research interest gain first-hand experience. The central role of research within the curriculum is also evidenced in the Senior Inquiry course. A semester-long literature review and research publication project, the class is a capstone project for undergraduates. Examples of past projects include investigating the prevalence of violence against people who are homeless, assessing midwifery practice in Guatemala, and investigating the medical use of marijuana for pain control.

"Before Penn Nursing students get to this course, they are already grounded in science and evidence-based practice," says course

director and Lillian S. Brunner Professor of Medical-Surgical Nursing Marilyn Sommers, Nu'72, PhD, RN, FAAN. "What changes is that many of them go from using research as the basis for clinical practice to becoming researchers. As they experience the thrill of discovery, they realize how they can be part of the creation of new knowledge. Not only will they follow where science leads, but they will lead the science."

For some undergraduates, publishing papers is not something to prepare for in the future – it is already on their résumé. *The Journal of Nursing Student Research (JOSNR)* is one of the only student-run research journals published in the country. It provides a forum for students, often in collaboration with faculty, to see their work reviewed, printed, and distributed into the field far earlier than they might have thought possible when considering their research trajectory.

Through the Penn Institute of Urban Research, Penn student Allison Ramsey-Lefevre examined the effectiveness of a Philadelphia after-school program on the physical fitness of its participants. Under the mentorship and direction of School of Nursing faculty member Stella Volpe, PhD, RD, LD/N, FACSM, she conducted the study and published her findings in the second issue of JOSNR. "It was my first opportunity to participate in a research project, experience the Institutional Review Board process, work with partners to develop a project, and write a formal paper on the results," she says.

For Dr. Volpe, the experiences of conducting research and disseminating the findings is invaluable for all students. "Nobody knows you've done research unless you publish it," she adds. For Ms. Ramsey-Lefevre, "the experience was rewarding and challenging and fun. It left me with an appetite for research and the confidence that I can see a project from inception to finish."

4 U.S. Centers for Disease Control and Prevention (U10-DD000182)





**JANET DEATRICK, HOM'96, PhD, RN, FAAN:** "At Penn, we are fortunate to work in a rich clinical and research environment, so it makes sense that experience with *CLINICAL RESEARCH* should be at the core of the student experience."

<https://caregiverproject.securesites.com>



Sophomore Maggy Diaz works on Associate Professor Janet Deatrick's NIH-funded project that examines parents and children in the aftermath of brain tumors and how to manage the possible loss of function





**FILOMENA CIRCELLI, ASSOCIATE DIRECTOR OF ACCELERATED PROGRAMS:** "These students are adding to the profession of nursing simply through their *ECLECTIC BACKGROUNDS*... and they all seem to want the same thing: to work in healthcare and to *HELP PEOPLE.*"



The incoming 2009 accelerated student class poses with faculty members and staff. The 87 new students hail from more than 20 states, have traveled internationally, and include Peace Corps volunteers, AmeriCorps volunteers, and armed forces officers, among others



## Second Time Around

Raised in a Vietnamese refugee camp, Second Degree student Aileen Thai had limited interaction with the healthcare system. She learned more about nursing only after shadowing a nurse practitioner through a summer internship in college. "I didn't really know what nursing was about until then," she says, but adds, "my path has always been geared toward this field."



One has a Doctorate in Naturopathic Medicine. Another worked for two years as a marine biology teacher on Catalina Island. There's the chemist who spent a year in Qatar as a Chemistry Academic Assistant at Weill Cornell Medical School and the Peace Corps volunteer who worked alongside community leaders in Madagascar. Their ages range from early 20s to mid 40s, and they hail from states as close as New Jersey to countries as far away as Thailand.

Traditional nursing students they are not. They've quit jobs, forgone salaries (often lucrative ones), and embarked upon the ever-daunting task of returning to school, taking prerequisites, studying for midterms, and participating in everything else that accompanies the life of an undergraduate. And they've done it all for one simple reason: to become a nurse.

"These students are adding to the profession of nursing simply through their eclectic backgrounds," explains Filomena Circelli, Associate Director of Accelerated Programs at Penn Nursing. "And they all seem to want the same thing: to work in healthcare and to help people."

"I always said that I wanted to make money in the first part of my life and make a difference in the second," says Don Payette, Nu'09, GNu'11, a current BSN Second Degree Program student, sub-matriculated in the Psychiatric-Mental Health Nurse Practitioner program.

Prior to joining Penn, Mr. Payette, who studied mathematics as an undergraduate, worked for Intel. There, he developed a product line for internet telephone services that had a \$250 million revenue stream. In his 46 years, he has traveled the world. He once helped raise \$50,000 in one night to support people living with HIV/AIDS in his hometown. While campaigning during the 2004 presidential elections, Howard Dean stopped by his house in Austin, Texas and, over bites of chocolate chip cookie dough ice cream, answered Mr. Payette's questions on the Iraq war and equal rights for gay, lesbian, bisexual, and transgendered Americans.

On the other end of the Second Degree spectrum is 23-year-old Aileen Thai, Nu'09, GNu'11, who joined the program a year after completing her undergraduate coursework in community health and psychology at Tufts University.

Raised in a Vietnamese Refugee Camp, Ms. Thai's only exposure to healthcare occurred just a few times a year, when she would wake up at 5 am, board an overcrowded bus, and travel two and a half hours into Saigon to receive medicine, vaccinations, and other necessary medical care. Even after her family immigrated to America in 1993, she had limited interaction within the healthcare system. It was only in college, after shadowing a nurse practitioner for a summer internship, that she began to learn more about the nursing profession. Upon completing her undergraduate degree, Ms. Thai worked for the New York City Department of Health, counseling and educating Mandarin-speaking women who were pregnant and Hepatitis B positive. "I knew as an undergraduate that nursing would help me, but I wanted a year in practice to confirm that," she explains. "Looking back, my path has always been geared toward this field." Ms. Thai is currently sub-matriculated in the Family Health NP Program.

Jorge Roman was a premed student at UCSD, where he majored in biology with a specialty in animal physiology. While he didn't envision himself as a doctor, he was always inclined to health sciences. But for six years following graduation, he switched gears completely, working in human resources – hiring, firing, and managing employee relations for a California staffing company.

"It was a great job," Mr. Roman reflects, "but it didn't define me. I wasn't growing, I wasn't contributing to anyone's life." His life goal now, he says, is to reduce health disparities. It's a goal that brought him to Penn Nursing, where he is also sub-matriculated in the Family Health Nurse Practitioner program. "Working in HR, I was coming from a place where I wasn't challenged at all professionally, and so I

wanted to come to a place where I'd be challenged intellectually."

One of the greatest advantages that enables the best and brightest to enroll in the Second Degree program at Penn is the financial aid packages students receive. Because students are working toward their bachelor's degrees, they are recognized as undergraduate students and therefore eligible for University of Pennsylvania aid, which, most notably, may include a no-loan package. In the incoming Second Degree class, two-thirds of students who applied for aid received grants of \$30,000 or more.

"Penn could have imposed a financial aid requirement only for those undergraduates completing their first degree, therefore making our Second Degree students ineligible for aid. But they didn't," says Circelli, Associate Director of Accelerated Nursing Programs. "We're lucky that Penn is so committed to access and diversity."

*According to the American Association of Colleges of Nursing<sup>5</sup>, accelerated nursing programs – in which individuals with non-nursing degrees can earn their BSN in about 12-18 months – are the fastest growing, entry-level programs being considered by four-year nursing schools. At Penn Nursing, the growth is apparent. When the program first began as a pilot program in 1990, it enrolled seven students. Today, there are 135. Students typically complete their BSN within 18 months, but most also sub-matriculate into one of Penn's 17 MSN programs, adding, on average, an additional year or more, depending on their chosen specialty.*

<sup>5</sup> [www.aacn.nche.edu/Publications/issues/Aug02.htm](http://www.aacn.nche.edu/Publications/issues/Aug02.htm)



“...in the incoming Second Degree class, **TWO-THIRDS OF STUDENTS** who applied for aid **RECEIVED GRANTS** of \$30,000 or more.”

#### FOUR YEARS LATER: NOTES FROM A SECOND DEGREE ALUM

*The caliber of students that come to Penn and the unique make-up of each Second Degree class sets the stage for excellence even before taking into account the quality of teaching and rich educational opportunities that abound at Penn Nursing. I discovered this during a visit to the School while I was in the midst of applying to several similar programs after completing my master's degree in International Public Health from Boston University. I wanted to complement my education with a comprehensive clinical program so that I could treat patients independently and work in underserved communities, nationally and internationally, to bring healthcare access to needy people while bridging the health disparities gap. Penn offered me everything I was looking for in a nursing program (as well as a generous financial aid package), and I found myself moving to Philadelphia to re-enter school as a student of the Second Degree BSN-MSN Family Nurse Practitioner program in June 2005.*

*Flash forward four years. I am an ANCC-certified Family Nurse Practitioner. I have moved halfway around the world to take my first job in a clinic on the Big Island of Hawai'i, in a small town called Hilo. I am employed by Bay Clinic, Inc., a group of five federally qualified community health centers (FQHCs) that operate in four different rural communities in Hawai'i. The number of our annual visits exceeds 50,000 and we serve approximately 16,000 patients from underserved communities around the island, many of whom are uninsured. Even though resources do exist*

*on the island, many are out of reach for our patients and we must learn to help them in whatever way we can, given the difficult realities of our patients' lives and the limitations we face.*

*Penn Nursing helped prepare me for my new career as a Family Nurse Practitioner working with an underserved population in a rural environment in so many ways. The classroom teaching and clinical training I received throughout the course of my two degrees, along with strong faculty mentorship along the way, gave me the knowledge base and confidence I needed to succeed as a Family Nurse Practitioner working in a challenging environment. Additionally, taking advantage of other extracurricular experiences prepared me for the daily realities of my new career. Whether it was doing research (including a trip to Botswana to collect data) and publishing articles with Assistant Professor Christopher Coleman, PhD, MPH, APRN, ACRN, FAAN, and other faculty in the Center for Health Disparities Research; embarking on a summer research fellowship to Malawi with the Global Health Program of Penn Medicine; providing breast and cervical cancer screening to women of rural West Virginia with faculty member Wendy Grube, MSN, CRNP, RH; or working as a medical-surgical registered nurse for two years at the Hospital of the University of Pennsylvania, I know that the Second Degree BSN-MSN program was integral to making all of these experiences possible and for providing me with the opportunity to become an NHSC Scholar and make my dream of working with underserved communities a reality.*

**KATHERINE BALL, Nu'06, GNu'08, GR'12**

The Penn community is enriched by students who bring their diverse professional, education, and life experiences into the classroom. But it's a mutually beneficial relationship.

Second Degree student Aparna Kumar, Nu'10, GNu'12, entered the program with an impressive educational pedigree (bachelor's degree in political science from the University of Illinois at Urbana-Champaign, master's in human rights and international affairs from Columbia, and MPH from the University of Malawi College of Medicine) and extensive qualitative research background (ranging from conducting rapid health needs assessments in Mozambique through a Fulbright Scholarship to conducting an HIV/AIDS Knowledge, Attitude, Practical study in Malawi that consisted of nearly 50 focus groups, 900 surveys, and 50 interviews).

At Penn Nursing, Ms. Kumar hoped to strengthen her quantitative research skills. Now, in her first year, she works with Assistant Professor Nancy Hanrahan, GR'04, PhD, RN, CS, on a study that measures the effectiveness of using advanced practice psychiatric nurses to perform tailored home-based interventions for mentally ill persons infected with HIV. Dr. Hanrahan's research team previously found the rate of HIV infection was seven times higher in people who suffer from mental illness and ongoing findings show that such interventions lower HIV viral loads, reduce mental health symptoms, and decrease substance abuse.

Ms. Kumar, a recent addition to Dr. Hanrahan's team, is learning to use statistical software to help manage the data. "Eventually," Dr. Hanrahan predicts, "she'll establish her own study that she can use this data for. There are always 100 questions to answer after you answer one."





"I always said that I wanted to make money in the first part of my life and

***MAKE A DIFFERENCE*** in the second." **DON PAYETTE, Nu'09, GNu'11**

Before his first class even began, Mr. Payette was introduced to Associate Professor Mary Ersek, PhD, RN, FAAN, a renowned expert in pain and palliative care in older adults. They met at a gathering for students and faculty in Dean Meleis' home to welcome incoming Second Degree students. He has since worked with her on research projects, and when Dr. Ersek traveled to Botswana earlier in the year to train 60 nurses and physicians on palliative care, Mr. Payette helped her put the presentation together by completing an extensive literature review, integrating findings, and coordinating with international colleagues. Although he was unable to accompany her, it was an ideal project for someone interested in palliative care, with 20 years of international marketing experience. And through a short-term study abroad program, Mr. Payette completed clinical hours in Botswana this past summer. (See page 20 for more on Study Abroad).

When Ms. Thai first saw the list of faculty advisors for the senior inquiry course – a capstone course for all undergraduates that requires students to write a paper synthesizing original research and related literature to formulate implications for clinical practice – she was surprised to see the names of the most prominent faculty members at the School. As she soon learned, her interest in immigrant health is shared by someone here who has built a career researching the topic: Dean Meleis. And as a Penn Nursing student, Ms. Thai also has access to the School of Nursing's research centers, such as Center for Health Disparities, where she hopes to work on faculty research projects.

"In this program, our schedules are already so busy," she says. "But it's a waste of an education to not take advantage of everything that Penn has to offer. That's the whole reason I'm here."



Second Degree student Don Payette spearheaded a fundraising effort that garnered more than \$20,000 in medical supplies and donations for clinics in Botswana, where he and five other Second Degree students traveled this summer (alongside two traditional nursing undergraduates) to provide more than 1,000 hours of nursing care as part of their Penn Nursing clinical, N341: Nursing in the Community



# Changing the World at Home



Infant mortality rates among African American babies are nearly twice as high as those of the general population. It is a statistic that translates into nearly 8,000 deaths per year and a health disparity that is currently being addressed through the “A Healthy Baby Begins with You” campaign.

Initiated by the U.S. Department of Health and Human Services’ Office of Minority Health, the national campaign raises awareness about infant mortality with an emphasis on the African American community. Penn Nursing is the only nursing institution and the only non-Historically Black College or University to be part of its Preconception Peer Educator (PPE) program, a service that trains college students to educate their colleagues (on campus and in their communities) on preconception health, one of the most important and less emphasized aspects influencing birth outcomes.

Penn Nursing students Stephanie Chu, Nu’10, Tushana Fowlin, Nu’08, and Jaleisha Jackson, Nu’09, attended a training program in Washington, D.C. for PPEs where they were asked to take the message of infant mortality back to their community. They returned to campus and began teaching peer education training sessions to 15 nursing students at both the undergraduate and master’s level. Infant mortality was the topic of the Minorities in Nursing Organization’s second annual Red and White Ball, a formal fundraising event that raised more than \$2,000 for the March of Dimes. And in March, Ms. Jackson helped organize a health fair in West Philadelphia’s Christ Community Church, which had more than 20

U.S. Department of Health and Human Services, Office of Minority Health



Penn Nursing undergraduates participate in the U.S. Office of Minority Health’s “A Healthy Baby Begins with You” campaign in Memphis

vendors (ranging from representatives from the American Heart Association and March of Dimes to pharmacists and psychiatrists who discussed medical education and psychological disorders). More than 300 people attended, and Ms. Jackson, who worked closely with the Office of Minority Health (OMH), received \$3,000 in donations, including items like cribs, strollers, bottles, high chairs, and car seats.

In May, immediately after graduation, Ms. Chu, Ms. Jackson and Dr. Mary Lou de Leon Siantz, Assistant Dean of Diversity and Cultural Affairs, participated in the “Healthy Baby” Campaign’s College to Community Health Outreach Week. They traveled to Memphis, where the infant mortality rate of 13.0 deaths per every 1,000 live births is nearly twice the national rate of 6.9 per 1,000 live births. Their work, along with others in the PPE program, was included in a documentary on infant mortality, produced by Tonya Lee Lewis, a spokesperson for the campaign, and her husband, director Spike Lee. In Memphis, they visited Neonatal Intensive Care Units (NICU), attended a professional conference on “Innovations in Practice and Policy to End Infant Mortality Disparities,” and worked at a community health fair. They also spent a day “canvassing the community,” going door-to-door in neighborhoods and providing health education and emphasizing the role of preconception health.

“After touring the NICU and seeing moms – many of whom were very young themselves

– involved in the vicious cycle that is infant mortality, I realized that the babies weren’t the only victims,” says Ms. Chu. “The mothers are victims themselves, and they need support from the community.”

“I sat with different generations of women, from grandmothers to teenagers,” adds Ms. Jackson. While visiting one young, new mother, she was surprised by her apartment. There was no crib, no changing table, and no diapers. When she asked the mother where her baby slept and learned the two shared the same bed, Ms. Jackson discussed the dangers of SIDS. She also shared this story with the OMH staff and, through their extra donations, was able to donate baby wipes, diapers, a stroller, high chair, and crib. The generosity brought tears to the 22-year-old mother’s eyes. “Her daughter was just a few weeks old,” Ms. Jackson remembers, “and she was shocked that we cared enough to actually do something.”

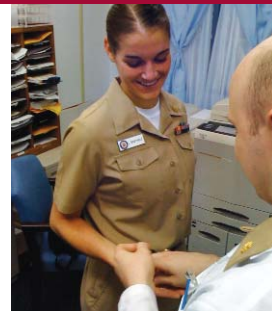
“This is a great opportunity for leadership training,” explains Mary Lou de Leon Siantz, PhD, RN, FAAN, who was appointed to serve on the Secretary’s Advisory Council on Infant Mortality under the Clinton and Bush Administrations. “In addition to national networking opportunities on a federal project, our students are translating research into practice and learning how to strategize, fundraise, mobilize communities, and change policies. And they are doing this all while addressing a major health disparity that continues to exist.”





## ...and Abroad

Leigh Bastable, Nu'05, at the U.S. Naval Hospital Yokosuka, Japan, receives her lieutenant bars during her promotion from Lieutenant Junior Grade to Lieutenant



Leigh Bastable, Nu'05, attended Penn as a Navy ROTC student and was commissioned into the U.S. Navy Nurse Corps upon graduation. She has been stationed in San Diego, California, deployed to Kuwait, trained in San Antonio, Texas, and most recently works as a Critical Care nurse in Yokosuka, Japan. This coming Fall she will take on the role of heading the Internal Medicine Clinic in Japan.

"I joined Penn Navy ROTC a month before 9/11. The post-9/11 world for military nursing is now very different. This current war has made a huge impact on my generation. Our men and women will need care for a lifetime to come. I feel obligated to serve this population and play a part somehow. In my opinion, the American military members, their families and our veterans deserve the best care we can provide. The war has forced us to adapt and develop new methods of healthcare. We are learning as we go. I believe the effects of this war will last a lifetime and we do not

know the progression of some of the impact, especially the mental health issues. We need to continue to learn how to best manage these injuries and mental health concerns, such as post-traumatic stress disorder, as these are not cookie-cutter disease processes. They manifest differently in each person.

"My Penn Nursing experience was unique in that it opened my mind, as a very young undergraduate, to 'the bigger picture.' As Penn Nurses, we attend a world-renowned institution and learn from professors who are conducting research to change the world. It was impossible to avoid becoming immersed in this unique aspect of Penn, and I was able to begin my learning of the research process during my undergraduate education with Professor Barbara Riegel, DNSc, RN, FAAN, FAHA. Through her willingness, guidance, and direction, by the end of my senior year I had successfully conducted a research project looking at the health literacy level of a group of patients at the Hospital of the

University of Pennsylvania's Heart Failure Clinic. I had also published an abstract in *The Journal of Cardiac Failure* and presented my poster at an annual Heart Failure Conference.

"Penn Nursing prepared me to become not only a nurse but also a leader, which is precisely what is required of me as a U.S. Navy Nurse Corps Officer. The hands-on learning experiences allowed me to be ready for the significant responsibilities that were given to me as a very young and brand new nurse. The sound nursing education taught me to push myself to become the nurse that others turn to for knowledge and expertise. Penn Nursing exposed me to a 'holistic nursing philosophy,' which is vital to Navy nursing. As a Navy nurse, I am responsible for initiating and coordinating a multidisciplinary team of care for my patients. On a daily basis, I identify and organize resources for patients and their families to help with inpatient, outpatient, and home care needs. We coordinate cross-continent medical services and transports and pool resources involving all members in the healthcare team. Currently, the demands of military nursing require keen communication skills and require timely, 'out-of-the-box' thinking.

"The Navy medicine experience is one that requires teamwork on all levels and it requires the willingness to be flexible and ready to learn. Military nursing is unique. There are many, many opportunities to obtain excellent training and you are expected to function in many different roles. From the beginning of my Penn education to my current career path, I have learned to advance in a highly competitive setting to become a global nursing leader who must adjust to an ever-changing environment, with ever present unique and challenging conditions."

Leigh Bastable (center) with fellow Penn Nursing graduates Katie Fenton (left), Nu'05, and Mary Murphy, C'04, Nu'04, outside of the Expeditionary Medical Facility Kuwait tent hospital



# Penn Nurses Study Abroad

At Penn Nursing, students can choose from a variety of experiences abroad, with variation in timing, duration, academic credit options, and availability of on-site faculty mentorship. The many opportunities for Penn Nursing undergraduates include:

1. Semester-long programs during the Junior year that meet curricular requirements, in which students take courses and complete clinical hours overseas (currently in England and Israel);
2. An optional clinical section of a required undergraduate course (currently community nursing in Botswana);
3. Short-term, faculty-mentored experiences in elective courses, with international experiences typically taking place between Spring and Summer Semesters (currently in Honduras, Hong Kong, Thailand), or during the summer (in Guatemala);
4. Penn Nursing-sponsored internships abroad at the World Health Organization and with the non-profit organization Action Against Hunger. Students may also arrange internships through the Provost's office, on their own or with faculty help; and
5. Assisting faculty in conducting research abroad.

Study abroad experiences were first made available on a very limited basis in the late 1980s for midwifery students working with faculty on service projects in Malawi but have since grown as the School has made a commitment to helping all students become global citizens. Through international speakers, colloquia, and visiting scholars, all students are exposed to the increasingly global culture within the School of Nursing.

Each offering is designed to develop skills that are vital for the nurse working in an interconnected world, including cultural responsiveness and critical appraisal of healthcare practices at home and abroad. During the international experience students gain competence in flexibility, experience social cohesion with their peers from home and those met abroad, and grow in unprecedentedly large measure in cultural awareness and sensitivity, as well as personal and professional development.

## MARJORIE MUECKE, PhD, RN, FAAN

Assistant Dean, Global Health Affairs; Associate Director, WHO Collaborating Center for Nursing & Midwifery Leadership; Paul G. Rogers Ambassador for Global Health Research; Adjunct Professor, Family & Community Health

[www.nursing.upenn.edu/gha/](http://www.nursing.upenn.edu/gha/)

While Penn Nursing students can participate in any number of the study abroad programs within the University of Pennsylvania, the School of Nursing offers nursing-specific programs abroad, some of which are semester-long and others that are short-term (two-three weeks).

 Semester Programs  
 Short-term and summer programs



\* Australia program to be established in 2010  
\*\* Short-term programs planned in India and Spain



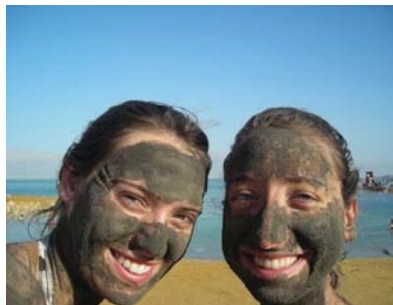


**ISRAEL**

The School of Nursing’s Study Abroad program with Hebrew University – Hadassah Hospital brings students to Israel in the Spring of their junior year. The program includes a clinical component in nursing care of the childbearing family and nursing of children (equivalents to Nursing 210 and Nursing 220). Students take an intensive Hebrew language course prior to the beginning of classes. Other courses may be taken in history, archeology, or other liberal arts electives.

**“I chose Penn because of the opportunities to travel and study abroad. It is vital to understand healthcare globally to enhance the way I will practice as a nurse and midwife. We can all learn so much from different cultures and customs. Our trip to Israel is something I will forever hold dear to my heart. One nurse mentioned that all the politics get left at the door when you are treating patients. It was a profound thought that will stick with me always. Every person is cared for with no judgment of their beliefs when they enter the hospitals in Israel. This is what real nursing is after all.”**

**Colleen Bass, Nu’09, GNu’11**



**“One of the things I found most interesting was that although specifics of nursing practice can vary between countries/cultures, the core value of compassion and caring for sick individuals is universal. In this way, nursing unites all people. A great example of this is that, despite the tense political situation in the Middle East, the Israeli health system continues to provide medical care to all.”**

**Daniel Plastino, Nu’09, GNu’12**



**“I gained a lot of insight into cultures, conflicts, beliefs, and myself. It is not the light-hearted study abroad program that so many experience (although there is a lot of traveling and fun to be had, like hiking from the Mediterranean Sea and taking mud baths in the Dead Sea). The experience tears your heart, makes you both hopeless and hopeful. It challenges who you are but ultimately makes you stronger.”**

**Susan Krissel, Nu’09, GNu’11**



**UNITED KINGDOM**

Students can complete a semester of their junior year participating in an exchange with either Oxford Brookes University or King's College London. Here, their coursework – or “modules,” in British academic terms – is identical to what their British counterparts complete, and they conduct their required clinical rotations for acute care of young, midlife, and older adults (N240 and N270) in NHS hospitals. In doing so, they begin a detailed, real-life comparison of healthcare systems and structures in developed nations with aged populations and the challenges of chronic diseases such as cancer and cardiovascular diagnoses. Similarly, the British students who are “exchanged” with Penn students are immersed in the Penn Nursing curriculum, completing their coursework and clinical hours in Philadelphia.



**“I chose to study abroad because I was curious about the Nursing experience overseas in a socialized healthcare system. My clinical experiences helped me hone my physical assessment skills, as most British nurses rely less on monitors and tools and more on the basic physical exam. I bettered my nursing skills, boosted my confidence, and experienced a socialized healthcare system through the perspective of a nurse, firsthand.”**

**Melissa Duva, Nu'10, GNu'13  
(Oxford Brookes University)**



**“In order to understand issues in global health, we can't neglect developed nations. The academic immersion is an incredible experience, and the opportunity to compare health systems by actually practicing in them is unparalleled.”**

**Professor Sarah Kagan, PhD, RN, FAAN,  
Program Director for the  
Penn England Exchange program**

**“When looking into Penn, I heard that nursing students could study abroad in England, something not offered at any of the other nursing programs I looked into. I have an interest in reforming healthcare in the U.S. and thought that working within England's National Health Services system would enhance my understanding of how other healthcare systems work. I learned that there were many benefits to everyone having access to healthcare, but there were also some sacrifices that individuals had to make. And I became much more culturally competent as I worked with a very diverse hospital population.”**

**Jennifer Johnson, Nu'09  
(King's College London)**



**“I returned from Penn and HUP a completely different nurse. Our nursing cultures are very different, and HUP (and the magnet experience) opened my eyes to the power that nurses can have within an organization. The benefits of collaborative working were resounding both for the profession and the quality of patient care. I am extremely grateful to Penn for the opportunity to study there and hope to return next Fall to join a master's program.”**

**Greg Hext  
(King's College London student who  
studied at Penn Nursing)**







[penn-nursing-sts.blogspot.com/](http://penn-nursing-sts.blogspot.com/)

### LATIN AMERICA: Maternal and Infant Care in the Americas

This clinical elective provides an intensive interdisciplinary, historical, sociopolitical, and cultural perspective of health and healthcare delivery in Guatemala or Honduras. Classroom, direct clinical care, and field experiences are designed to provide students with a broad view of the history and culture system of the country of focus. The delivery of healthcare to women and children is explored from a sociopolitical, cultural, clinical, and historical context. The course includes five seminars on campus and 10-14 days on site.

**“A typical day in the field started around 6 am. At around 7 am, we’d load supplies, medicines, and people onto the flatbed pickup trucks that were our primary form of transportation. Once we were all loaded in, the truck caravan would drive over the dusty, pothole-dotted mountain roads to a nearby (sometimes, not-so-nearby) village that was without a health center. We used the village’s primary school and turned it into a makeshift clinic, focusing on primary care and preventative medicine. With a little bit of supplies and a lot of ingenuity, we turned classrooms into labs, teacher’s desks into examination tables, and school chairs into dentist’s chairs.**



Small groups of children would circulate through various stations. We began with height and weights for each child, calculating their z-scores to check for evidence of malnourishment or stunting. Children also had eye exams and had hematocrits done to screen for anemia. In a final station, nursing and nurse practitioner students worked alongside med students and physicians to review the children’s paperwork and perform complete physical exams. After we cared for all of the children, we opened up our field clinic to the general population of the village, including everyone from young mothers to weathered farmers.



A small group of students and midwives also focused on cervical cancer screenings and women’s health, each day setting up a separate room to take health histories and do cervical exams. Personally, the days I was able to focus on women’s health were my favorite. Not only did I learn a lot of skills – like taking a women’s health history and conducting a cervical exam entirely in Spanish – but talking with these mothers allowed us to learn about some of the distinct cultural differences and the realities of life in rural Honduras.

From these days in the field, I also came away with a new appreciation for the importance of primary healthcare. What’s more, I was very satisfied that every preventative measure we took, and every medicine we administered, was based on scientific evidence. We didn’t give pediatric vitamins because it’s what kids chew in the States; we gave children a one-month supply of vitamins after examining research that demonstrated a distinct improvement in health outcomes in pediatric populations. We didn’t provide one-time, episodic care; we provided care that will hopefully insure a healthier future for hundreds of children and their families. We didn’t just give people medicine; we tried to educate them about their health, and hopefully sparked an interest that will last a lifetime.”

**Michelle Holshue, CGS’07, Nu’08, GNU’11 (Honduras)**



**Other short-term study abroad programs for which students earn course credit include:**

#### **BOTSWANA: Community Health**

Since 2008, students enrolled in Nursing 341 (Nursing in the Community: Clinical) during the summer term may submit an application to complete their Community Health clinical rotation in Gaborone, Botswana. This clinical setting provides an unparalleled dimension to the usual community clinical experience. Supervised by an American nurse and partnering with nursing student peers at the University of Botswana, students have regularly-scheduled and supervised clinical practice in government community health clinics. Students participating in the Community Health Clinical in Botswana write clinical logs, conduct a home-based care project, present their findings, and write reports on cultural aspects of care and how healthcare policy is carried out in Botswana communities. Students are expected to discuss their findings on cultural and policy aspects of care with their peers in Philadelphia for comparative analysis. This unique experience provides students with the opportunity to experience an aspect of global nursing, a concept that is stressed heavily in the didactic component of the course.



#### **HONG KONG: Comparative Health Systems**

The study abroad experience at the University of Hong Kong is offered to undergraduate and graduate nursing students. Students must enroll in Nursing 535: Comparative Health Systems: Hong Kong during the Spring semester prior to their summer experience abroad. Throughout the Spring semester, students attend a series of seminars preparing them for study in Hong Kong, including an email exchange with a nurse there. This course provides a comparative view of aging, public health, and allopathic, traditional and complementary treatment in Hong Kong, SAR (Special Administrative Region) China and the United States within a nursing and collaborative interdisciplinary perspective. During the three-week summer program, students participate in a number of fieldwork experiences designed to give them an overview of the Hong Kong Health System within the focus of the course.

#### **THAILAND: Comparative Health Systems**

This fieldwork study abroad program in Thailand is offered to students taking Nursing 535, which is taught during the Spring semester prior to traveling abroad. Fieldwork in Bangkok, based at the Mahidol University School of Nursing, is offered following the end of the Spring semester and before the beginning of Summer Session I. The course provides an intensive historical, sociopolitical, and cultural perspective on health and healthcare delivery in Thailand. Classroom and fieldwork experiences are designed to provide students with a broad view of Thailand's history and culture. While abroad, students spend 2-3 weeks exploring the Thai healthcare system in Bangkok and other provinces that may vary by year.



[2009pennbotswananursing.blogspot.com/](http://2009pennbotswananursing.blogspot.com/)



**“What begins as an adventure with a prime academic pedigree of immersion, rigor, and understanding never ends. Whether supporting safe birth in a Honduran village, soothing sick children in a Jerusalem pediatric ward, or caring for acutely ill immigrant elders in a South London NHS hospital, Penn Nursing undergraduates actually live the ethos of global engagement. The structure for Penn Nursing Study Abroad achieves the aims of the curriculum and supports our mission of global engagement. Those who participate complete programs with high standards and strong aims, which enable them to find new dimensions of themselves and their practice in the process. In seeing firsthand what divides health and wellness and how disease and injury fracture lives, communities, and societies, Penn Nursing undergraduates build the intellectual and practical foundations for envisioning a better world and their role in achieving it.”**

**Sarah Kagan, PhD, RN, FAAN**  
**Faculty Program Director for Penn Nursing England Exchange and**  
**Ralston House Term Professor of Gerontological Nursing – Clinician Educator**



# WHERE SCIENCE LEADS

THE CAMPAIGN FOR PENN NURSING

## Supporting the Future of Care

Alexis Hoffa held her freshly opened Penn Nursing acceptance letter to her chest, overjoyed by the thought of attending the school of her dreams and sharing the news with her older brother and father-figure, Jeffrey. She bounded into Jeffrey's room, but found him praising her brother Justin for his recent hard work, so she decided she would tell him her news another time.

That night, 22-year-old Jeffrey was killed in a car accident. At his funeral, Alexis buried her acceptance letter next to him so he could feel the accomplishment he had pushed her to achieve. Filled with grief about the loss of her brother and guilt about the combination of funeral expenses and Penn tuition, Alexis considered not attending Penn Nursing.

"I knew in my heart that Penn was the right choice for me, but I felt incredibly guilty wanting to go to Penn when I could have easily gotten my nursing degree from the local community college," Alexis remembered. "My brother was the greatest influence in my life, and it was just a dark, dark time for me – until I got the scholarship."

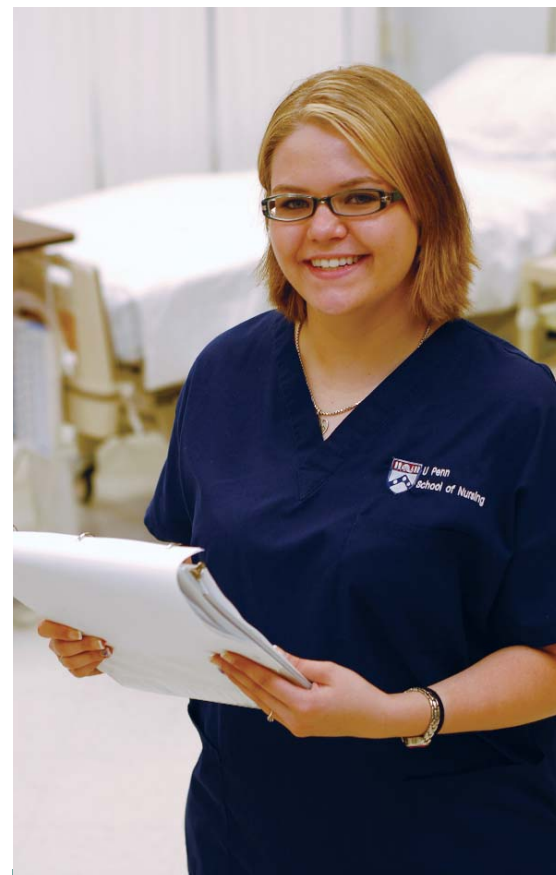
Alexis is the current Laurie Smullin Russell scholar at the School of Nursing and the beneficiary of the endowment established in 2002 by Andrea Berry Laporte, Nu'69, John H. Laporte, Gail Petty Riepe, CW'68, James S. Riepe, W'65, WG'67 and John R. Rockwell, W'64, WG'66, and supported by an annual campaign of the Friends of Penn Nursing. The scholarship honors the memory of Laurie Smullin Russell, Nu'67, and is awarded to an undergraduate School of Nursing student who would otherwise be unable to meet the cost of an education at Penn.

"This scholarship allowed me to be here," said Alexis. "And although I still have to work various jobs during the year, I cannot fathom what the financial situation would be for me and my family without this gift. It has taken a lot of stress away from me and allowed me to focus on my studies and my dreams."

As we celebrate 75 years of undergraduate nursing education at Penn and more than 120 years since the founding of the Hospital of the University of Pennsylvania School of Nursing, Penn Nursing continues to look ahead in its commitment to providing the best quality of education to the nursing leaders of tomorrow.

Each year, scholarships like the Laurie Smullin Russell Endowed Scholarship support nearly 115 undergraduate and 50 graduate students, providing financial assistance that allows these future leaders to focus on changing the world instead of how to afford tuition. Around 75 percent of all nursing undergraduate students and 66 percent of master's nursing students receive grant-based financial assistance. Since the launch of Penn Nursing's *Where Science Leads* Campaign, Penn Nursing has celebrated the addition of 20 endowed scholarships and raised nearly \$13 million in endowed and term scholarships and other student support.

*(continued on page 27)*



An undergraduate endowed scholarship has allowed Alexis Hoffa to attend Penn Nursing and pursue her dream of caring for infants and children. When she is not in class or clinicals, she volunteers her time with patients at CHOP.

**SEE page 34 to learn about purchasing a Penn Nursing paver.**

# Welcome back!

What an amazing year for Penn Nursing and the *Where Science Leads* Campaign! Through these challenging economic times, we are proud to have partnered with hundreds of Penn Nursing alumni, friends and parents to reach the \$67 million mark in our campaign: A testament to the remarkable passion and loyalty of people like you!

Throughout this campaign, we have shared inspiring stories of impact on our groundbreaking research, transformational practice and innovative programs. Now, we share with you stories close to both of our hearts as creators and supporters of scholarships here at Penn Nursing – stories of individual difference and exponential impact through student support.

You have already read about the quality, innovation and unmatched opportunities that put a Penn Nursing education in a league of its own. In the following pages, we hope you will find the importance of scholarships in opening the door to a Penn Nursing education for so many deserving students. Now, more than ever, our students and our School need support from alumni, friends and parents like you to continue to put our leading touch on nursing science around the world.

Why is now such a critical time for nursing and Penn Nursing in particular? The Penn Nursing Kresge Challenge is a drive to complete our campaign, and we must spark 1,000 gifts from now through December 31 to get there. But more, it is a unique opportunity to tell the world the power of each student, each faculty member – each donor. Now is the moment that we need you to help us to ensure that Penn Nursing continues to lead the future of nursing care worldwide.

Nursing is heading in vibrant new directions, positioned to play a crucial role in the future of healthcare reform. With quality nurses needed now more than ever, support for the best and brightest students is essential to produce the leaders who will shape the landscape of tomorrow.

In the final months of our *Where Science Leads* Campaign, we hope that these stories illuminate your power to *Change the World*. At Penn Nursing, science leads to discovery, to possibilities and to transformative results.

With best wishes,

Pedie Killebrew, CW'61, and Andie Laporte, Nu'69  
*Where Science Leads* Campaign Co-Chairs



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Dr. Sarah Kagan, the Ralston House Term Professor of Gerontological Nursing and a student mentor, knows first-hand the exponential impact created by every scholarship opportunity and contribution.

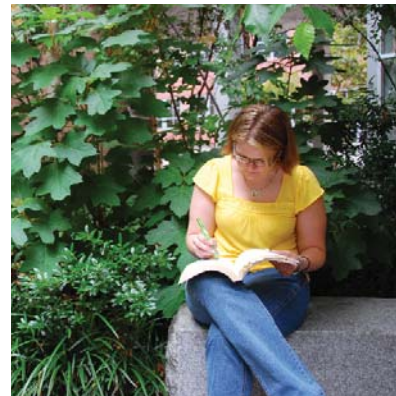
"I didn't finish paying off my educational loans until I was 40," she said. "And I had two Bachelor's degrees, a master's degree and a PhD. So I know that scholarships provide remarkable opportunities and a lot of freedom to capitalize on opportunities students might not otherwise have had. It's the idea that you don't have to calculate every part of your life with the weight of loans. And that is a moment where real possibilities can shine through."

In 2007, University President Dr. Amy Gutmann announced that Penn would eliminate loans for financially eligible undergraduate students regardless of family income, making it possible for students from a broad range of economic backgrounds to graduate debt-free. As a priority of her Penn Compact, the measure has aimed to make a

Penn education accessible to exceptionally talented students from the broadest array of economic backgrounds possible and eliminate the fear of prospective students that they will be a financial burden to their families.

This Fall all undergraduate students eligible for financial aid will receive loan-free aid packages, regardless of family income level. The no-loan initiative will be financed in large part from funds raised by Penn's *Making History* Campaign, the University's five-year, \$3.5 billion fundraising campaign, which encompasses Penn Nursing's *Where Science Leads* Campaign and includes a \$350 million goal for undergraduate financial aid endowment.

"I have heard President Gutmann say several times that scholarship support is our number one priority," said Joanne Hanna, the University's Director of Development for Undergraduate Financial Aid. "One of the major challenges we face across the University during these times is changing



the perception that Penn isn't affordable and it might be better to pay less money and go somewhere else. I was just talking to a student who said that he was so excited when he got his acceptance letter from Penn, but he was even more excited when he saw his aid package because it meant he could come to Penn."

Through academic excellence and financial support, Adam Sherr, Director of Student Registration and Information, said this Fall that Penn Nursing will welcome its most diverse class ever. The School has 19 incoming freshman males and 24 students of color.

"That's because of the opportunities we are able to provide, like scholarships," he said. "At graduation, I had at least a half a dozen families come up to me and say, thank you for helping my child do this. And that's what scholarships enable us to do – allow students to see the possibilities."

As the no-loan initiative meets a time of economic downturn, the need for scholarship support is more critical than ever. According to the University, the average undergraduate student receiving grant aid during the 2008 – 2009 academic year received \$27,000 from endowment and operating funds.

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Before class Alexis discusses a recent study with professor and mentor Dr. Nancy Hanrahan.



## BY THE NUMBERS

Penn Nursing currently has **488 enrolled undergraduate** students, **419 master's** students and **56 PhD** students. (figures from the 2008-2009 school year)

There are currently **42 undergraduate** scholarships supporting more than **150 students**, and approximately **40 graduate** scholarships supporting **50 students**.

The average financial need for an incoming Penn Nursing undergraduate student is more than **\$27,000**. The average financial need for an incoming Penn Nursing master's student is more than **\$42,000**.

Less than **30 percent** of applicants to work commitment scholarships like the Hillman/Penn Scholars program receive such scholarships.

**66 percent** of our master's students receive some form of financial assistance, but these students still graduate with an average of **\$43,000** in debt.

During the *Where Science Leads* Campaign, Penn Nursing has added more than **20 new scholarships** and more than **\$13 million** in student support.

There are currently **67 undergraduate and master's Hillman/Penn Scholars** and more than **200 Hillman/Penn alumni**.



**Alexis heads toward Fagin Hall from the Bio Pond in Kaskey Park, her favorite study oasis.**

*(continued from page 27)*

"One of our goals, if we want more nurses, is that we have to raise our support of all our students – undergraduate, master's and PhD, because we as a University have made a no-loan commitment to our students," said Pat Burke, Executive Director of Finance and Administration at the School of Nursing. "And it's a commitment we will keep even in the current financial climate. So, to the degree that we can increase our endowment, it allows us to keep that commitment and still have money to maintain the faculty, the programs and the facilities that attract the best students."

As Penn Nursing celebrates 75 years of undergraduate education and its commitment to nurturing young leaders, the School remains focused on finding support for students across all levels of education, and the combination of an increased number of second degree students, decreased hospital tuition benefits and increased need for primary care providers and nurse scientists has spurred creative solutions for student support.

Penn Nursing's new 4-for-3 program provides an opportunity for master's level students currently working within Penn's health system to take four classes for the cost of three to encourage the retention of continuing education nurses.

"What we have already found – and it goes to show what financial aid does – is that this new program has stemmed the tide of people looking for a cheaper option for continuing education," said Pat Burke. "We have a lot of people who want to come here and say, now we can."

Three years after receiving the Laurie Smullin Russell scholarship as a freshman, Alexis Hoffa is focused less on money and more on ways to transform the quality of care for babies and their mothers. She knows her brother would be proud of her plans to pursue a master's degree and become a neonatal nurse practitioner.

"My brother really pushed me to apply to Penn, and it is the thought that he is still pushing me plus the support of people here at the School that drives me to make a difference in the world," she said.

# A Model for Change:

## *The Legacy of the Hillman/Penn Scholars Program*

Six years ago, as leaders from Golden Living nursing care company interviewed candidates at Penn Nursing for a work-commitment scholarship they had established, they discovered more than bright students dedicated to providing excellent care.

Golden Living executives asked each applicant standard questions about their academic goals and passion for nursing, but it was a question asked by a Penn Nursing student that has since changed the delivery of care at Golden Living.

“Back then, our organizational charts didn’t take advantage of advanced practice nurses in managing patient care,” said Andrea Clark, Senior Vice President of Clinical Services for Golden Living. “And we had one nurse practitioner scholarship candidate say to us, ‘I don’t see in your organizational structure what roles nurse practitioners play and how this scholarship recipient might help your organization.’ And we said to him, ‘Maybe that needs to change.’”

That student was Kevin Hook, GNu’06, the first Golden Living Scholar and the company’s current Coordinator of Advanced Practice Nursing and Ethics Integration. In the role he helped to design, Kevin leads the company’s nurse practitioners while researching improved applications for and access to their clinical expertise, a prime example of the way the Golden Living Scholarship has not only linked the company with leaders in advanced nursing science, but has helped to transform the way the company cares for patients across the country.

“This partnership with Penn Nursing has taken us to a different level,” said Andrea Clark. “We have been able to incorporate advanced practice nursing science to produce top-quality patient assessment, documentation and care.”

In three years with Golden Living, Kevin Hook has brought to the company what Andrea Clark calls a broader, fresh way of looking at the everyday challenges of providing the best care for patients in a multitude of settings.

“I have really tried to change the way things work here,” said Kevin Hook. “From my perspective, I have introduced a common language and a common nursing vocabulary into our practice to bridge the gap in communication between acute care and long term care nurses because I saw an opportunity as we assess our patients to get a better understanding of their medical history and circumstances.”

The Golden Living Penn Nursing Partnership is one of more than half a dozen Penn Nursing scholarship programs inspired by the creative scholarship work commitment model of the Hillman/Penn Scholars program, which celebrates its 20th anniversary this year. In 75 years of undergraduate nursing education at Penn, there has been no scholarship as groundbreaking or transformational.

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**Hillman/Penn Scholars are known for their camaraderie and pride, like the kind displayed here at graduation in May.**



(continued from page 29)

The Hillman/Penn Scholars Program began in 1989 with the proceeds of the sale of Picasso's *Mere et Enfant* and the vision of Mrs. Rita Hillman, who dreamed of improving bedside nursing care in New York City hospitals. Today, the partnership between the Alex Hillman Family Foundation and the University of Pennsylvania School of Nursing has nurtured and guided more than 200 Penn Nursing students on a path to excellence in nursing care.

The program makes scholarship funds available to nursing students in exchange for a work commitment of two years upon graduation at any hospital in New York City. Each summer a fresh cohort of Penn Nursing graduates arrives in New York City hospitals to care for the city's patients and to provide models of leadership for other young nurses working alongside them.

The Hillman/Penn Scholars Program has proven to be an exceptional model of support for nursing and nursing students alike. At any given time, as many as 67 Penn Nursing students are receiving tuition support from their freshman through senior years as undergraduates and through their studies as master's students. In addition, they take part in cohort-building events and programs, are mentored by leading faculty, expert clinicians and previous Hillman/Penn Scholars and serve the final semester of their senior-year clinical rotations in one of two New York partner hospitals – New York

Presbyterian Weil Cornell Medical Center or the NYU Langone Medical Center – gaining invaluable bedside experience while building networks and friendships.

The Hillman/Penn Scholars Program has helped to address the nursing shortage, raise visibility for nursing, support students in need and produce some of the best-prepared nurses in the country to ultimately save and improve lives. In two decades of existence, the program has become so much more than simply a scholarship program. It has become a model of what a scholarship program can accomplish.

"This was really the first scholarship of its kind at Penn Nursing," said Marianne Smith, the School's Associate Director of Enrollment Management. "Because Ivy League Schools do not give merit-based scholarships, no scholarship ever really simultaneously considered talent or ambition until the Hillman. And it's such a brilliant idea, this scholarship. It has made a huge impact with our students and our scholarships overall."

In 2002, after a series of conversations with Ellen D. Baer, RN, PhD, FAAN, Professor *Emerita* at Penn Nursing, who helped to establish the Hillman/Penn Scholars model, George H. and Estelle M. Sands began the Nursing Scholars Program.

"George and Estelle Sands saw what the Hillman/Penn Scholars Program did and

they saw the creativity of Penn Nursing to put an innovative scholarship program into motion, and it inspired them," Ellen Baer remembered.

Moved by the success and impact of the Hillman/Penn Scholars Program and a desire to improve nursing in the Princeton, New Jersey area, the couple created a scholarship program for undergraduate juniors and seniors who agree to fulfill their senior clinical requirement and work at the University Medical Center at Princeton after graduation. Each year the School aims to support eight Sands Scholars.

With the economic downturn bringing increased financial pressure to students and families, Ms. Smith says there have been record applications to scholarship programs like the ones established and inspired by Rita Hillman.

"This is the first year in quite some time that our students have had to contend with a tight job market, but with these programs, our graduates already know where they are going to work," she said. "And that's where the Hillman and similar scholarship programs are really important for giving students the opportunity to come to Penn Nursing, complete their degrees and then launch into their careers."

As the inspiration for so many Penn Nursing scholarship programs, including the Gail Kass Honorary Endowed Scholarship in Gerontological Nursing, a master's-level work-commitment scholarship established by NewCourtland Elder Services, the Hillman/Penn Scholars Program has pushed the school and its supporters to think creatively. Dr. Kathleen McCauley, Associate Dean for Academic Programs at the School of Nursing, says the Hillman program is emblematic of what is wonderful about Penn Nursing – the imagination to embrace new vision.



**Kevin Hook is Coordinator of Advanced Practice Nursing and Ethics Integration at Golden Living Centers where he is researching ways that the clinical expertise of nurse practitioners can be more widely accessed by clinicians across the company.**



"I can only hope to continue what my grandmother started – and if I'm lucky, to improve upon it. This is what every foundation hopes:

that you ***ESTABLISH A MODEL*** that has both a large impact and is replicable." **AHRIN MISHAN**

"The Hillman/Penn Scholars program has helped us to have relationships and reach in places like New York where we hadn't previously had an impact before," she said. "But it was the creativity and passion of Mrs. Hillman and other scholarship founders since then that have allowed us to step back and look at how to have the biggest impact with the greatest depth."

In the past three years, the University of Pennsylvania School of Nursing has mourned the loss of Rita Hillman and George and Estelle Sands. But there is no doubting the power of the legacies of these generous and visionary friends of nursing.

Ahrin Mishan, Rita Hillman's grandson and the new executive director of the Alex Hillman Family Foundation, is grateful each day for the impact made by his grandmother and the opportunity to work with the leading students from Penn Nursing who continue to improve the quality of care in

New York City and around the world. In addition to standing as a model for so many successful current Penn Nursing scholarships, the Hillman Foundation hopes to also lead nursing support in new future directions.

"The landscape of nursing has changed in drastic ways since my grandmother began this scholarship in 1989, and it's important that we make sure that the Hillman/Penn Scholars Program evolves in ways that reflect that change of landscape," Ahrin Mishan said. "We are beginning discussions on how we do that while maintaining the integrity and original spirit of the program."

In the coming months, the Alex Hillman Family Foundation will discuss ways to partner with Penn Nursing in taking the scholarship program established by Rita Hillman to the next level.

"I can only hope to continue what my grandmother started – and if I'm lucky, to

improve upon it," Ahrin Mishan said. "This is what every foundation hopes: that you establish a model that has both a large impact and is replicable."

In the coming semesters, Ahrin Mishan and the Alex Hillman Family Foundation will witness the birth of a new scholarship program, created as a new take on the vision Rita Hillman set in motion 20 years ago. The Penn Nursing Civic Fellows program, which will be unveiled to incoming students by next Fall, will provide master's level student support in exchange for a two-year employment commitment with one of several regional organizations committed to nursing and civic service.

It is a remarkable legacy built through the Hillman/Penn Scholars program. What began as a vehicle for change in hospitals is now having impact in the broader community and in keeping with the need for new and better models of care.

## Hillman/Penn Scholars Program inspires New Community Scholarship

Inspired by the generosity and success of the Hillman/Penn Scholars Program, one of the program's earliest graduates is taking Rita Hillman's vision of giving back to another level. Sandra Beeber Samberg, Nu'94, GNU'95, is partnering with Penn Nursing's new Civic Fellows Program, to provide master's level student support in exchange for student's two-year commitment to work with the Nurse Family Partnership, an evidence-based nurse home visiting program for low-income, first-time parents and their children.

When Rita Hillman passed away in 2007, Sandy, a board member for Nurse Family Partnership, decided to create a new scholarship. Sandy hopes that the Hillman spirit of unity and impact will translate similarly in the newly-created scholarship program, also supported by her husband Joseph, Mary Love, CW'74, Nu'81 GNU'84, Adrian Castelli, C'76 and two other donors.

"Rita made such an impact on so many nurses and patients through this scholarship, and I thought, 'What can I do to honor her?'" Sandy said. "I was a Hillman Scholar and Rita Hillman gave me an opportunity I would have never had, so doing the same thing for students would be an amazing thing – not just for students – but for everyone they touch."

Recognized nationally as a successful model for care, Nurse Family Partnership is taking its practice to the next level with the help of Penn Nursing leadership to change the quality and delivery of care. In 2007, President Barack Obama called Nurse Family Partnership a "pioneering program" that "raises healthy babies and creates better parents" and "saves money." These are the efforts that truly change the world. And they start here at Penn Nursing.

*The Penn Nursing Civic Fellows program provides partial tuition support to five Penn Nursing master's students in return for their post-graduation commitment to work full-time in nursing for two years in underserved areas and/or with disadvantaged populations. The hope of the donors is that others will be inspired to match this commitment and the fund will grow to provide full tuition support for the students. Matching donors can also, as Sandy, indentify a specific organization with which a student will complete their post-graduation commitment.*

**If you are interested in learning more about how you can support the Penn Nursing Civic Fellows program, please contact Ms. Wylie Thomas, Assistant Dean, Development and Alumni Relations at (215) 898-4841 or wthomas@nursing.upenn.edu.**

# Theresa I. Lynch Society

The Theresa I. Lynch Society recognizes the pioneering leadership that Dean Lynch exemplified with those who understand the critical need for support of new technologies, innovative programming, sophisticated outreach, and enhanced facilities to sustain Penn Nursing leadership in nursing research, education, and practice.

Each year, membership in the Society is extended to all donors at the level of \$1,000 or higher to any School of Nursing fund. For recent graduates, those who have received their first Penn Nursing degree within the last 10 years, the qualifying gift level is \$500. All members of the Theresa I. Lynch Society receive a specially designed lapel pin designating their membership in the Society, recognition in a School of Nursing publication and invitations to two exclusive events each year with the Dean of the School of Nursing.

## Theresa I. Lynch Society Members 2008-2009

1675 Foundation  
Linda H. Aiken, HOM'88  
Robert J. Alig, C'84, WG'87  
Alzheimer's Association  
American Academy of Nursing  
American Association for the History of Nursing  
American Association of Colleges of Nursing  
American Association of Retired Persons  
American College of Radiology  
American Heart Association  
Frances E. Arlia, Nu'87  
Lauren S. Arnold, GNu'79, GR'91  
Arronson Foundation  
Ellen Davidson Baer, HOM'88 and Henry P. Baer  
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The late Barbara Bates  
Carolyn E. Bennett, Nu'91 and Thomas L. Bennett  
Kristin A. Bennett, GNu'83 and Karl E. Bennett  
Jeanne Quint Benoliel, HON'93  
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John S. Carson, M'50, RES'55  
Ada Garcia-Casellas and  
Gilbert F. Casellas, L'77, parents  
Linda and Richard J. Censits, W'58, parents

Joan P. Chalikian, GNu'81 and  
David M. Chalikian, C'75, GR'81, M'84  
Shirley Sears Chater, HUP'53, Nu'56, HON'97  
Clark Construction Group, Inc.  
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Robert E. Cohen, GM'77  
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Colket Foundation  
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Joseph E. Gian-Grasso, C'67, D'71  
Larry Gladney, HOM'92  
Mary Ann Pomeroy Glocker, Nu'64, GNu'86 and  
Karl Glocker  
Bryan E. Gordon, W'83  
Carole Haas Gravagno

Rosemarie B. Greco  
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Juvenile Diabetes Research Foundation International  
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Robert S. Kapito, W'79, parents  
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Elizabeth and Dean C. Kehler, W'79, parents  
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Robert S. Killebrew, Jr., WG'64, parents  
John B. and Nelly Llanos Kilroy Foundation  
Eunice Searles King, Nu'71 and David R. King, Nu'71  
Edith A. Kohn  
Lisa Palfy Kohn and Joseph C. Kohn, C'79  
Jane Friedman Korman and  
Leonard I. Korman, W'57, parents

It is important that we acknowledge you properly.  
If an error has been made in the listing of your name,  
please contact Monica LoRusso at (215) 898-9773.

Please consider joining the Theresa I. Lynch Society  
with a leadership gift to the School of Nursing  
this year. To give, visit our website at  
[www.nursing.upenn.edu/giving](http://www.nursing.upenn.edu/giving) or  
contact Wylie Thomas at (215) 898-4841.





Sallie G. and Berton E. Korman, AR'55, parents  
 Jane and Leonard Korman Family Foundation  
 Berton E. and Sallie Korman Family Foundation  
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 Andrea Berry Laporte, Nu'69, and John H. Laporte  
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 William H. and Patti A. Lehr Foundation  
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 Adrian A. Castelli, C'76  
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 Margaret R. Mainwaring, ED'47, HON'85, parent  
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 Martin J. Silverstein, GL'08, parents  
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 Scott S. Simon, W'78  
 Lynette Y. Snow, GNu'85 and David Snow  
 Society of Urologic Nurses and Associates  
 Marianne and Elliott Solomon, parents  
 Solomon Family Fund  
 Marilyn Sawyer Sommers, Nu'72 and  
 Jeffrey D. Sommers, Nu'72  
 Eileen M. Sporing, GNu'81  
 Nancy and Burke Stinson  
 Virginia Kurtz Stowe, GNu'68  
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 Ann and Myles H. Tanenbaum, W'52, L'57, parents  
 Roberta R. Tanenbaum, parent  
 Anne Alexis Cote Taylor, Nu'66  
 Nancy A. Vanore, GNu'81, parent  
 Visiting Nurse Association of Greater Philadelphia  
 Visiting Nurse Service of New York  
 The late Marion Kerr Vitale, ED'49  
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 Raymond H. Welsh, W'53  
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 Constance H. Williams, WG'80 and  
 Sankey V. Williams, INT'77, WG'77  
 Wood Thrush Fund  
 Kimberly A. Wormer Preston, Nu'99





# To date more than 1,106 people have joined the Penn Nursing Kresge Challenge.

We have until December 31st to meet the Penn Nursing Kresge Challenge. We need every alumnus, parent and friend who knows the power of nursing to join us and make a gift today.

On January 1, 2009, Penn Nursing took the challenge from the Kresge Foundation to complete the *Where Science Leads* Campaign, to spread the word and to share that the very nature of Penn Nursing Science is to transform care and improve lives. Now is the moment to join the Penn Nursing Kresge Challenge.

**We need another 1,000 individuals to join us by December 31!**



As President of the University of Pennsylvania, Dr. Amy Gutmann is strongly committed to translating knowledge from the classroom to the community. Dr. Gutmann believes Penn Nursing exemplifies this commitment. In joining the Penn Nursing Kresge Challenge, Dr. Gutmann directed her gift to Penn Nursing's Annual Giving Campaign, recognizing the fund's flexibility would give her gift maximum impact.



## Now, Penn Nursing needs *you!*

Kara Colopinto, Nu'05 GNu'10, (second from left) works at New York Presbyterian Weill Cornell Medical Center on the OR team along with many fellow Penn Nursing alumni. While they share patients, charts and hospital lockers, to Kara their ultimate connection is their Penn Nursing education. By joining the Penn Nursing Kresge Challenge they can support the generation of nurses who will soon provide care alongside them.

A pioneering advocate of nursing and nursing care, there is no doubt that Florence Nightingale would have joined the Penn Nursing Kresge Challenge. In the spirit of her innovation, passion and advocacy for nursing, a gift toward the Challenge has been made in her honor.



## The Kresge Challenge: *Progress Report*

# Did You Know?

The Penn Nursing Kresge Challenge is within reach, but we need **YOU** to **JOIN** us.  
Now is the moment and **EVERY GIFT MAKES A DIFFERENCE!**

## How you can **JOIN** the challenge:

- JOIN** today by making a gift at [www.nursing.upenn.edu/giving](http://www.nursing.upenn.edu/giving) or by using the envelope included in this magazine.
- REGISTER** for the Kresge Challenge Walk. On November 7th (Homecoming) you can walk on campus with friends, family, co-workers and alumni or you can organize a walk in your own neighborhood. Encourage family and friends to walk with you. Register today at [www.nursing.upenn.edu/walk](http://www.nursing.upenn.edu/walk).
- PURCHASE A PAVER** at Fagin Hall. See page 34 for more details and an order form.

## Once you have joined, you can still **HELP**:

- TAKE YOUR PHOTO** with the "I Joined" sign, submit it to us at [nursalum@pobox.upenn.edu](mailto:nursalum@pobox.upenn.edu), then post it to your Facebook and/or Myspace account or to the Penn Nursing Alumni fan pages.
- ASK TWO FRIENDS**, colleagues, classmates or family members to join you in meeting the challenge.
- VOLUNTEER TO HELP** us outreach to alumni and friends in the final weeks of the Challenge.

To join, make a gift in support of a specific program, project or component of the School's mission with a gift of ANY amount. Provide financial aid to students through the Friends of Penn Nursing fund, help LIFE members with vital repairs to their homes (the LIFEline fund), support the renovations to Fagin Hall by making a gift to the Building Renovation fund, help address the most immediate needs of the School (Annual Giving fund), or make a gift directly to the program or project at Penn Nursing that you feel has the greatest impact.



**JOIN** the challenge today at [www.nursing.upenn.edu/giving](http://www.nursing.upenn.edu/giving) or use the attached envelope.

## Message from the Penn Nursing Alumni President



### Dear Penn Nursing Alumni,

This summer, when I was asked to consider taking on the role of Penn Nursing Alumni President, I began to list the traits that seemed critical to success: organization, public speaking skills, dedicated time, the ability to inspire and encourage others, a vision for change and the wisdom to know when things should stay the same, and of course, leadership.

What I now realize is that I have worked with many skilled Penn Nursing Alumni Presidents and the most important trait, one we all share, is a love for and dedication to Penn Nursing and our fellow alumni.

Having decided to take on the challenge of becoming your president, I would like to start by thanking Jonathan Gilbride for his dedication and vision. It is in his footsteps that I begin my service to you. I would also like to acknowledge the members of the alumni board who give significant time and energy to provide programs, events, outreach and information for all of us. Together, it is our pleasure to represent each of you.

Like me, perhaps this is your year to step up and get more involved! Consider taking part in the Challenge Walk, join an alumni board committee, comment on our Facebook page, nominate someone for an alumni award, visit campus, or send us your latest news and updated address. In the last year of our *Where Science Leads* Campaign, this is the time to demonstrate your Penn Nursing pride by supporting the School. Gifts of all sizes have a significant collective effort in supporting students, the School, and the future of nursing.

Your dedication to Penn Nursing has a direct impact on our collective voice. Won't you join me?

**NAOMI HIGUCHI, Nu'86, GNu'92, GNC'97**

#### Note from the Alumni Relations Office:

Penn Nursing Alumni thanks Jonathan Gilbride for his dedicated service as president. Jonathan was unable to complete his term and Naomi Higuchi, former Vice President for Alumni Support, is now serving a one-year term in his place. Elections will be held in Spring 2010 to fill the next two-year presidential term.

### Alumni Volunteers Needed

Are you interested in helping to plan alumni outreach, connecting with students or developing events for your fellow classmates? Volunteers are needed to join Alumni Board Working Committees for the 09-10 academic year. Want to do more? Consider running for an elected position on the Alumni Board. See "Volunteer Opportunities" on the Penn Nursing Alumni website for all the ways that you can get involved.

### Move Your Feet and Meet the Challenge

We need your help to reach the \$1.5 million challenge grant from the Kresge Foundation. Join the Challenge by taking part in the Challenge Walk on November 7 (see pg. 38 for details) or give to any Penn Nursing fund today to participate.

### Have You Seen our New Website?

The Penn Nursing Alumni website has undergone a significant redesign and we want your feedback. Check out [www.nursing.upenn.edu/alumni](http://www.nursing.upenn.edu/alumni) for information on networking and connections, benefits and resources, volunteer opportunities, stories about fellow alumni and a list of programs and events. Email [nursalum@pobox.upenn.edu](mailto:nursalum@pobox.upenn.edu) with your comments.

### Want to Know More?

Contact Penn Nursing Alumni Relations

Phone: (215) 898-4841

Email: [nursalum@pobox.upenn.edu](mailto:nursalum@pobox.upenn.edu)

Website: [www.nursing.upenn.edu/alumni](http://www.nursing.upenn.edu/alumni)



## FALL 2009 CALENDAR

### Wednesday, September 23, 2009, 3:30 pm

Annual State of the School presentation by Dean Afaf I. Meleis followed by a reception Ann L. Roy Auditorium and Carol Ware Gates Lobby, Philadelphia, PA

### Friday, October 2, 2009

Doctoral Program Open House

### Saturday, October 10, 2009

HUP Nursing Alumni Fall Luncheon  
Claire M. Fagin Hall, Philadelphia, PA

### Saturday, October 24, 2009

Association of Alumnae  
Women's Health Fair  
Claire M. Fagin Hall, Philadelphia, PA

## HOMECOMING WEEKEND

### Friday, November 6, 2009

2:30-4 pm

*The Agnew Clinic: Through the Eyes of a Nurse, Lecture by Amanda Mahoney*

4 pm

*Tours of Fagin Hall*

### Saturday, November 7, 2009

10:30 am

*Challenge Walk Registration, Fagin Hall  
Music, Breakfast, Kids tee shirt decorating*

11:15 am-12:00 pm

*Challenge Walk! Groups of alumni, faculty, staff and friends walk together through Penn campus in support of the Penn Nursing Kresge Challenge*

12-3 pm

*Quakerfest Tailgate on the Green  
No cost for Challenge Walk participants*

3:30 pm

*The GAME:*

*Penn vs. Princeton, Franklin Field  
Tickets must be purchased separately through Penn Athletics.*

### Saturday, November 14, 2009

*Graduate Program Open House*

### Friday, November 20, 2009

*Healthy Cities/Healthy Women:  
South Florida and Urban's Women Health  
\$85 conference fee includes breakfast,  
lunch and parking. Miami, FL*

## SPRING 2010 CALENDAR

### April 7-10, 2010

*International Council on Women's Health Issues (ICOWHI) and the University of Pennsylvania will host the Penn-ICOWHI 18th International Congress on Women's Health on "Cities and Women's Health: Global Perspective." The aim is to deconstruct urban planning in terms of its potential to better support women's health.*

### May 14-16, 2010 – Alumni Weekend



### "The Agnew Clinic: Through the Eyes of a Nurse" Art History Lecture

Amanda L. Mahoney, BSN is an oncology nurse with a background in the History of Art and a current doctoral student at the University of Pennsylvania School of Nursing. For more information please visit [www.alumni.upenn.edu/homecoming2009](http://www.alumni.upenn.edu/homecoming2009)

The Agnew Clinic was created in 1889 by Philadelphia painter Thomas Eakins on commission from the University of Pennsylvania School of Medicine class of 1889. The large canvas, created in honor of Dr. D. Hayes Agnew, a noted surgeon, is one of Eakins' most famous works. The nurse featured as part of the surgical team in the painting, Mary V. Clymer, was an 1889 graduate of the Hospital of the University of Pennsylvania School of Nursing. Her class notes and clinical journals have served an important role in the interpretation of The Agnew Clinic as a work of art and an image of its time. This lecture will discuss this well-known painting and its place in the history of the University of Pennsylvania.

### Homecoming 2009 Challenge Walk

On Saturday, November 7, 2009, Penn Nursing invites you to walk – wherever you are – and join hundreds of Penn Nursing alumni, friends, faculty, students, staff and families who are doing the same across the country and around the world. The Penn Nursing Challenge Walk is your opportunity to move your feet in support of the Penn Nursing Kresge Challenge, while getting some Penn-fresh air! Our goal is to register 500 walkers and together to take 1.5 million steps toward meeting the Kresge Challenge.

Register to walk at a location near you or on campus at [www.nursing.upenn.edu/walk](http://www.nursing.upenn.edu/walk) and join Penn Nursing in responding to this once-in-a-lifetime challenge.

For information or to RSVP for any of these events, call (215) 898-4841, email [nursalum@pobox.upenn.edu](mailto:nursalum@pobox.upenn.edu) or visit our website at [www.nursing.upenn.edu/alumni](http://www.nursing.upenn.edu/alumni).

President Amy Gutmann joins Penn Nursing during the parade of classes and schools at Alumni Weekend.



**PENN NURSING ALUMNI WEEKEND, MAY 15-16, 2009  
CELEBRATING EXCELLENCE IN OUR COMMUNITY**

**Faculty and Alumni Awards Ceremony**

New this year, Penn Nursing Alumni awards were combined with Faculty awards in a dedicated awards program on Friday, May 15 in the Ann L. Roy Auditorium. The Faculty and Alumni Awards Ceremony included 10 faculty awards, which were recognized by Dean Meleis and several student organizations. After an introduction by former Penn Nursing Alumni President Krista Malovany Pinola, Nu'86, Alumni Awards Committee Chair Mary McCormack Walton, Nu'74, GNu'81, honored six alumni award recipients:

- |  |  |
|--|--|
| <b>Outstanding Alumni Award</b><br>Patricia L. Gerrity, Nu'77, GNu'79                  | <b>Expert Alumni Award for Clinical Excellence</b><br>Linda M. Sulzbach Hoke, GNu'83 |
| <b>Lillian Sholtis Brunner Award</b><br>Janice Foust, GRN'94                           | <b>Legacy Award</b><br>Patricia D'Antonio, GRN'92                                    |
| <b>Recent Alumni Award for Clinical Excellence</b><br>Brooke M. Hoffman-Faught, GNu'03 | <b>Student Award</b><br>Yana Sigal, Nu'09  |

The program concluded with the Dean presenting the Honorary Alumni Award to John H. Laporte and Robert S. Killebrew Jr., WG'64, and a surprise awardee, Norma Peden Killebrew, CW'61. Faculty, staff, alumni and students celebrated all of these awards together at a champagne reception in Carol Ware Gates Lobby. Congratulations to all of our award winners!



Dean Afaf Meleis, Mary Walton, and Krista Pinola celebrate with alumni recipients of this year's inaugural Faculty and Alumni Awards Program.

A special "thank you" goes to the Penn Nursing Alumni Events Committee, Reunion Chairs, Sherry A. Greenberg, MSN, APRN, GNP-BC, Nu'90, GNu'92, TEP '99, and the LIFE staff members who helped create and carry out a weekend celebration that was sure to spark old memories and create new ones.

Be sure to mark your calendar and volunteer now for Penn Nursing Alumni Weekend 2010, May 14-16.

**Board Election Results and Changes**

By tradition, Alumni Weekend is the time when new board members are announced and those stepping down at the end of a term are honored. Many thanks this year go to the following board members who have completed their service:

- |                                  |                              |
|----------------------------------|------------------------------|
| Jonathan Gilbride, Nu'98, GNu'00 | Jill Siegrist, Nu'05, GNu'07 |
| Kathy Burke, GR'01               | Tara Trimarchi, GNu'97       |
| Krista Pinola, Nu'86             | Mary Walton, Nu'74, GNu'81   |

A warm welcome is extended to the following new or returning board members, whose terms run from July 1, 2009 -June 30, 2011:

- |  |   |
|--|---|
| <b>Nominating Committee</b><br>Linda Herrmann, Nu'95, GNu'98<br>Ellen McCabe, Nu'88, GNu'91  | <b>Young Alumni Representative</b><br>Megan Monahan, Nu'05<br>Michael Weissman, Nu'03 |
| <b>Board of Directors</b><br>Dominique Connolly, Nu'98<br>Jacqueline Liberati, Nu'02, GNu'03 | <b>Vice President for Student &amp; School Support</b><br>Mary Knapp, GNu'84          |

**Secretary**  
Brian Bixby, GNu'97

# Alumni Notes

## 1940s

**Grace Coulson, HUP'40**, writes, "I was one of the two HUP'40 nurse graduates at the last HUP reunion in 2006. We had a snapshot taken with the Dean at the auditorium in Fagin Hall. Marion Kern Kennedy and I appreciated the Dean's special recognition and the lovely corsages. We older graduates look forward to the next one in 2011. Marion is now retired in Houston, TX and I am now at the Gettysburg Lutheran Home."

**Mary Jane Ottinger Leonard, HUP'47**, shares, "My husband of 61 years passed away on February 7, 2009. He graduated from Wharton School in 1947."

**Abigail Mohler, HUP'47**, writes, "After living in Iowa 48 years, my husband and I moved to Texas five years ago to be near our son and daughter and their families. I retired from hospital nursing in 1987."

**Mary Frances Napier, HUP'46**, writes, "Thank you for 'grandfathering' in HUP alumni. I appreciate having been included after our school closed."

## 1950s

**Gloria D. Farbstein, Nu'56**, recounts, "After graduation, I was employed with the Philadelphia Department of Public Health. In 1969, I began employment in my chosen field, public health, at Fairfax County Department of Public Health. After 25 years of service, I retired. In March 2000, I met my soulmate and was married in July 2000. We had more than eight great years of marriage and he died in January 2009. After 80 years, I'm hoping the best is yet to come."

## 1960s

In May 2007, **Judith M. Bucko, Nu'67** married Max J. Herman, a 1959 graduate of the Penn Veterinary School. She writes, "I continue to work in Mental Health and in a nursing home part time while involved in many volunteer activities."

**Janice Thiede Elia, HUP'67**, writes, "After losing both my husband, Jim, and my mother in 2007, I decided to retire from active nursing in June 2008. I am now very happy to announce that I was married to Ken Elia on February 1, 2009. I will always be proud to be a HUP nurse, and hope to hear from some of you soon at jetola@comcast.net."

**Natividad Guadalupe-Young, Nu'61**, writes, "Since my retirement, I volunteer my time and resources to help grade school and college students who need financial aid in my home country of the Philippines."

**Leslie A. Hoffman, Nu'63**, received the Outstanding Educator Award at the 2009 American Thoracic Society's International Conference. She is the first nurse to receive a Distinguished Achievement Award from the American Thoracic Society and is Professor and Chair of the Department of Acute/Tertiary Care at the University of Pittsburgh School of Nursing. A pioneer in the graduate education of respiratory nurses, Dr. Hoffman implemented one of the first master's programs for the preparation of pulmonary clinical nurse specialists.

## 1970s

**Bee Baldwin Benesh, HUP'71**, writes, "In November my husband, Greg, and I moved from the Chicago area to New Jersey. The move allowed me to be near my mother for her last few months. She recently passed away at the age of 93. I am retired from nursing now, but for the past five years, I was a member of the Ignatian Lay Volunteer Corps in Chicago, where I did 20 hours a week of volunteer work with the materially poor on the West Side of Chicago. We have four grown children and our first grandchild will arrive in May."

**Judi Hall, Nu'71, GNu'73**, writes, "I coordinate a lactation and parent child education program at Mary Washington Hospital."

**Elaine Y. McGowan, Nu'76**, received a promotion recently and celebrated 28 years of marriage in December 2008. She shares, "The quality and prestige of my Penn Nursing education has opened doors for me throughout my career. As an undergraduate, I had access to a wide variety of experiences and thoroughly enjoyed life on Penn's urban campus."

**Susan Mellott, GNu'78** is a recipient of the 2009 Indiana University of Pennsylvania Distinguished Alumni Award. Dr. Susan Mellott, CEO and founder of Mellott & Associates, a full-service health-care consulting company in Houston, is primarily focused on performance improvement, cost reduction, case management, reorganization and survey-preparation process. Mellott is an adjunct assistant professor at Texas Woman's University's Houston campus and a retired lieutenant colonel in the U.S. Army Reserves, where she completed 20 years of



service as chief nurse, training officer, supervisor and staff nurse.

**Ann O'Sullivan, Nu'70, GNu'72, GR'84**, has been appointed the Chair of the Pennsylvania State Board of Nursing for 2009 as well as Chair of the Advanced Practice Registered Nurse Committee of the National Council of State Boards of Nursing for 2008-2009.

## 1980s

**Karen Cassells, GNu'80**, was recently appointed Director of Acute Care of Elders (ACE) Unit at Crozer Chester Medical Center in Upland, PA. The ACE Unit team focuses on the specific needs of the elderly, thus enabling them to return more rapidly to their former living environment.



**Mindy Cohen, Nu'80, GNu'82**, was elected President of the American Association of Legal Nurse Consultants. After a varied nursing career in pediatrics, rehabilitation, home care and nursing administration, she has been a legal nurse consultant for the past 14 years. Prior to becoming President, she worked on the committee which developed the current scope and standards for legal nurses which led to the American Nurses Association's recognition of Legal Nurse Consulting as a specialty practice of Nursing. Mindy is the President and owner of Mindy Cohen & Associates, a medical and legal nurse consulting firm. She lives in Villanova with her husband and two teenagers. Mindy can be reached at [mcohen@medical-legalconsultants.com](mailto:mcohen@medical-legalconsultants.com).

**Julie A. Fairman, GNu'80, GRN'92**, has been promoted to the rank of Professor of Nursing at the University of Pennsylvania. Dr. Fairman developed an internationally recognized history of nursing program and is an active mentor to the next generation of scholars. She holds an administrative appointment as Director of The Barbara Bates Center for the Study of the History of Nursing at the University of Pennsylvania.

**Deborah Raines, GNu'82**, was appointed the Director of the Scholarship of Teaching for the Florida Atlantic University Center for Teaching and Learning.

### 1990s

**Kim L. Armour, GNu'97**, was named President of the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). Armour is currently manager and nurse practitioner of the Women's Subspecialty Center at Central DuPage Hospital in Winfield, IL. She is currently pursuing a doctorate in International Nursing/Global Healthcare from the University of Texas at Tyler. She resides in Wheaton, Ill. with her husband, Larry, and has three sons.

**Deborah Becker, GNu'91**, has been appointed to the rank of Practice Assistant Professor at the University of Pennsylvania School of Nursing. Dr. Becker serves as

the Director, Adult Acute Care Nurse Practitioner Program, one of the most well subscribed to and successful acute care nurse practitioner programs in the country. Dr. Becker has been involved in critical care for more than 23 years working as a staff nurse and moving into clinical education in the clinical nurse specialist and nurse educator roles.

**Doreen A. Donohue, GNu'96**, writes, "I am living in Jacksonville, FL and engaged to be married to Joseph Berlesky in October 2010. Life is wonderful!"

**Anne Letocha Ersig, Nu'97, GNu'99**, writes, "I received my PhD in December 2008 from the University of Iowa. I completed my dissertation research at the National Human Genome Research Institute, as a National Institute of Nursing Research Graduate Partnership Program Fellow. I'm currently a postdoctoral fellow in clinical genetics at the University of Iowa College of Nursing."

**Robert G. Hess, Jr., GR'94**, was inducted into the American Academy of Nursing for his research and advocacy for shared governance. He is founder of the Forum for Shared Governance and Creator of [www.sharedgovernance.org](http://www.sharedgovernance.org). He is also Executive Vice President for Continuing Education Programming at Gannett Healthcare Group (formerly Nursing Spectrum/NurseWeek), leading the world's largest full-service continuing education providership for nurses and allied healthcare disciplines.

**Virginia Marshall, GNu'98**, was elected President of the National Board for Certification of Hospice and Palliative Nurses. She writes, "During my time at the Acute Care Nurse Practitioner (ACNP) program at University of Pennsylvania, Dr. Terry Richmond taught me the importance of speaking from the literature. I have always been so proud to be a nurse. I strongly feel my certifications in the specialties of acute care and hospice and palliative care have empowered me."

**Matthew D. McHugh, GNu'98, GR'04**, Assistant Professor of Nursing at the University of Pennsylvania, has been awarded a University Research Foundation grant for his project, "Nursing Work Environment and Poor Glycemic Control among Medicare Beneficiaries." The evidence generated will support further research examining the impact of the Hospital Inpatient Prospective Payment System rule changes on health outcomes for Medicare beneficiaries as well as hospital outcomes.

**Mary Ann McLaughlin, Nu'90, GNu'93**, writes, "My husband and I, along with our daughters, Erica, 12, and Elena, 8, welcomed a baby boy, James Joseph McLaughlin IV, on September 29, 2008 at 8:29 am. JJ, weighed in at 8 pounds and 10 ounces and was 20.25 inches long."

### 2000s

**Maya Clark, Nu'03, GNu'06**, was accepted into the University of Pittsburgh School of Nursing PhD program.

**Mark Krugman, Nu'04**, writes, "I finally proposed to my college girlfriend, and, of course, she said, 'yes.' I again want to reiterate what an amazing impact Penn has had not only on my career, but also my life. If it weren't for the dedicated and friendly staff, administrative personnel, my advisor, Dr. Tulman, and the Hillman Foundation, I may not have met my wonderful now fiancée, let alone flourished in my career."

**Sarah Scott, Nu'06**, married Andrew Olsen on September 26 at Our Lady of Mount Carmel Church in Doylestown, PA, followed by a reception at the Aldie Mansion. Andrew and Sarah enjoyed a wonderful honeymoon in Antigua and St. Lucia. They currently live near New York, where he works as an equity-research associate and she as a registered nurse.

**Sebastian Stachowicz, Nu'01**, and **Donna Christi Stachowicz, Nu'01**, proudly welcomed the birth of their daughter, Jillian Elizabeth, on Feb. 17. "Jilly Bean, as we affectionately call her, arrived three weeks early and is healthy." They live in San Diego.

## In Memoriam

**Carolyn Frances Waller Ballou, HUP'59**, passed away on April 21, 2009 at the age of 70. After graduating from the Hospital of the University of Pennsylvania's Nursing School, Carolyn passed the Pennsylvania State Boards in January 1960, earning her Registered Nurses License and pursued her career as a Registered Nurse. She leaves her beloved husband, their three children, and nine grandchildren.

**Estelle Rasmussen Brennan, HUP'56**, of Plano, TX, January 2009

**Rose Costa Brown, NED'37**, of Newcastle, CA, November 1, 2006

**Margery Joan Campbell, HUP'50**, passed away on May 22, 2009 at the age of 79. She was born in Williamsport, PA on Sept. 9, 1929. She was Director of the Operating Room at Oak Valley District Hospital for many years preceding her retirement in Oakdale, CA. She is survived by her husband of 20 years, Morris Campbell; sons, Lee and Steve; three grandsons; two granddaughters; four great-grandchildren; two stepchildren and four step grandchildren.

**Virginia Allen Cope, ED'50**, of Portland, OR, January 7, 2009

**Louise C. Famous, HUP'46**, of New Holland, PA, April 11, 2009

**Evelyn L. Goldberg, Nu'51**, of Philadelphia, PA, March 5, 2008

**Gail Hammerschmidt Green, HUP'56**, of Batavia, NY, April 15, 2006

**Iris Machlan Gross, HUP'46, ED'49**, of Cherry Hill, NJ, passed away on July 6, 2009. Iris worked for 51 years at HUP. She received her diploma in Nursing at HUP and then received both her bachelor's and master's in Education at Penn. She received numerous awards and honors and served on many nursing committees and professional organizations in her career. Iris was truly a nursing educator at the HUP's School of Nursing, ultimately becoming director from 1960 until the School closed in 1978. From 1978 until 1997 she was in the Human Resources Department. She is the beloved wife of Stanley Gross; mother of Bradley (Bobette)

Gross and Jeffrey Gross; sister of Patricia Graef; grandmother of Tricia, Nicole, Brandon, Ashley, Emily, Olivia, and Sophia; and aunt of Lisa Arcaini and Drew Graef.

**Carolyn Eberly Gurley, Nu'59, GNu'63**, of Media, PA, February 11, 2008

**Thelma C. Harding, ED'43** of Lancaster passed away at the age of 97. She was a member of Ascension Lutheran Church, Willow Street. Thelma was a graduate of the Allentown School of Nursing and the University of Pennsylvania and she received her master's degree from Lehigh University. She was an instructor at the Allentown Hospital for 20 years and served as a consultant for the State Board of Nurse Examiners (1956-1964). Thelma was the Director of Nursing Services for the Polyclinic Hospital from 1964 until 1968 and an Associate Professor and Director of Nursing at Hagerstown, Maryland Junior College, where she started a two-year Associate Nursing Degree program.

**Patti Kunyczka Lipschutz, GNu'82**, a nurse-clinician who cared for patients with weight and eating disorders, passed away on July 18, 2009 at the age of 55. Since 2001, Mrs. Lipschutz had been senior clinical-research coordinator at the Center for Weight and Eating Disorders in the University of Pennsylvania School of Medicine's psychiatry department. Thomas Wadden, director of the Center said, "Patti would reestablish hope in them. Even if a patient failed at first, she would tell them they were better off for trying and keep them positive." The Patti Lipschutz Memorial Fund at the School of Nursing has been established to support mental health nursing education. Please contact the Office of Development at (215) 898-4841 for more information.

**Theresa Navitsky McNulty, HUP'56**, of Philadelphia, PA, December 20, 2003

**Mabel H. Morris, Nu'58**, passed away on Thursday, June 18 in Napa, CA. Her honors include a degree of Doctor of Humanities from MCP Hahnemann University and Distinguished Service Leadership Award from the U.S. Department of Health and Human

Services. An active advocate of healthcare reform, Mabel held positions ranging from visiting nurse to staff nurse to Director of the Division of Health Resources Development, U.S. Public Health Service (Philadelphia) and Program Planning Officer of the Public Health Service Administration in Washington, D.C.

**Mary Lynn Miller, Nu'64, Nu'68**, was 73 when she passed away on March 9, 2009. Mary was employed as a coordinator of continuing education at the University of Pennsylvania School of Nursing from 1968-1970 and was a staff nurse and supervisor at the Institute of Pennsylvania Hospital, where she served as associate director of nursing from 1970 until she retired in 1994. She served as president and board member of both Penn Nursing and the Pennsylvania Hospital School of Nursing Alumni Associations, was a member of the Sigma Theta Tau, Xi Chapter sorority, and was an active volunteer for the American Red Cross.

**Barbara M. Modic, Nu'57**, of Pipersville, PA, December 26, 2007

**Rita M. Nemchik, GR'02**, of Ramsey, NJ February 27, 2009

**Elizabeth H. O'Donnell, ED'46**, of West Deptford, NJ, 20, 2009

**Joan C. Tierney Oliver, HUP'46**, of Hudson, passed away Oct. 18, 2008. Born in Forestville, PA, she was a retired school nurse from Willingboro, NJ. She received a Graduate degree from Wilkes College a master's from Trenton State. She moved to Florida in 1989, and is survived by husband, Joseph; sons, Thom of Lake Worth, FL, Tim of Suwanee, GA and Jody (Juliet) of Clover, SC; brother Thomas Tierney of South Natick, MA.

**Anna C. Stewart Smythe, HUP'30**, passed away on April 19, 2009 at age 100. Mrs. Smythe served as a public health nurse for Monmouth County Organization for Social Services, a substitute school nurse at Freehold High School, was head nurse at the John L. Montgomery Medical Home for 10 years, and was also Director of Activities there for six years. During World War II, she was a volunteer for the American Red Cross teaching home nursing.

# HUP Alumni News

## Dear HUP Alumni,

Allow me to introduce myself: I am Margaret Moffett Iacobacci, HUP'78, and I am the newly elected president of the HUP Alumni Association. My participation in the alumni association happened rather serendipitously. I was a recipient of a HUP scholarship when pursuing a master's in Nursing in 2001. After my graduate work was completed, I wanted to give something back to the organization that was so willing to help me. I have served in several capacities since that time: as a board member, social committee chair, and most recently, as vice-president. It has been a wonderful experience working with so many people who are so dedicated to keeping the HUP legacy alive.

One of those wonderful people is Betty Irwin, HUP'50. Betty has worked tirelessly sorting through HUP alumni materials, assessing and cataloguing. Betty drives up from her home in Delaware several times a week to our office in The Barbara Bates Center for the Study of the History of Nursing at Fagin Hall. There, she puts in a full day dedicated to keeping our history alive.

Betty is an inspiration and I urge all of you who can to become involved with the alumni association in whatever way you can – whether it's assisting Betty one day a week or serving on a committee or board. Getting involved is a great way to share in our history.

Another way to ensure that the HUP Legacy continues is to support the Kresge Challenge. This prestigious award was given to Penn Nursing on the condition that the campaign is completed (see sidebar explanation). All gifts of any size to the School of Nursing are counted toward the goal and can be specified in support of the HUP Legacy or any other Nursing fund. As one of our board members recently suggested, if you are having a hard time finding that perfect gift for someone, why not give to the Penn Nursing Kresge Challenge in that person's name? All gifts can be made in memory or in honor of someone you wish to acknowledge.

If you are interested in getting involved or would just like to reconnect with some classmates, the Fall luncheon would be the perfect place to do so. On October 10th we will meet in Claire M. Fagin Hall (formally the TriNeb) for a catered lunch. During the lunch, you are invited to see the new HUP Legacy Fountain, given by Mary Anne Spolar Gamba, HUP'65, GR'84. Five "Pathfinders" will be recognized as part of the HUP Legacy Fountain for their contemporary impact on healthcare delivery and because of their important reflection on the importance of the HUP Legacy. These pathfinders are: Lillian Brunner, HUP'40; Nadine Landis, HUP'46; Shirley S. Chater, HUP'53; Ruth Watson Lubic, HUP'55; and Marie Savard, HUP'70, Nu'72, M'76, INT'80.

A HUP alumnus who took a different, but beautiful and talented, path is Kathy Shaver Amrom, HUP'76. At the Spring luncheon at the Concordville Inn, Kathy presented artwork samples and her vision for the art installation proposed for the 2011 Reunion. Everyone present, including our friend and HUP Alumni supporter Dean Afaf Meleis, was very receptive and supportive of Kathy's artwork and her ideas. Mark your calendars for the 2011 Reunion, when we look forward to seeing the finished product!

Also announced at the Spring luncheon are our new board members Pam Dolan, HUP'76, Maureen Mahoney Erckle, HUP'75, and Candace Pfeffer Stiklorius, '66, vice president. The dedication and enthusiasm of our board members is inspiring. I look forward to an exciting two years as your president and encourage all of you to become involved with this dynamic organization.

**Margaret Moffett Iacobacci, HUP'78**



## KEEPING THE LEGACY ALIVE

*The HUP Alumni Association and Penn Nursing announce the start of a new partnership with the HUP Nursing Legacy Fund. This fund will be used, in part, to help offset long-term costs of the 2011 HUP Art Installation in Fagin Hall and to fund the processing and preservation of the HUP archives as part of The Barbara Bates Center for the Study of the History of Nursing.*

*As HUP Alumni, you will soon receive a letter inviting you to participate in the Penn Nursing Kresge Challenge by giving to the HUP Legacy fund or any one of Penn Nursing's other gift funds.*

## What is the Penn Nursing Kresge Challenge?

*The University of Pennsylvania School of Nursing has been awarded a \$1.5 million challenge grant from The Kresge Foundation toward our Where Science Leads Campaign.*

*One of the most prestigious foundations in the United States, the Kresge Foundation is renowned for supporting communities around the world by empowering the nonprofit organizations that make a direct community impact to complete capital projects, increase donor participation and strengthen ties with community leaders.*

*The Kresge Challenge grant will help to finish Penn Nursing's \$75 million Where Science Leads Campaign, which aims to strengthen the School of Nursing and communities across the globe through student and faculty support, building renovations, funding for innovative research and dedication to the improvement of practice.*



## Florence Nightingale was an Epidemiologist too: *Notes on an Interdisciplinary Research Career*

**Jennifer Pinto-Martin, PhD, MPH,  
Viola MacInnes/Independence Professor of Nursing**

My love of epidemiology began in 1981. I remember clearly sitting in a lecture hall at the University of California at Berkeley, and puzzling over some data on mortality for men, women, and children of differing social class that was displayed on the board. We were asked to examine the figures and determine the cause of mortality, and we spent the next 20 minutes talking about what could be the cause of death that appeared to primarily target lower class men. Women and children were largely unaffected. Could it be war? Could it be gun violence? None of them quite fit, but we finally did figure it out<sup>6</sup>. And when I walked out of that room, I was hooked.

John Snow is considered the father of modern epidemiology, but Florence Nightingale was doing the same kind of work at precisely the same time. Florence was a pioneering woman who became distressed by the deaths due to cholera and malaria experienced by soldiers in the Crimean War. She petitioned to go to Turkey to address this problem and found that conditions in the hospitals were filthy and overcrowded. She did what every good epidemiologist must do: paint a picture of the distribution of disease and death in

order to understand its cause. She produced beautiful graphic representations, known as coxcombs, of mortality rates by different disorders – deaths from wounds in battle, from other causes, and from disease. It became evident that the deaths from disease far outstripped the deaths from war wounds and she insisted on adequate lighting, good diet, improved hygiene, and increased physical activity for the soldiers. Within six months of her arrival, changes were made to the hospital conditions and the mortality rate dropped from around 40 percent to two percent. This is the power of epidemiology in my mind: by studying the pattern of disease distribution you can look for potential points of intervention in the disease process and you can make a difference without knowing the underlying pathophysiology of the disease. There is a thrill of the hunt here. It's always intriguing me and drawing me to the next question.

I learned more of Florence's work when I came to Penn Nursing in 1990. Here, I became more and more convinced of the alliance between nursing and public health. Nurses observe, monitor, and record in ways that can inform the questions that epidemiologists answer. The two disciplines

also share common goals: the prevention or amelioration of disease.

After my undergraduate training in California, I was recruited to work as a project director for Nigel Paneth, who was the Principal Investigator for a NIH-funded study on the etiology and long-term consequences of neonatal brain injury. This study, known as the Neonatal Brain Hemorrhage Study (NBHS), began in 1984 and was a population-based prospective study of all babies born weighing between 500 and 2000 grams. We enrolled 1,105 infants and mothers and with the help of an unbelievable team of research nurses, we abstracted medical records, interviewed the mothers, collected massive amounts of data on the prenatal, neonatal and long-term causes of these infants, and obtained cranial ultrasounds, pictures of the babies' brains. The first follow-up assessment occurred at age two when we looked at the independent role of neonatal brain injury in predicting non-disabling and disabling cerebral palsy, controlling for factors such as birthweight and length of hospitalization. We were able to show that the risk of disabling CP was 15 times higher for those with severe neonatal brain injury and the risk of disabling CP was

**Dr. Jennifer Pinto-Martin with Dean Meleis, Dean Emerita Claire Fagin, and past award recipients (from left to right): Drs. Barbara Medoff-Cooper, Marilyn Sommers, Linda Aiken, Dean Afaf Meleis, Pinto-Martin, Dean Emerita Claire Fagin, Loretta Sweet Jemmott, Mary Naylor, and Neville Strumpf**



"I became more and more convinced of the *ALLIANCE* between nursing and public health..."

The two disciplines also share common goals: the prevention or amelioration of disease. " **JENNIFER PINTO-MARTIN**

three times higher for those with mild brain injury, although the conventional wisdom was that these mild brain injuries were of no consequence. They were little bruises on the brain that resolved with time and without any long term sequelae. So we were able to demonstrate that, in fact, there were long time effects and these were injuries we needed to worry about.

I was Principal Investigator for a study of the NBHS cohort at age nine. We looked at IQ and school performance in these former premature infants and found that one-third of the cohort was receiving special education. That is a phenomenally high rate. There was also a birthweight gradient for school achievement, meaning the little babies did worse than the bigger babies, and this cohort also had elevated rate of attention deficit hyperactivity disorder. So these were children that were having a lot of difficulties in school. We estimated that the economic burden associated with grade retention alone is about \$4,000 per child. These were relatively old data, but if you imagine 225,000 low birth weights per year in the US and estimate a 5 percent grade retention rate, we are talking about \$5 million per birth cohort. This is a very significant public health problem.

In the low birthweight cohort, we had screened for autism at age 15, so I reexamined our data and found that the screening prevalence of autism spectrum disorders (ASDs) in our cohort was nearly 20 percent, shockingly high. People could not answer the question of whether it was on the rise, we had no idea what caused it, and I thought "this is a perfect challenge for an epidemiologist."

We have just completed data collection on this and will soon be reporting out what we found. Around the same time, I applied to the U.S. Centers for Disease Control to establish a Center for Autism and Developmental Disabilities, Research, and Epidemiology (CADDRE). We are now one of



six CDC-funded centers created to study the prevalence of autism and its etiology.

So the common question is: is there an epidemic of Autism Spectrum Disorder? Now as an epidemiologist, that should seem as though it would be easy to answer. It is actually remarkably difficult.

Prevalence rates are increasing, but are they attributable to a real change in the risk of acquiring the disease? Or could the entire increase result from broadening the diagnostic umbrella? We cannot rule a genuine risk when we do not know the etiology, so this sets the stage for what we are doing in CADDRE, which is to search for the cause.

In our current study, we are assessing the number of eight-year-olds diagnosed with autism in a defined geographic area, in a series of birth cohorts, and we are using systematic record review and consistent diagnostic criteria. That will allow us to see if there are changes over time that are not related to change in diagnostic criteria but that represent an actual increase in the risk of acquiring ASD. If there is actually change in risk, we will see rates go up in subsequent birth cohorts.

In 2002, in Philadelphia, we found a total prevalence of 5.3 per 1,000 cases, which represented a rate of 8.7 in boys and 1.8 in girls, and 7.6 in white, 4.2 in black, and 4.7

in Hispanic populations. This led to a study with my colleague David Mandell to look at the race differences in the age diagnosis in children eligible for autism classification. We found that, on average, black children receive their diagnosis at 7.9 years of age while white children receive their diagnosis at 6.3 years of age. There is no biological reason why their rate should be different, and we know that earlier recognition and earlier diagnosis leads to earlier intervention and better outcomes.

In the largest national study on developmental disabilities to date, CADDRE has joined five other CDC-funded research centers to identify risk factors for ASDs. The Study to Explore Early Development includes three groups: children with ASDs, children with other developmental disorders, and typical children. Each of the six sites is collecting data on 450 children between the ages of two and five. Each child comes in for a day-long assessment that includes genetic samples, a review of medical records, blood samples, and developmental and physical evaluations. It is critical that we understand the underlying risk factors for ASD because only then can we work on strategies for prevention. It is a very ambitious study that holds the promise of unlocking the mystery of what causes ASD. Once this mystery has been solved I will be in search of the next one!

# Faculty Research News



**Dr. Naylor Receives Episteme**

Dr. Mary Naylor has been selected to receive The Baxter International Foundation's 2009 Episteme Award, the most prestigious award given by the Honor Society of Nursing, Sigma Theta Tau, and arguably the most esteemed in nursing.

The Episteme acknowledges a major break-through in nursing knowledge development that has resulted in significant and recognizable public benefits. Dr. Naylor was selected for her leadership of the team responsible for an internationally recognized model of transitional care for older adults and their family caregivers. She is the seventh faculty member from Penn Nursing to receive this honor, joining current professors Drs. Linda Aiken, Lois Evans, Loretta Sweet Jemmott, and Neville Strumpf.



## PENN NURSING WELCOMES NEWEST FACULTY MEMBER

*Pamela Z. Cacchione, PhD, APRN, GNP, BC, has been appointed Associate Professor of Geropsychiatric Nursing in the Clinician Educator track.*

*Dr. Cacchione's program of research with long-term care elders has evolved from a focus on prevention and early detection of delirium to the prevention of avoidable disability due to sensory impairment. The clinical portion of Dr. Cacchione's Clinician Educator appointment will be in Penn Nursing's Living Independently For Elders (LIFE) practice.*

*Dr. Cacchione was awarded a PhD in Nursing Research in 1998 from Saint Louis University, a master's in Nursing as a Gerontological Nurse Practitioner in 1987 from Marymount University, and a Bachelors degree in Nursing in 1984 from Villanova University.*

## Congress Drafts Legislation Based on Penn Research

The "Medicare Transitional Care Act" (H.R. 2773), sponsored by Representatives Earl Blumenauer (D-OR) and Charles Boustany (R-LA), has been introduced as in the House of Representatives to provide senior citizens with a new Medicare benefit. This important legislation is designed to eliminate the thousands of preventable hospital readmissions that occur each year by providing high quality transitional care to high-risk Medicare beneficiaries throughout episodes of acute illness.

Health overhaul bills under development by the Senate Finance and Senate Health, Education, Labor, and Pensions committees also include legislation requiring Medicare pay claims for "transition" services. Bipartisan legislation introduced by Sens. Susan Collins, R-Maine, and Jeanne Shaheen, D-N.H., point to the the Transitional Care Model, a research-based innovation designed and tested by a multidisciplinary team at the University of Pennsylvania School of Nursing, led by Mary Naylor, GNu'73, GR'82, HOM'91, PhD, RN, FAAN, the Marian S. Ware Professor in Gerontology and Director of the NewCourtland Center for Transitions and Health. The model involves care by

advanced practice nurses throughout the elder's acute episode of illness.

Applying transitional care services to Medicare patients with two or more risk factors saved almost \$5,000 per patient over the course of the year, Dr. Naylor explained at an April 17 Senate Finance Committee roundtable.

Under the Collins-Shaheen legislation, the benefit would pay a "transitional care clinician" – generally an advanced practice nurse – for such services as: developing a transitional care plan that identifies potential health risks, treatment goals, current therapies, and future services; reviewing medications to avoid adverse drug reactions, and teaching the patient and caregiver how to organize, manage and take medications; monitoring follow-up physician visits by the patient; assuring appropriate referrals to specialists, tests and other services and help with navigation of the healthcare system; and assisting the patient and caregiver with coordinating support services such as medical equipment, meals, shopping, and transportation.

For more information on Dr. Naylor's model of transitional care, visit [www.nursing.upenn.edu/media/transitional\\_care/](http://www.nursing.upenn.edu/media/transitional_care/)





# Keynotes and International Presentations

## Linda Aiken

*Nursing: The Building Block for Excellence in Hospital Care*, Peking Union Medical College, School of Nursing, Beijing, China. Visiting Professor Lecture. July 2009.

*Global Nurse Workforce and Nursing Advances in Care in the Middle East*, ICN, Durban, South Africa. June-July 2009. (Plenary Presentation).

*Impact of Hospital Care Environment on Patient and Nurse Outcomes*, NDNQI Annual Conference. Dallas, TX, June 2009.

*Using Evidence to Motivate Quality Improvement*, Yvonne L. Munn Endowed Lecture, Massachusetts General Hospital. Boston, MA, May 2009.

*Improving Care Environments: Key to Better Hospital Outcomes*, Baylor Health System Nurse Leadership Conference. Dallas, TX, May 2009.

*Pursuit of Quality*. Baylor Quality Improvement Summit. Dallas, TX, October 2008.

*Distinguished Lecture, Nursing Outcomes Research*, Sun Yat-Sen University, Guangzhou, China. September 2008.

*Outcomes of Supplemental Nurse Staffing*, Staffing Industry Analysts Inc. San Francisco, September 2008.

*Evidence-Based Nursing Innovations to Improve Hospital Care Environments*, International Conference on Nursing Leadership. Boston, MA, June 2008.

## Joseph Boullata

*Approaching Drug-Nutrient Interactions from the Gut*, Mississippi Society for Parenteral & Enteral Nutrition. Jacksonville, MS. January 2009.

## Robin Cheung

*The Evolution of a Clinical Practitioner to a Nurse Scientist: Planned or Happenstance?* University of Kentucky College of Nursing. 2009. (Keynote).

*Project Research: From Ideas to Innovations. The Good, Bad, and Ugly of Multi-site Research*, Christiana Hospital. Newark, DE. (Keynote).

## Jeannie Cimiotti

*Impact of Nursing Care Environment on Patient Mortality and Failure to Rescue in the U.S.* ICN Research Symposium, Global Evidence in Support of Improved Nursing Care Environments. Durban, South Africa. June 2009.

*Infectious Diseases: What are We up Against?* Oncology Nurses Symposium. San Diego, CA. 2009. (Invited).

## Cynthia Connolly

*I am a Trained Nurse: The Nursing Identity of Anarchist and Radical Emma Goldman*, Agnes Dillon Randolph International History Conference. Charlottesville, Virginia. March 2009.

## Martha Curley

*Good Death and New Beginning*, ACCCN, ACCYPN, Princes Margaret Hospital. Perth, Australia. April 2009.

*The RESTORE Clinical Trial: Pain & Sedation in Pediatrics (plenary); Parent presence during procedures and resuscitation; Protocols to optimize sedation in infants and children*, Cardiology in the Young. Great Ormond Street Hospital for Children NHS Trust and UCL Institute of Child Health. London, England. April 2009.

*Debate – Government-mandated nurse patient ratios are necessary for good patient care; Parent presence during invasive procedures and resuscitation; Nightingale metrics: How can we measure and improve nursing across a cardiovascular program?* Cardiology 2009. Nassau, Bahamas. February 2009. (Plenary Presentation)

*Prone Positioning – Is it Really Worth the Risk? Protocols to Optimize Sedation for Infants and Children*, 54th American Association for Respiratory Care International Conference. Anaheim, CA. December 2008.

*Where, When and How to Present Skin Lesions in Children Admitted to the ICU* (preconference symposium), AISLeC: EBP E Wound Care, Nuove Frontiere. Naples, Italy. November 2008.

*Developing Expertise in Clinical Inquiry*, Northeast Pediatric Cardiology Nurses Association. Washington, DC. October 2008.

*Begin with the End in Mind... Quality Outcomes in Pediatric Critical Care; Sedation Assessment in Critically Ill Infants and Children – The State Behavioral Scale*, Eliza Fernie Critical Care Symposium. Denver, CO. 2008.

## Patricia D'Antonio

*Nursing History: Nursing, History, and the Politics of Place*, The Wellcome Institute Centre for Medical History, University of Exeter. Exeter, UK. July 2009. (Keynote).

*Competence, Coolness, and Control of the Clinical Moment: Rethinking the Trope of Disciplined Obedience in the History of Nursing*, University of Manchester School of Nursing, Midwifery, and Social Work. Manchester, UK. July 2009. (Invited).

*Competence, Coolness, and Control of the Clinical Moment: Rethinking the Trope of Disciplined Obedience in the History of Nursing* Associated Medical Services History of Nursing Unit, University of Ottawa. Ontario, Canada. April 2009. (Keynote).

*Communities of Care: New Questions and New Methods in the History of the German and German American Diaconate* (with Sylvelyn Hähner-Rombach), Agnes Dillon Randolph International Nursing History Conference. University of Virginia, Charlottesville, VA. March 2009.

*Race, Place, and Professional Identity: Nursing in Georgia, 1900-1940*, Center for Health, Culture and Society. Emory University School of Public Health. Atlanta, GA, October 2008. (Invited).

## Rose Dimaria-Ghalili

*Nutrition in Older Adults*, Dartmouth-Hitchcock Medical Center. Lebanon, NH. June 2009. (Invited).

## Nancy Hanrahan

*Nurse Dose-Response: Method for Measuring the Impact of an Advanced Practice Nurse Intervention to Improve Medication Adherence among Individuals with a Mental Illness and HIV*, American Psychiatric Nurses Association, Minneapolis, MN. October 2008.

*Does the Organizational Quality of the Psychiatric Nurse Practice Environment Influence Occurrences of Wrong Medication, Nosocomial Infections, Complaints, Work Injuries, Patient Falls, and Verbal Abuse of Nurses in General Hospital Psychiatric Settings?* American Psychiatric Nurses Association, Minneapolis, MN. October 2008.

*The Association between the Quality of the Organizational Context and Staffing Mix of Inpatient Psychiatric Environments and Reports of Adverse Event*, American Psychiatric Nurses Association, Minneapolis, MN. October 2008.

*Patient Outcomes from an Advanced Practice Psychiatric Nurse Intervention for HIV Regimen Adherence among Individuals with a Mental Illness and HIV*, with Blank, M.B., Gross, R., Hines, J., Ten Have, T., Coyne, J., Eachus, S., Aiken, L. American Psychiatric Nurses Association, Minneapolis, MN. October 2008.

**Mary Ersek**

*Care for Persons in the Final Hours of Life and Legal and Ethical Issues in Palliative Care*, Palliative Care Workshop. Gaborone, Botswana. June 2009.

**Lois Evans**

*Using the Evidence Base to Guide Exemplary Dementia Care*, Alzheimer's 2009: The many roads to brain aging, Duke University School of Medicine. Research Triangle Park, NC. February 2009. (Keynote).

*Developing Statewide Commitment for the Nursing Home Collaborative: The experience of the University of Pennsylvania HCGNE and its Work Group Partners for Change in LTC*. Symposium Paper "Hartford Center of Geriatric Nursing Excellence Nursing Home Collaborative", with N. Strumpf, M. Bourbonniere. Gerontological Society of America, Harbor Place, Maryland. November 2008.

*A Field in Transition: Creating New Futures for Gerontologic Nursing*, Rubenstein Lecture, Boston College. Boston, MA. October 2008. (Endowed lecture).

*Family Pearls: Family Centered Geriatric Care*, 2008 Pearls of Geriatric Wisdom conference. Red Hook, NJ. September 2008. (Keynote).

**Maureen George**

*Controversies and Challenges in Promoting Patient Adherence to Asthma Medicines*. Arizona Asthma Coalition. Phoenix, AZ. May 2009.

**Wendy Grube**

*Cultural Attitudes, Values, and Beliefs Influencing Cervical Cancer Screening among Appalachian Women in West Virginia: An Ethnographic Study*, West Virginia Comprehensive Cancer Coalition (Mountains of Hope). Charleston, West Virginia. July 2009.

**Eileen Lake**

*Nursing Unit Organization & Very Low Birth Weight Infant Outcomes in Neonatal Intensive Care Units and Better VLBW Infant Outcomes in Nursing Magnet Hospitals* (with J. Rogowski, J. Horbar, D. Staiger, M. Kenny, T. Patrick, R. Cheung), AcademyHealth 2009 Annual Research Meeting. Chicago, IL. June 2009.

*Care and Safety Management for Patients and Professionals*, 4th Nursing Care Conference. Consorcio Hospital General Universitario de Valencia. Valencia, Spain. June 2009. (Invited Keynote).

*U.S. Magnet Hospitals: Growth and Impact on Health Care Outcomes*, Magnet Nursing Day, The Catholic University of Valencia. Valencia, Spain. June 2009 (Invited).

*Promoting Quality through Nurses' Expertise and Practice Environments*, Delaware Nurses Association 2008 Conference. Dover, DE. April 2008. (Keynote).

*Contemporary Professional Practice Environments*, 2nd National Conference on the National Database of Nursing Quality Indicators. Orlando, FL. January 2008. (Invited).

**Terri Lipman**

*Advancing Urban Health through University-Assisted Community Schools* (with I. Harkavy), Collaborating to Improve Health in West and Southwest Philadelphia. December 2009.

*Obesity in Children in the Community: Assessing the Risk of Diabetes* (with Penn and high school students E. Bremhorst, L. Williams, T. Williamson), 25th Annual Pediatric Nursing Conference. Orlando, FL. June 2009.

*Community Schools and Health Professional Schools – Linking Teaching and Research to Provision of Health Care Services to Students and the Community* (with C. Bowman, K. Margo, G. Bazelon, J. Gulch), National Conference on University-Assisted Community Schools as an Effective Strategy for Educational Reform. Philadelphia, PA. June 2009.

*Goal for 2010: Submit an Abstract to the PENS Annual Convention – Plan, Start Now!* (with M. Keil) and *Introduction and Overview: Evolving Paradigms in the Clinical Diagnosis and Treatment of Short Stature*, Pediatric Endocrinology Nursing Society Convention. Newport, RI. April 2009.

**Matthew McHugh**

*The U.S. Presidential Election and Nursing Workforce Policy*, Institute for Nursing Healthcare Leadership. Boston, MA. 2008.

**Barbara Medoff-Cooper**

*Do Our Babies Talk to Us? Do We Hear Them?* National Association of Neonatal Nurses Research Forum. Scottsdale, AZ. February 2009. (Keynote).

**Afaf Meleis**

*Transitions Process: From Health to Illness*, 10th European Association of Enterostomal Therapist Congress. Porto, Portugal. June 2009.

*Theoretical Foundation for Nursing Science: Post-Nursing Theory*, 12th International Biennial Neumann Systems Symposium. Las Vegas, NV. June 2009.

*Transitions from Practice to a Center of Excellence and Developing Policies: Integrating Practice and Knowledge*, Interdisciplinary Seminar, University of Navarra. Pamplona, Spain. January 2009.

*Theoretical Foundation for Nursing Science: Post-Nursing Theory*, 12th International Philosophy of Nursing Conference and the New England Nursing Knowledge Conference. Boston, MA. September 2008.

*Safe Womanhood: A Global Perspective*, Healing the Globe Summer Series, Chautauqua Institution. Chautauqua, NY. July 2008.

**Cheryl Monturo**

*Enteral Nutrition and Hydration in Long-term Care*, Annual Geriatrics Meeting. Covidien. Boston, MA. 2008.

**Marjorie Muecke**

*Integrating Global Health Nursing in Higher Education*, Pan American Collaborating Centers for Nursing and Midwifery. Washington, DC. September 2009.

*Global Women's Health Issues: Challenges & Opportunities in Advanced Practice*, Drexel University's 33rd Annual Women's Health Conference. Atlantic City, NJ. February 2009. (Keynote).

*Starting and Sustaining Global Partnerships*, American Academy of Nursing. Scottsdale, AZ. November 2008.

**Mary Naylor**

*Transitional Care: A Health Care Bridge for Chronically Ill Older Adults*, Edward Henderson State-of-the-Art Lecture, American Geriatrics Society. Chicago, IL. April 2009.

*Enhancing the Experiences and Outcomes of Chronically Ill Patients*, Transitions in Care symposium, The Ottawa Hospital Patient Safety Education Day. Ontario, Canada. November 2008.

*Transitional Care: Enhancing the Experiences and Outcomes of Chronically Ill Patients*, 2008 Annual Discharge Planning Conference, New York State Department of Health. Albany, NY. September 2008. (Keynote).

**Kathy Culpepper Richards**

*Nursing Assessment and Patients' of Night-time Sleep*, XXXV National Conference of the Spanish Intensive and Critical Care Nursing Society. Valladolid, Spain. June 2009.

*Sleep and Behavioral Symptoms in Elders with Dementia and Cognitive Behavioral Therapy for Insomnia in Early to Moderate Dementia*, XII National Congress and XI International Nurse Congress - "New Perspective of Nurse in Neuroscience." Col. La Fama Tlalpan, Mexico. 2008.

**Barbara Riegel**

*State of the Science of Heart Failure Self-Care; Improving Outcomes in Heart Failure; and Sleep, Cognition, and Heart Failure Self-Care*, 6th Simposio Internacional de Cardiologic, Falla Cardiac y 3rd Congreso de la Sociedad Latinoamericana de Cirugia Cardiovascular y Toracica. Cartagena de Indias, Columbia. February 2009.

*Self-Care of Heart Failure: Are Women Different? and Women with Cardiovascular Disease*, Primer Simposio Internacional Cuidado para la Salud Cardiovascular de la Mujer, Universidad Nacional de Colombia. Bogota, Colombia. September 2008.

**Mary Lou de Leon Siantz**

*Elimination of Infant Health Disparities*, Department of Health and Human Service, Office of Minority Health. Washington, DC. April 2009. (Invited).

**Marilyn Sommers**

*Understanding Health Disparities and Sexual Assault: Directions and Innovations*, Boston College Forensic Nursing Program. Boston, MA. May 2009. (Inaugural Keynote).

**Diane Spatz**

*Human Milk in the NICU: Translating Evidence into Practice*, Toronto, Canada. May 2009.

*The Value of Human Milk & Breastfeeding and Identifying Strategies for Changing Culture to Support Breastfeeding*, Princeton Medical Center. Princeton, NJ. May 2009. (Invited Keynote).

*Nursing Grand Rounds: Changing Institutional Culture, Ten Steps for Promoting and Protection Breastfeeding in Vulnerable Populations, and Human Milk in Infants with Congenital Surgical Anomalies*, Miami Children's Hospital. Miami, FL. October 2008.

**Allison Squires**

*Labor Mobility for a Competitive North American Labor Force: Strategies for Mexican Nursing Human Resources Development*, Centro de Diálogo y Análisis sobre América del Norte (CEDAN) [Center for Dialogue and Analysis About North America]. Mexico City, Mexico. 2009 (Panel Presenter).

*Tenemos que Saber por qué: Enfermería Basada en Evidencia [We have to know why: Evidence-based nursing]*, International Council of Nurses 24th Biennial Congress. Durban, South Africa. 2009.

**Marilyn Stringer**

*Rapid Response Teams and Improved Perinatal Care* (with King, K., Phillips, J., Cheek, T. and Elivotz, M. King, K., Phillips, J., Cheek, T. and Elivotz, M.), AWHONN'S 2009 Annual Convention. San Diego, CA. June-July 2009.

*Focus Group Evaluation of Study Abroad Programs* (with Muecke, M. and Grube, W.), Global Health Council's 36th Annual Conference. Washington, DC. May 2009.

**Eileen Sullivan-Marx**

*Strengthening Partnerships: Enhancing Options for Clinical Placements in Long Term Care and Home Care Settings*, The Social Marketing of Long-Term Care & Home Nursing Careers, Massachusetts Department of Higher Education. Waltham, MA. June 2009. (Invited Keynote).

*How Will We Meet the Health Service Needs of an Aging America?* Current Trends and Innovative Models of Care Delivery, Panel Respondent. Council on Health Care Economics and Policy, The Schneider Institute for Health Policy, Brandeis University, The 16th Princeton Conference. Princeton, NJ. May 2009. (Invited).

*Living Independently For Elders: Health Promotion in Practice*, University of Navarra, School of Nursing. Pamplona, Spain. December 2008.

*Working in Collaboration to Promote Health: The Case for Academic Owned Nursing Practice*, Third Annual Astrid Janzen Nursing Conference. Linkoping, Sweden. November 2008. (Keynote).

*Mainstreaming Gerontology Advanced Practice Nursing: Smooth Sailing or Turbulent Waters?* Distinguished Leadership Event, The John A. Hartford Center for Geriatric Nursing Excellence. University of California, San Francisco. September 2008. (Invited).

**Anne Teitelman**

*Gender, Power, and Sexual Risk in Adolescent Partner Relationships*, Interdisciplinary Seminar on Violence Research. Johns Hopkins University. October 2008.

**Barbara Mann Wall**

*Conflict and Compromise: Religious Nursing Orders and Health Policy in 20th-Century America*, The Agnes Dillon Randolph International Nursing History Conference. Charlottesville, VA. March 2009.

**Terri Weaver**

*Importance of Interdisciplinary Collaboration for Sleep Research*, Kyung Hee University Conference Interdisciplinary Collaboration: Sleep and the Elderly. Seoul, Korea. 2009 (Invited Keynote).



# Honors & Awards 2008-2009

## Faculty

### Linda Aiken

Roger's Society Ambassador,  
Research!America's Paul Rogers  
Society for Global Research

### Cliff Akiyama

Appointed to the Mayor's Commission  
on Asian American Affairs, City of  
Philadelphia

### Jane Barnsteiner

2009 Lindback Award for  
Distinguished Teaching, University of  
Pennsylvania

### Joseph Boullata

Distinguished Nutrition Support  
Pharmacist Award, American Society  
for Parenteral and Enteral Nutrition

### Kathryn Bowles

Espirit Award, Beatrice Renfield  
Evidence-Based Practice Fellows  
Program

Nursing Research Award Finalist,  
Heart Failure Society of America

Appointed to the National Quality  
Forum Steering Committee on Care  
Coordination

### Robyn Cheung

Outstanding Alumni Award, University  
of Kentucky College of Nursing

### Charlene Compher

2009 Fulbright Fellow

Excellence in the Practice of Research  
Award, American Dietetic Association

### Cynthia Connolly

Livinia L. Dock Award, American  
Association for the History of Nursing

### Valerie Cotter

2008 Volunteer of the Year,  
Alzheimer's Association Delaware  
Valley Chapter

### Martha Curley

Killebrew-Censits Endowed Term  
Associate Professor

Best of Sigma Theta Tau International  
Books Award for *Synergy*

### Patricia D'Antonio

M. Adelaide Nutting Award, American  
Association for the History of Nursing

Book of the Year, American Journal of  
Nursing

Agnes Dillon Randolph Award,  
University of Virginia

### Janet Deatrick

Bronze Telly Award for Pediatric  
History Taking: On the Path to Clinical  
Decision Making, The Telly Award

### Dawn Durain

Vice President, American College of  
Nurse Midwives

### Mary Ersek

Distinguished Researcher Award,  
Hospice and Palliative Nurses  
Association

### Lois Evans

2009 Lifetime Achievement Award,  
National Gerontological Nursing  
Association

### Mamie Guidera

Excellence in Teaching Award,  
American College of Nurse Midwives

### Nancy Hanrahan

Excellence in Research Award,  
American Psychiatric Nurses  
Association

### Loretta Sweet Jemmott

Heroes Award, Haven Youth Center,  
Inc.

Black Alumni Society Living Legend  
Award, University of Pennsylvania

### Sarah Kagan

Ralston House Endowed Term  
Professor in Gerontological Nursing

### Kate Kinslow

Named one of the "Best 50 Women in  
Business" by the Commonwealth of  
Pennsylvania

### Eileen Lake

Fellow, American Academy of Nursing

### Terri Lipman

Edge Runner, American Academy of  
Nursing

Bronze Telly Award for Pediatric  
History Taking: On the Path to Clinical  
Decision Making, The Telly Award

Distinguished Fellow, Netter Center  
for Community Partnerships,  
University of Pennsylvania

### Afaf I. Meleis

International Distinguished Leadership  
Award, Commission on Graduates of  
Foreign Nursing Schools

Take the Lead Award, Girl Scouts of  
Eastern Pennsylvania

### Mary Naylor

The Baxter International Foundation's  
2009 Episteme Award, Sigma Theta  
Tau

2009 Henderson Award, American  
Geriatrics Society

2008 Frances Payne Bolton Award,  
Friends of the National Institute of  
Nursing Research

### Ann O'Sullivan

PA State Award for Nurse Practitioner  
Advocate, American Academy of  
Nurse Practitioners

2009 Outstanding Service to NONPH  
Award

### David Perlman

Turning Technologies User Conference  
Regional Innovation Award

### Barbara Reale

2008 Fulbright Fellow, Council for  
International Exchange of Scholars

### Connie Scanga

2009 Provost's Award for Teaching  
Excellence by Non-Standing Faculty,  
University of Pennsylvania

### Marilyn Stringer

Global Partner in Education Award,  
Mahidol University, Thailand

2009 AWHONN's Award of Excellence  
in Education

### Eileen Sullivan-Marx

2008 John A. Hartford Geriatric  
Nursing Research Award, Eastern  
Nursing Research Society

### Connie Ulrich

Distinguished Contributions to Nursing  
Research Award, Eastern Nursing  
Research Society;

Salzburg Seminar Presidential  
Fellowship

### Stella Volpe

Distinguished Alumni Award,  
University of Pittsburgh

## Student

### Tali Averbuch

*Dorothy Mereness Award*

### Natasha Beasley

*Cherokee Education and Training*

### Jacob Bevilacqua

*Ellen D. Baer Award*

### Bridgette Brawner

*Sigma Theta Tau Award*

### Amelia Cataldo

*Adelson Family Scholarship*  
*Chubb Foundation Scholarship*

### Ashley Darcy

*NSNA Promise of Nursing Regional*  
*Faculty Fellowship Grant*

### Linda Hermann

*The John A. Hartford Foundation*  
*BAGNC Fellowship*

### Michelle Holshue

*Dean's Award*  
*Wendy Keys and Donald Pels*  
*Scholarship*

### Maura Holt

*Sigma Theta Tau Award*

### Christopher Lee

*Marion R. Gregory Award*  
*Theresa I. Lynch Award*

### Jeffrey Lee

*Nightingale Awards of Pennsylvania*  
*Scholarship*

### Jessica MacLeod

*Ralston Center Award for*  
*Gerontology Nursing Excellence*

### Karen McVay

*NSNA Promise of Nursing Award of*  
*Pennsylvania*  
*Student Nurses at Penn Scholarship*

### Lucy O'Connell

*American College of Midwives*  
*Scholarship*

### Cynthia Paidipati

*Norma Lang Award*  
*Sigma Theta Tau Award*

### Komal Patel

*Mary D. Naylor Undergraduate*  
*Nursing Research Award*

### Colin Plover

*Teaching Assistant Award*

### Jennifer Poell

*Joyce E. Thompson Award in*  
*Women's Health*

### Elizabeth Shields

*Student Nurses at Penn Scholarship*

### Yana Sigal

*Claire M. Fagin Award*  
*Alumni Award*

### Jennifer Wilson

*APNA Janssen Scholarship*  
*National Association of Hispanic*  
*Nurses Scholarship*  
*Student Nurses at Penn Scholarship*

### Felicia Wrice

*Jeanne Frances Hopkins Award*

### Mindy Zeitzer

*Ann Wolbert Burgess Endowed*  
*Student Award*  
*Henry O. Thompson Prize in Ethics*

# Currently Funded Grants

## Research Grants

### Linda Aiken

*Outcomes of nurse practice environments*  
National Institutes of Health (R01-NR004513)  
7/15/1997-5/31/2010

Principal Investigator: **Linda Aiken**  
Co-Investigators: **Jeannie Cimiotti, Douglas Sloane**

*Center for nursing outcomes research*  
National Institutes of Health (P30-NR005043)  
2/15/2000-4/30/2010

Principal Investigator: **Linda Aiken**  
Co-Investigators: **Mary Naylor, Jeannie Cimiotti, Douglas Sloane, Eileen Lake**

*Quality and cost outcomes of hospital supplemental nurse staffing*  
University of Rochester  
9/1/2007-8/31/2009  
Principal Investigator: **Linda Aiken**

*Florida outcomes of nurse practice environments*  
University of Florida  
4/1/2008-4/1/2009  
Principal Investigator: **Linda Aiken**

*RN4cast: Nurse forecasting: Human resources planning in nursing*  
European Commission  
1/1/2009-12/31/2011  
Principal Investigator: **Linda Aiken**  
Co-Investigator: **Jeannie Cimiotti**

*University of Pennsylvania Center for AIDS research*  
National Institutes of Health  
7/1/2004-6/30/2009  
Principal Investigator: James Hoxie  
Co-Investigators: **Christopher Lance Coleman, Loretta Sweet Jemmott, Linda Aiken**

*Validating NQF nurse-sensitive performance measures*  
Robert Wood Johnson Foundation  
8/15/2006-8/14/2008  
Principal Investigator: Sean Clarke  
Co-Investigator: **Linda Aiken**

### Barbara Beacham

*Children with chronic conditions: Perceptions of family management*  
Sigma Theta Tau, Xi Chapter  
4/1/2009-3/31/2010  
Principal Investigator: **Barbara Beacham**

### Kathryn Bowles

*Promoting self-care using telehomecare: Impact on outcomes*  
National Institutes of Health (R01-NR008923)  
9/8/2005-5/31/2010  
Principal Investigator: **Kathryn Bowles**  
Co-Investigators: **Mary Naylor, Barbara Riegel**

### Christine Bradway

*Continence care for obese individuals in the long-term care setting*  
Society of Urologic Nurses and Associates  
9/1/2008-8/31/2009  
Principal Investigator: **Christine Bradway**

### Deborah Watkins Bruner

*Identifying interventions for cancer patients at high risk for poor outcomes*  
Radiation Therapy Oncology Group/PA  
Commonwealth Universal Research Enhancement (C.U.R.E.) (ME-02-149)  
1/1/2007-12/31/2010  
Principal Investigator: **Deborah Watkins Bruner**

*Assessment of methods to increase Latino enrollment into cancer clinical trials*  
Radiation Therapy Oncology Group/PA  
Commonwealth Universal Research Enhancement (C.U.R.E.) (ME-02-149)  
6/1/2009-5/31/2011  
Principal Investigator: **Deborah Watkins Bruner**

*Identification of barriers and facilitators to oncology clinical trials recruitment*  
Abramson Cancer Center Pennsylvania  
Commonwealth Universal Research Enhancement (C.U.R.E.) (ME-02-149)  
5/1/2006-12/31/2009  
Principal Investigator: **Deborah Watkins Bruner**

*Preference shift & spousal utility for cancer treatments*  
National Institutes of Health (R21-CA112155)  
9/1/2005-8/31/2008  
Principal Investigator: **Deborah Watkins Bruner**

*Identification barriers and facilitators to RTOG clinical trials recruitment*  
American College of Radiology  
6/1/2006-12/31/2009  
Principal Investigator: **Deborah Watkins Bruner**

*Radiation therapy oncology group (RTOG) committee chair agreement*  
American College of Radiology  
1/1/2006-12/31/2008  
Principal Investigator: **Deborah Watkins Bruner**

*Ethnic differences in media responses & recruitment*  
National Institutes of Health (R01-CA114321)  
9/1/2006-8/31/2009  
Principal Investigator: **Deborah Watkins Bruner**

*Development of the patient-reported outcomes version of the common terminology criteria for adverse events (PRO-CTCAE)*  
Sloan-Kettering  
9/30/2008-9/29/2010  
Principal Investigator: **Deborah Watkins Bruner**

### Karen Buhler-Wilkerson

*Nursing, history and healthcare: A website*  
National Institutes of Health (G13-LM008295)  
4/15/2006-3/31/2010  
Principal Investigator: **Karen Buhler-Wilkerson**  
Co-Investigator: **Jean Whelan**

### Jeannie Cimiotti

*Risk factors and incidence of sharps injuries to nurses*  
U.S. Centers for Disease Control and Prevention/National Institute for Occupational Safety and Health (R01-OH008996)  
4/1/2007-3/31/2010  
Principal Investigator: Sean Clarke  
Co-Investigator: **Jeannie Cimiotti**

### Christopher Coleman

*Help us, save us! HIV/STI prevention intervention for high risk black men*  
National Institutes of Health (R01-MH079739)  
4/1/2007-3/31/2012  
Principal Investigator: John Jemmott  
Co-Investigators: **Christopher Lance Coleman, Loretta Sweet Jemmott**

### Charlene Compher

*The effect of Teduglutide cessation on parenteral nutrition (pn) requirements in SBS: A follow-up of the CL006-004 and CL006-005 patients*  
NPS Pharmaceuticals, Inc.  
7/1/2008-9/30/2009  
Principal Investigator: **Charlene Compher**

*A study of the efficacy and safety of Teduglutide in subjects with parenteral nutrition dependent short bowel syndrome*  
NPS Pharmaceuticals, Inc.  
11/19/2008-7/31/2009  
Principal Investigator: **Charlene Compher**

*Immuno-modulatory effects of parenteral nutrition after intestinal failure*  
University of Kansas (R21-DK073119)  
9/1/2006-8/31/2009  
Principal Investigator: Stephen Benedict  
Co-Investigator: **Charlene Compher**

### Cynthia Connolly

*A prescription for a healthy childhood: Pharmaceuticals, parents, practitioners and children in the US 1750-2008*  
American Association for the History of Nursing  
6/1/2009-5/31/2010  
Principal Investigator: **Cynthia Connolly**

*From Mrs. Winslow's soothing syrup to Triaminic Infant and Little Colds: Marketing Pharmaceutical Agents to Mothers and Children, 1750-2008*  
Trustees Council of Penn Women  
6/1/2009-8/31/09  
Principal Investigator: **Cynthia Connolly**

*A Prescription for a Healthy Childhood: A History of Children and Pharmaceuticals in the United States, 1750 – 2008*  
University of Pennsylvania Research Foundation  
8/1/2009-7/31/2010  
Principal Investigator: **Cynthia Connolly**

### Valerie Cotter

*Do hope and social support influence self-esteem in early stage dementia*  
Sigma Theta Tau, Xi Chapter  
4/1/2009-3/31/2010  
Principal Investigator: **Valerie Cotter**

### Norma Cuellar

*The effects of Valerian on sleep in persons with restless legs syndrome*  
National Institutes of Health (K01-NR009570)  
5/25/2007-4/30/2010  
Principal Investigator: **Norma Cuellar**

*Genetic variance of RLS in type 2 diabetes*  
Frank Morgan Jones Fund  
9/1/2008-12/31/2009  
Principal Investigator: **Norma Cuellar**

**Martha A. Q. Curley**

*Sedation management in pediatric patients with acute respiratory failure study*

National Institutes of Health (U01-HL086622)  
4/1/2008-3/31/2013

Principal Investigator: **Martha A. Q. Curley**

*Toward optimal end-of-life care in the PICU*

Education Development Center, Inc. (R01-NR09298)  
9/21/2005-6/30/2010

Principal Investigator: Robert Truog

Co-Investigator: **Martha A. Q. Curley**

**Patricia O'Brien D'Antonio**

*Nursing history review*

American Association for the History of Nursing  
(L/4/99)

1/1/1992-12/31/2011

Principal Investigator: **Patricia O'Brien D'Antonio**

Co-Investigator: **Joan Lynaugh**

*American nursing: Neighborhood work and national mission*

National Endowment for the Humanities  
5/1/2008-12/31/2008

Principal Investigator: **Patricia O'Brien D'Antonio**

**Janet Deatrck**

*Mothers as caregivers for survivors of brain tumors*

National Institutes of Health (R01-NR009651)

7/17/2007-5/31/2010

Principal Investigator: **Janet Deatrck**

Co-Investigator: **Wendy Hobbie**

*Quality of life of adolescent and young adult survivors of brain tumors*

Oncology Nursing Society

4/1/2009-3/31/2010

Principal Investigator: **Janet Deatrck**

**Mary Ersek**

*Nursing home pain management algorithm clinical trial*

Swedish Health Services (R01-NR009100)

7/1/2005-4/30/2010

Principal Investigator: **Mary Ersek**

*Pain assessment and management in residents with dementia using web-based education and informatics in rural nursing homes*

New York Department of Health

1/1/2008-12/31/2010

Principal Investigator: Christie Teigland

Principal Investigator: **Mary Ersek**

*Improving decision-making about feeding options for dementia patients*

University of North Carolina-Chapel Hill

(R01-NR009826)

9/1/2006-6/30/2010

Principal Investigator: Laura Hanson

Co-Investigator: **Mary Ersek**

*Advancing pain assessment & management in nursing homes: A national collaborative*

The Mayday Fund

10/31/2007-10/30/2009

Principal Investigator: Kella Herr

Co-Investigator: **Mary Ersek**

*Pilot test of a pain model for persons with advanced dementia: Focus on instrumentation*

Frank Morgan Jones Fund

7/1/2009-6/30/2010

Principal Investigator: **Mary Ersek**

**Lois Evans**

*The effects of residential transition on thriving in a PACE program*

University of Pennsylvania School of Nursing

Investing in the Future Funds

10/1/2008-6/30/2009

Principal Investigator: **Lois Evans**

Co-Investigator: **Sheila Molony**

**Julie Fairman**

*Practice politics: History of nursing 1975 to the present*

Robert Wood Johnson Foundation

6/1/2007-5/31/2010

Principal Investigator: **Julie Fairman**

**Maureen George**

*Patient-provider communication: CAM beliefs, attitudes and practices*

National Institutes of Health (K23-AT003907)

5/1/2008-4/30/2013

Principal Investigator: **Maureen George**

**Ellen Giarelli**

*Transition to self-management of a chronic genetic disorder in adolescents*

National Institutes of Health (R21-NR00892)

9/30/2005-7/31/2008

Principal Investigator: **Ellen Giarelli**

*Pennsylvania Autism and Development Disabilities Surveillance Program (PADDSP)*

U.S. Centers for Disease Control and Prevention

(UR3-DD000085)

6/1/2006-5/31/2010

Principal Investigator: **Ellen Giarelli**

Co-Investigator: **Jennifer Pinto-Martin**

**Nancy Hanrahan**

*Organizational quality of patient care settings, nurse staffing and nurse outcomes in psychiatric hospitals*

Robert Wood Johnson Foundation

9/1/2008-8/31/2011

Principal Investigator: **Nancy Hanrahan**

*Early psychosis intervention and prevention program pilot study*

University of Pennsylvania School of Medicine

Neuroscience Department

1/1/2008-12/31/2009

Principal Investigators: **Nancy Hanrahan**, Jerri

Bourjolly, Christian Kohler

*Outpatient case manager workforce: Job satisfaction and retention*

Leonard Davis Institute of Economics

9/1/2008-8/31/2009

Principal Investigator: Mark Saltzer

Co-Investigator: **Nancy Hanrahan**

**Karen Hirschman**

*Redesigning the hospice Medicare benefit for persons with advanced dementia*

Alzheimer's Association (NIRG-05-13570)

11/1/2005-10/31/2008

Principal Investigator: **Karen Hirschman**

**Loretta Sweet Jemmott**

*HPV vaccination of underserved adolescent and young women in PA*

Commonwealth of Pennsylvania

6/1/2007-5/31/2011

Principal Investigator: **Loretta Sweet Jemmott**

*Eliminating health disparities in HIV through adapting a brief evidenced-based HIV risk reduction intervention for HIV testing sites*

Family Planning Council, Inc.

11/1/2008-1/31/2009

Principal Investigator: **Loretta Sweet Jemmott**

Co-Investigator: **Loretta Sweet Jemmott**

*Sister-to-Sister clinic based HIV risk-reduction project*

Family Planning Council, Inc.

1/1/2009-3/31/2009

Principal Investigator: **Loretta Sweet Jemmott**

*Molecular and cellular biology of HIV encephalopathy*

National Institutes of Health

8/19/2005-7/31/2010

Principal Investigator: Francisco Gonzalez-Scarano

Co-Investigator: **Loretta Sweet Jemmott**

*HIV/STD risk reduction for African American couples*

National Institutes of Health (U10-MH064394)

4/1/2002-3/31/2009

Principal Investigator: John Jemmott

Co-Investigator: **Loretta Sweet Jemmott**

*South African adolescent health promotion project*

National Institutes of Health (R01-MH065867)

9/20/2002-8/31/2010

Principal Investigator: John Jemmott

Co-Investigator: **Loretta Sweet Jemmott**

*(SAM) South African men health promotion project*

National Institutes of Health (R01-HD0532710)

9/30/2006-6/30/2011

Principal Investigator: John Jemmott

Co-Investigator: **Loretta Sweet Jemmott**

*Development and testing of a Jamaican mother-daughter HIV risk reduction program*

New York University (R01-NR010478)

9/29/2007-6/30/2011

Principal Investigator: M. Katherine Hutchinson

Co-Investigator: **Loretta Sweet Jemmott**

**Anne Keane**

*The JDRF Collaborative Center for Cell Therapy*

University of California – San Francisco

8/1/2005-7/31/2008

Principal Investigator: Carl June

Co-Investigators: Bruce Levine, **Anne Keane**



**Eileen Lake**

*Nurse staffing and adverse events on inpatient units*

National Institutes of Health (R01-NR00906)

8/1/2005-1/31/2009

Principal Investigator: **Eileen Lake**

Co-Investigator: **Linda Aiken**

*Acuity-adjusted staffing, nurse practice environments and NICU outcomes*

Robert Wood Johnson Foundation

9/1/2007-8/31/2009

Principal Investigator: **Eileen Lake**

*The effect of nursing on NICU patient outcomes*

University of Medicine and Dentistry of New Jersey (R01-NR010357)

6/1/2008-3/31/2012

Principal Investigator: Jeanette Rogowski

Co-Investigator: **Eileen Lake**

**Lisa Lewis**

*The relationship of spirituality and blood pressure control in African-Americans*

National Institutes of Health (K01-NR010114)

9/1/2007-6/30/2010

Principal Investigator: **Lisa Lewis**

**Terri Lipman**

*Treatment options for type 2 diabetes in adolescents and youth*

The Children's Hospital of Philadelphia (U01-DK61239)

9/20/2001-2/28/2009

Principal Investigator: Lorraine Katz

Co-Investigator: **Terri Lipman**

**Jianghong Liu**

*Environment toxicity, nutrition and child behavioral problems project: A field research learning experience in interdisciplinary offerings in China*

University of Pennsylvania Hewlett Award for

Innovation in International Offerings

4/1/2008-3/31/2009

Principal Investigators: **Jianghong Liu, Jennifer**

**Pinto-Martin, Linda McCauley**

*Environmental toxicity, malnutrition and children's externalizing behavior*

National Institutes of Health (K01-ES015877)

1/15/2007-1/14/2010

Principal Investigator: **Jianghong Liu**

**Keith Mages**

*Books, numbers, and nurses: The intellectual commentary of the Bellevue School of Nursing Library and its classification system.*

Sigma Theta Tau, Xi Chapter

4/1/2009-3/31/2010

Principal Investigator: **Keith Mages**

**Matthew McHugh**

*Nurse staffing policy, hospital occupancy, market structure and patient outcomes*

Agency for Healthcare Research and Quality

(K08-HS017551)

9/30/2008-9/29/2009

Principal Investigator: **Matthew McHugh**

*Nursing work environment and poor glycemic control among Medicare beneficiaries*

University of Pennsylvania Research Foundation

3/1/2009-2/28/2010

Principal Investigator: **Matthew McHugh**

*The nursing practice environment, hospital occupancy, and patient outcomes in hospitals serving racial and ethnic minorities*

Sigma Theta Tau, Xi Chapter

6/1/2008-5/31/2009

Principal Investigator: **Matthew McHugh**

**Barbara Medoff-Cooper**

*Feeding behaviors and energy balance in infants with CHD*

The Children's Hospital of Philadelphia

(R01-NR002093)

9/6/2002-5/31/2009

Principal Investigator: **Barbara Medoff-Cooper**

*New technology for feeding assessment of newborn infants*

Benjamin Franklin Technology Partners of Southeastern Pennsylvania

7/1/2008-6/30/2009

Principal Investigator: **Barbara Medoff-Cooper**

*An export center of excellence for inner city health*

National Institutes of Health (P60-MD000209)

9/30/2002-7/31/2009

Principal Investigator: Shiriki Kumanyika

Co-Investigator: **Barbara Medoff-Cooper**

*Institutional clinical translational and science award*

National Institutes of Health (KL2-RR024132)

9/30/2002-7/31/2009

Principal Investigator: Garret Fitzgerald

Co-Investigator: **Barbara Medoff-Cooper**

**Salimah Meghani**

*Disparities in analgesic preference for cancer pain: A conjoint analysis study*

National Institutes of Health

7/21/2008-6/30/2011

Principal Investigator: **Salimah Meghani**

*Pain treatment disparities: A template for improving clinical practice and policy*

Ortho-McNeil Janssen

1/1/2008-12/31/2009

Principal Investigator: **Salimah Meghani**

*Developing and field-testing a choice-based conjoint survey to elicit differences in analgesic preference for cancer pain between African Americans and Whites*

Abramson Cancer Center (IRG 78-002-29)

3/1/2008-2/28/2009

Principal Investigator: **Salimah Meghani**

**Marjorie Muecke**

*Practicing community nursing in Botswana*

University of Pennsylvania Hewlett Award for

Innovation in International Offerings

4/1/2008-3/31/2009

Principal Investigator: Linda McCauley, **Marjorie**

**Muecke**

**Mary Naylor**

*Enhancing care coordination*

National Institutes of Health (R01-AG023116)

9/15/2005-8/31/2010

Principal Investigator: **Mary Naylor**

Co-Investigators: Karen Hirschman, Kathleen

McCauley, Kathryn Bowles, Christine Bradway

*Transitional care for elders: Expanding the model of care*

Jacob and Valeria Langeloth Foundation

7/1/2004-12/31/2009

Principal Investigator: **Mary Naylor**

Co-Investigators: **Kathleen McCauley, Kathryn**

**Bowles**

*Translating research into practice: Transitional care for elders*

The John A. Hartford Foundation

5/15/2006-10/31/2009

Principal Investigator: **Mary Naylor**

Health Related Quality of Life (HRQoL): Elders in

long-term care

National Institutes of Health (R01-AG025524)

9/1/2006-5/31/2011

Principal Investigator: **Mary Naylor**

Co-Investigators: **Katherine Abbott, Karen**

**Hirschman, Julie Sochalski, Kathryn Bowles**

*Interdisciplinary Nursing Quality Research Initiative (INQRI)*

Robert Wood Johnson Foundation

10/1/2005-9/30/2012

Principal Investigator: **Mary Naylor**

*Transitions in health care for older adults with cognitive impairment*

University of Pennsylvania Center for Undergraduate

Research & Fellowships

6/1/2009-5/31/2010

Principal Investigator: **Mary Naylor**

*Patients' and families' home care service priorities*  
National Institutes of Health (R01-CA10954)  
8/1/2005-5/31/2009  
Principal Investigator: David Casarett  
Co-Investigator: **Mary Naylor**

#### **Victoria Pak**

*Assessing workplace, Phthalate exposures among massage therapy*  
Sigma Theta Tau, Xi Chapter  
4/1/2009-3/31/2010  
Principal Investigator: **Victoria Pak**

#### **Jennifer Pinto-Martin**

*The epidemiology of autism in a low birthweight cohort*  
National Institutes of Health (R01-MH07380)  
3/1/2006-12/31/2008  
Principal Investigator: **Jennifer Pinto-Martin**

*Translating evidence-based developmental screening into pediatric primary care*  
The Children's Hospital of Philadelphia (R18-DD000345)  
9/30/2007-9/29/2010  
Principal Investigator: James Guebara  
Co-Investigator: **Jennifer Pinto-Martin**

*National CADDRE study: Child development and autism*  
U.S. Centers for Disease Control and Prevention (U10-DD000182)  
9/30/2001-9/29/2011  
Principal Investigator: **Jennifer Pinto-Martin**  
Co-Investigator: **Ellen Giarelli**

*Neuro-developmental disabilities among children in India: An Incln study*  
Incln, Inc.  
9/30/2007-8/31/2009  
Principal Investigator: **Jennifer Pinto-Martin**

*Early autism risk: Longitudinal investigation (EARLI) network*  
Drexel University (R01-ES016443)  
4/1/2008-3/31/2013  
Principal Investigator: Craig Newschaffer  
Co-Investigator: **Jennifer Pinto-Martin**

#### **Rosemary Polomano**

*Regional anesthesia for combat injury improves pain disability outcomes*  
U.S. Department of Veterans Affairs  
7/1/2006-6/30/2009  
Principal Investigator: Rollin Gallagher  
Co-Investigator: **Rosemary Polomano**

*Does early regional anesthesia for injuries in the combat veteran reduce the prevalence and severity of post traumatic neuropathic pain, PTSD and disability*  
Philadelphia Veterans' Administration  
9/1/2007-6/30/2010  
Principal Investigator: Rollin Gallagher  
Co-Investigator: **Rosemary Polomano**

#### **Kathy Culpepper Richards**

*Validation of measures of restless leg syndrome in elders with memory disorders*  
National Institutes of Health (R01-AG027778)  
9/15/2007-8/31/2010  
Principal Investigator: **Kathy Culpepper Richards**

*Center for research for tailored biobehavioral interventions*  
National Institutes of Health (P20-NR09006)  
9/30/2004-6/30/2009  
Principal Investigator: **Kathy Culpepper Richards**

*Hartford Center of Geriatric Nursing Excellence*  
The John A. Hartford Foundation, Inc.  
1/1/2006-12/31/2010  
Principal Investigator: **Kathy Culpepper Richards**  
Co-Investigators: **Mary Ersek, Lois Evans, Neville Strumpf**

#### **Therese Richmond**

*UPACE: The Philadelphia Collaborative Violence Prevention Center*  
The Children's Hospital of Philadelphia  
9/1/2006-8/31/2011  
Principal Investigator: Joel Fein  
Co-Investigator: **Therese Richmond**

*FICAP: Resources for informed decision-making and policy*  
The Joyce Foundation (07-30711)  
1/31/2008-1/31/2009  
Principal Investigators: **Therese Richmond, C. William Schwab**

*Alcohol and injury in adolescents, their families and their neighborhoods*  
National Institutes of Health (R01-AA016187)  
4/1/2009-3/31/2013  
Principal Investigator: Charles Branas  
Co-Investigator: **Therese Richmond**

*Biosocial prediction and intervention on childhood aggression*  
Commonwealth of Pennsylvania  
6/1/2008-5/31/2012  
Principal Investigators: Adrian Raine, Ruben Gur, Rose Cheney, **Therese Richmond**  
Co-Investigator: **Jianghong Liu**

*Alcohol, firearms, and adolescent gunshot injury risk*  
National Institutes of Health (R01-AA014944)  
9/20/2005-7/31/2010  
Principal Investigator: Douglas Wiebe  
Co-Investigator: **Therese Richmond**

#### **Barbara Riegel**

*U.S. Fulbright Senior Scholarship: Self-care in persons with heart failure*  
U.S. Department of State/Australian-American Fulbright Commission  
3/1/2007-12/31/2008  
Principal Investigator: **Barbara Riegel**

*Enhancing heart failure self-care*  
Edna G. Kynett Memorial Foundation, Inc.  
6/15/2006-7/1/2008  
Principal Investigator: **Barbara Riegel**

*Impact of sleepiness on heart failure self-care*  
National Institutes of Health (R01-HL084394)  
6/1/2007-3/31/2010  
Principal Investigator: **Barbara Riegel**  
Co-Investigator: **Terri Weaver**

*Effect of information about thoracic impedance values and activity on self-care, heart failure symptoms, and clinical outcomes*  
Medtronic  
1/1/2008-12/31/2008  
Principal Investigator: Lynne Bouffard  
Co-Investigator: **Barbara Riegel**

#### **Ann Rogers**

*Neurobehavioral effects of partial sleep deprivation*  
National Institutes of Health (R01-NR004281)  
5/1/2004-1/31/2009  
Principal Investigator: David Dinges  
Co-Investigator: **Ann Rogers**

*Extending sleep in obese adults to promote weight loss*  
National Institute of Health (R21-HL093637)  
4/1/2009-3/31/2011  
Principal Investigator: **Ann Rogers**

#### **Amy Sawyer**

*Risk assessment and tailored intervention to improve CPAP adherence*  
National Institutes of Health (K99-NR011173)  
4/16/2009 – 3/31/2011  
Principal Investigator: **Amy Sawyer**  
Co-Investigators: **Kathy Culpepper Richards, Terri Weaver**

#### **Julie Sochalski**

*Improving quality and efficiency: Coordinated care benefit for Medicare beneficiaries with heart failure*  
The Commonwealth Fund  
7/1/2005-6/30/2009  
Principal Investigator: **Julie Sochalski**  
Co-Investigators: **Mary Naylor, Barbara Riegel**

*Home care medication management for the frail elderly*  
University of Wisconsin-Milwaukee  
4/1/2006-1/31/2011  
Principal Investigator: Karen Marek  
Co-Investigator: **Julie Sochalski**

#### **Marilyn Sawyer Sommers**

*Injury from sexual assault: Addressing health disparity*  
National Institutes of Health (R01-NR005352)  
6/1/2007-3/31/2011  
Principal Investigator: **Marilyn Sawyer Sommers**

#### **Marilyn Stringer**

*Comparison of paper and electronic fetal heart rate documented*  
Sigma Theta Tau, Xi Chapter  
4/1/2009-3/31/2010  
Principal Investigator: **Marilyn Stringer**

**Neville Strumpf**

*Resource Center for Minority Aging Research (RCMAR)*

National Institutes of Health (P30-AG031043)  
9/30/2007-6/30/2012

Principal Investigators: **Neville Strumpf**, Jerry Johnson

Co-Investigator: **Lois Evans**

**Eileen Sullivan-Marx**

*Outcomes of an exercise program for older African American women in a PACE model*

Commonwealth of Pennsylvania  
1/1/2006-12/31/2009

Principal Investigator: **Eileen Sullivan-Marx**

*Visiting Nurse Service of New York scholars program*

Visiting Nurse Service of New York  
9/1/2003-8/31/2009

Principal Investigator: **Eileen Sullivan-Marx**

Co-Investigator: **Kathryn Bowles**

*The test - retest reliability of commonly performed measures of physical performance in older African American adult members of a program for all inclusive care for the elderly (PACE)*

Hartford/Jones Fund, University of Pennsylvania School of Nursing  
12/1/2008-6/30/2009

Principal Investigator: **Eileen Sullivan-Marx**

Co-Investigator: Kathleen Mangione

*Refocusing the interdisciplinary: Toward elder-friendly urban environments*

Penn Institute for Urban Research  
4/1/2006-9/30/2009

Principal Investigator: **Eileen Sullivan-Marx**

**Anne Teitelman**

*HIV/STI risk reduction for African American adolescent girls: Addressing the context of abusive relationships*

University of Pennsylvania Center for AIDS Research  
7/1/2007-6/30/2009

Principal Investigator: **Anne Teitelman**

*Understanding teen partner violence and pathways to safety*

University of Pennsylvania Institute of Urban Research

1/1/2007-8/31/2008

Principal Investigator: **Anne Teitelman**

*HIV prevention and partner abuse: Developing an intervention for adolescent girls*

National Institutes of Health (K01-MH080649)  
1/5/2008-12/31/2012

Principal Investigator: **Anne Teitelman**

*Exploring economic abuse in serious adolescent relationships*

University of Pennsylvania Center for Undergraduate Research & Fellowships

6/1/2009-5/31/2010

Principal Investigator: **Anne Teitelman**

**Nancy Tkacs**

*Juvenile hypoglycemia and loss of hypoglycemic arousal*

Juvenile Diabetes Research Foundation Int'l  
9/1/2007-8/31/2010

Principal Investigator: **Nancy Tkacs**

**Connie Ulrich**

*Respondent burden and retention in cancer clinical trials*

National Institutes of Health (R21-NR010259)  
1/15/2008-12/31/2009

Principal Investigator: **Connie Ulrich**

Co-Investigators: **Deborah Watkins Bruner**, Sarah Ratcliffe

*Factors associated with attrition in RTOG clinical trials: A 20-year retrospective analysis*

American College of Radiology  
1/1/2007-12/31/2010

Principal Investigator: **Connie Ulrich**

Co-Investigator: **Deborah Watkins Bruner**

*Standards of scientific conduct*

University of California-San Diego (R01-NR009962)  
9/1/2007-5/31/2009

Principal Investigator: Michael Kalichman

Co-Investigator: **Connie Ulrich**

**Stella Volpe**

*The magnesium and metabolic syndrome trial*

National Institutes of Health (R21-DK078368)  
9/1/2008-8/31/2010

Principal Investigator: **Stella Volpe**

*School-based prevention of type 2 diabetes in children*

Temple University (U01-DK061230)  
3/1/2004-2/28/2011

Principal Investigator: Gary Foster

Co-Investigators: **Terri Lipman**, **Stella Volpe**

**Barbra Mann Wall**

*A comparative history of twentieth-century Catholic hospitals*

National Institutes of Health (G13-LM009691)  
9/1/2008-8/31/2011

Principal Investigator: **Barbra Mann Wall**

*When disaster strikes: Nurses on the front lines 1900-2001*

American Nurse Foundation  
9/1/2008-8/31/2010

Principal Investigator: **Barbra Mann Wall**

*Clash and compromise: Catholic hospitals, secularization, and the state in 20th century America*

Association for the Sociology of Religion  
10/1/2008-9/30/2009

Principal Investigator: **Barbra Mann Wall**

*Clash and compromise: Catholic hospitals, secularization, and the state in 20th century America*

American Association for History of Nursing  
1/1/2009-12/31/2009

Principal Investigator: **Barbra Mann Wall**

**Terri Weaver**

*Residual sleepiness with CPAP treatment in milder sleep apnea*

Cephalon, Inc.  
12/14/2007-6/30/2009

Principal Investigator: **Terri Weaver**

*SCOR in neurobiology of sleep and sleep apnea*

National Institutes of Health (P50-HL060287)  
9/15/2003-8/31/2008

Principal Investigator: Allan Pack

Co-Investigator: **Terri Weaver**

**Jean Whelan**

*Never enough: Nurse supply and demand, 1900-1965*

National Institutes of Health (G13-LM008400)  
8/1/2005-7/31/2009

Principal Investigator: **Jean Whelan**

**Training Grants**

*Advanced training in nursing outcomes research*

National Institutes of Health (T32-NR007104)  
6/1/1999-3/31/2014

Principal Investigator: **Linda Aiken**

Co-Investigators: **Nancy Hanrahan**, **Jeannie Cimiotti**, **Eileen Lake**, **Matthew McHugh**

*Geriatric Education Center*

U.S. Health Resources & Services Administration (D31-HP08808)

9/1/2007-6/30/2010

Principal Investigator: **Lois Evans**

*John A. Hartford geropsychiatric nursing collaborative*

American Academy of Nursing  
1/1/2008-12/31/2011

Principal Investigator: **Lois Evans**

*Advance education nursing grants*

U.S. Health Resources & Services Administration  
7/1/2008-6/30/2011

Principal Investigator: **Lois Evans**

*Graduate nurse education grant program*

Pennsylvania Higher Education Foundation  
9/1/2009-8/31/2010

Principal Investigator: **Margaret Griffiths**

*Initiative for minority students: Bridges to the doctorate*

National Institutes of Health (R25-GM075307)  
7/1/2005-6/30/2009

Principal Investigator: **Anne Keane**

Co-Investigators: **Linda McCauley**, **Margaret Griffiths**

*Nurse anesthetist traineeships*

U.S. Health Resources & Services Administration  
7/1/2007-6/30/2010

Principal Investigator: **Kathleen McCauley**

*Nursing education grant*

Commonwealth of Pennsylvania  
9/1/2007-8/31/2008

Principal Investigator: **Kathleen McCauley**

*Nursing education grant supplement*

Commonwealth of Pennsylvania  
9/1/2007-8/31/2008

Principal Investigator: **Kathleen McCauley**

*PHEF IBC nurse scholars grant*

Commonwealth of Pennsylvania  
9/1/2007-8/31/2008

Principal Investigator: **Kathleen McCauley**



*Graduate nurse education grant*

Commonwealth of Pennsylvania

9/1/2008-8/29/2009

Principal Investigator: **Kathleen McCauley**

*Faculty support to enhance clinical competence*

Commonwealth of Pennsylvania

7/1/2008-6/30/2009

Principal Investigator: **Kathleen McCauley**

*Advanced education nursing traineeship program*

U.S. Department of Health & Human Services

7/1/2008-6/30/2009

Principal Investigator: **Kathleen McCauley**

*Scholarship for disadvantaged students*

Commonwealth of Pennsylvania

7/1/2008-6/30/2009

Principal Investigator: **Kathleen McCauley**

*Independence Blue Cross supplemental nursing education grant*

Commonwealth of Pennsylvania

9/1/2008-8/31/2009

Principal Investigator: **Kathleen McCauley**

*Block grant for accelerated BSN/MSN students*

Commonwealth of Pennsylvania

9/1/2008-8/31/2009

Principal Investigator: **Kathleen McCauley**

*IBC nurse scholars program*

Commonwealth of Pennsylvania

9/1/2008-8/31/2009

Principal Investigator: **Kathleen McCauley**

*Jonas Center for Nursing Excellence Jonas nursing scholars grant (2008-2012)*

Jonas Center for Nursing Excellence

7/15/2008-1/15/2012

Principal Investigator: **Kathleen McCauley**

*New careers in nursing scholarship program*

Robert Wood Johnson Foundation

9/1/2008-8/31/2010

Principal Investigator: **Kathleen McCauley**

*Enhancing accelerated student enrollment and diversity*

Robert Wood Johnson Foundation

5/1/2009 – 8/31/2010

Principal Investigator: **Kathleen McCauley**

Co-Investigators: **Margaret Griffiths, Mary Lou de Leon Siantz**

*Individualized care for at-risk older adults*

National Institutes of Health (T32-NR009356)

7/1/2007-6/30/2012

Principal Investigator: **Mary Naylor**

Co-Investigators: **Kathryn Bowles, Kathy Richards**

*Summer mentorship in environmental health sciences for high school and undergraduate students*

National Institutes of Health (R25-ES016146)

1/1/2008-11/30/2012

Principal Investigator: **Jennifer Pinto-Martin**

*Graduate education in occupational environmental health*

U.S. Centers for Disease Control and Prevention

(T01-OH008417)

7/1/2002-6/30/2012

Principal Investigator: **Ann Rogers**

*Research on vulnerable women, children and families*

National Institutes of Health (T32-NR007100)

5/1/1998-2/28/2014

Principal Investigator: **Marilyn Sawyer Sommers**

Co-Investigators: **Janet Deatrck, Loretta Sweet Jemmott**

*Building RN training skills for geriatric education excellence*

U.S. Health Resources & Services Administration

(D62-HP01912)

9/1/2003-6/30/2009

Principal Investigator: **Eileen Sullivan-Marx**

*Geriatric Nurse Leadership Academy*

Sigma Theta Tau

5/1/2007-4/30/2009

Principal Investigator: **Eileen Sullivan-Marx**

## Conference Grants

*Conflicts of Interest: Is it time to broaden the definition?*

University of Pennsylvania Provost Interdisciplinary

Seminar Fund

7/1/2007-6/30/2009

Principal Investigator: **Connie Ulrich**

## Practice Grants

*Food insecurity, material hardship, and health in diverse populations*

School of Nursing Investment for the Future Funds

and the Office of Practice & Community Affairs

6/1/2008-5/31/2009

Principal Investigator: **Terri Lipman**

*An intervention to decrease diabetes risk factors in the community: A partnership between nurse practitioners and high school students*

University of Pennsylvania Netter Center for

Community Partnerships

7/1/2008-6/30/2009

Principal Investigator: **Terri Lipman**

Co-Investigator: **Janet Deatrck**

*The role of end tidal CO2 monitoring for predicting respiratory events in high-risk post-surgical patients and improving patient outcomes*

Cardinal Health Patient Safety Grant Program

4/1/2008-3/30/2009

Principal Investigator: **Rosemary Polomano**

*Using community collaborative methods to reduce preterm labor risk reduction among urban, economically disadvantaged childbearing women*

School of Nursing Investment for the Future Funds

and the Office of Practice & Community Affairs

6/1/2008-5/31/2009

Principal Investigator: **Marilyn Stringer**

*Maternal and infant care nutrition program*

Mead Johnson Nutritionals

1/1/2009-12/31/2009

Principal Investigator: **Marilyn Stringer**

## Fellowship Awards

*Leadership Education in Neurodevelopment and Related Disabilities (LEND) Program*

The Children's Hospital of Philadelphia

7/1/2009-6/30/2010

Mentor: **Janet Deatrck**

Fellow: **Barbara Beacham**

*Predictors of cardiovascular health promotion in Mexican-American women*

National Institutes of Health (F31-NR010847)

6/1/2008-5/31/2010

Mentor: **Kathleen McCauley**

Fellow: **Viola Benavente**

*We will not be moved: The Black church health movement, 1900-1935*

National Institutes of Health (F31-HS010294)

10/1/2007-9/30/2009

Mentor: **Julie Fairman**

Fellow: **Jacqueline Brooks**

*Pain in older adults with Parkinson's Disease*

American Academy of Nursing

7/1/2006-6/30/2009

Mentors: **Rosemary Polomano, Neville Strumpf**

Fellow: **Lisette Bunting-Perry**

*Factors influencing utilization of the emergency department by inner city older adults.*

The John A. Hartford Foundation through the

American Academy of Nursing

7/1/2006-8/31/2009

Mentor: **Neville Strumpf**

Fellow: **Deborah D'Avolio**

*A pilot study of oral nutritional supplementation, weight loss and health*

The John A. Hartford Foundation through the

American Academy of Nursing

7/1/2007-6/30/2009

Mentor: **Eileen Sullivan-Marx**

Fellow: **Rose DiMaria-Ghalili**

*Skin elasticity and skin color: Understanding health disparity in sexual assault*

National Institutes of Health (F31-NR011106-01)

1/1/2009-12/31/2012

Mentor: **Marilyn Sawyer Sommers**

Fellow: **Janine Everett**

*Self-care in congenital heart disease*

Edna G. Kynett Memorial Foundation, Inc.

10/30/2008-12/31/2009

Mentor: **Therese Richmond**

Fellow: **Desiree Fleck**

*Care of older adults following traumatic closed head injury*

The John A. Hartford Foundation through the

American Academy of Nursing

7/1/2007-6/30/2009

Mentor: **Neville Strumpf**

Fellow: **Linda Herrmann**

*Role of corticosterone on hippocampal cell proliferation in mice with diabetes*

National Institutes of Health (F31-NR010853)  
7/1/2008-6/30/2011

Mentor: **Nancy Tkacs**

Fellow: **Nancy Ho**

*The food environment and body mass index in middle school children*

National Institutes of Health (F31-NR010991)  
9/1/2008-8/31/2010

Mentor: Shiriki Kumanyika

Fellow: **Joanna Holsten**

*The influence of heart failure self-care behavior on cardiac performance*

National Institutes of Health (F31-NR010299)  
9/1/2007-8/31/2010

Mentors: **Barbara Riegel**, Kenneth Margulies

Fellow: **Christopher Lee**

*Feeding decisions by surrogate decision-makers of African American nursing home residents*

The John A. Hartford Foundation through the American Academy of Nursing

7/1/2007-6/30/2009

Mentor: **Neville Strumpf**

Fellow: **Ruth Lopez**

*Community violence exposure and positive youth development*

National Institutes of Health  
12/1/2008-11/30/2010

Mentor: **Therese Richmond**

Fellow: **Catherine McDonald**

*Hartford fellowship: Building academic geriatric nursing*

The John A. Hartford Foundation through the American Academy of Nursing

7/1/2007-6/30/2009

Mentor: **Neville Strumpf**

Fellow: **Cheryl Ann Monturo**

*AARP-AAN fellowship program*

American Association of Retired Persons  
2/10/2009-12/31/2009

Principal Investigator: **Julie Sochalski**

*Improving nursing home care through palliative care*

The John A. Hartford Foundation through the American Academy of Nursing

7/1/2006-6/30/2009

Mentor: **Neville Strumpf**

Fellow: **Rebecca Trotta**

*Gender differences in baseline functional status and response to continuous positive airway pressure treatment in milder obstructive sleep apnea*

American Nurse Foundation  
9/1/2007-8/31/2008

Mentor: **Terri Weaver**

Fellow: **Lichuan Ye**

*Ethical issues for emergency nurses during resuscitation of injured patients*

National Institutes of Health (F31-NR010432)  
8/1/2007-7/31/2009

Mentor: **Connie Ulrich**

Fellow: **Mindy Zeitzer**

## Other Grants

*Enhancement of N509: The medically fragile child with web enabling and video production of home/school visits to families*

School of Nursing Educational Initiatives/Investing in the Future

7/1/2008-6/30/2009

Principal Investigator: **Jane Barnsteiner**

*Quality and safety education for nurses: Enhancing faculty capacity*

American Association of Colleges of Nursing  
2/15/2009-2/14/2010

Principal Investigator: **Jane Barnsteiner**

*Establishing a collaboration between the University of Pennsylvania School of Nursing and the Center for Autism in Philadelphia*

Philadelphia Health Care Trust  
5/1/2009-6/30/2010

Principal Investigator: **Ellen Giarelli**

*Organizational determinants of inpatient psychiatric nurse burnout*

School of Nursing Undergraduate Mentored Research Award

9/1/2007-8/31/2008

Student Principal Investigator: **LaKeetra McClaine**

Faculty Mentor: **Nancy Hanrahan**

*Endocrine pipeline: An independent study exploring the course development and pilot implementation of endocrinology curriculum at Sayre High School*

7/1/2009-6/31/2010

University of Pennsylvania Netter Center for

Community Partnerships

Principal Investigator: **Terri Lipman**

*Scientific integrity training: Video production*

School of Nursing Educational Initiatives/Investing in the Future

7/1/2008-6/30/2009

Principal Investigators: **Connie Ulrich**, Linda

McCauley, **Therese Richmond**

*Advancing graduate student knowledge of media use for educating pregnant women about health care options in the community*

School of Nursing Educational Initiatives/Investing in the Future

7/1/2008-6/30/2009

Principal Investigator: **William McCool**

Co-Investigator: Jennifer Poell

*Evaluation of the School of Nursing's education abroad options*

School of Nursing Educational Initiatives/Investing in the Future

7/1/2008-6/30/2009

Principal Investigators: **Marilyn Stringer**,

**Marjorie Muecke**

Co-Investigator: **Wendy Grube**

*Health effects following 9/11: Implications for occupational health nurses*

U.S. Department of Labor

5/15/2008-9/30/2008

Principal Investigator: **Victoria Pak**

*Development and integration of interactive multimedia elements in undergraduate ethics education for nurses*

School of Nursing Educational Initiatives/Investing in the Future

7/1/2008-6/30/2009

Principal Investigator: **David Perlman**

*Implementation of a storybook prior to clinical visits for children with Autism Spectrum Disorder: Nursing implications*

School of Nursing Undergraduate Mentored Research Award

6/1/2008-5/30/2009

Student Principal Investigator: **Blair Kraus**

Faculty Mentor: **Jennifer Pinto-Martin**

*Structured education for the living renal donor*

International Transplant Nursing Society  
9/1/2008-8/31/2009

Principal Investigator: Seilagh McCauley

Co-Investigator: **Rosemary Polomano**

*Effects of psychiatric symptom severity on return to work and bed days in the year following minor injury*

School of Nursing Masters Mentored Research Award

6/1/2008-5/30/2009

Student Principal Investigator: **Sara Jacoby**

Faculty Mentor: **Therese Richmond**

*Milagros: Migration and health program*

Robert Wood Johnson Foundation

6/1/2008-5/31/2009

Principal Investigator: **Mary Lou de Leon Siantz**

*N607: Advanced physiology and pathophysiology technical initiative proposal*

School of Nursing Educational Initiatives/Investing in the Future

7/1/2008-6/30/2009

Principal Investigator: **Nancy Tkacs**

*USDA Scholars Program*

Virginia Tech / U.S. Department of Agriculture

8/31/2007-8/30/2010

Principal Investigator: Deborah Good

Co-Investigator: **Stella Volpe**

# Faculty Publications

## Aiken, Linda

Friese, C.R., **Aiken, L.H.**, Silber, J., Earle, C. (IN PRESS). Hospital characteristics, clinical severity, and outcomes for surgical oncology patients. *Surgery*.

Van den Heede, K., Lasaffre, E., Diya, L., Vleugels, A., Clarke, S.P., **Aiken L.H.**, Sermeus, W. (2009). The relationship between inpatient cardiac surgery mortality and nurse numbers and educational level: Analysis of administrative data. *International Journal of Nursing Studies*, 46(6), 796-803.

**Aiken, L.H., Poghosyan, L.** (2009). Evaluation of Magnet Journey to Nursing Excellence Program in Russia and Armenia. *Journal of Nursing Scholarship*, 41(2), 166-174.

**Aiken, L.H., Cheung, R., Olds, D.** (2009). Education policy initiatives to address the nurse shortage. *Health Affairs*, 28(4), w646-w656.

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**Aiken, L.H.** (2008). Foreword. In G.L. Dickson and L. Flynn (eds.), *Turning Evidence-Based Research into Health Policy*. New York: Springer.

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Clarke, S.P., **Aiken, L.H.** (2008). Failure to rescue. In H. Feldman (ed.), *Nursing Leadership: A Concise Encyclopedia*. (224-225). New York: Springer.

**Aiken, L.H.** (2008). Economics of nursing. *Policy, Politics, & Nursing Practice*, 9(2), 73-79.

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Buchan, J., **Aiken, L.H.** (2008). Solving nursing shortages: A common priority. *Journal of Clinical Nursing*, 17(24), 3262-3268.

Clarke, S.P., **Aiken, L.H.** (2008). An international hospital outcomes research agenda focused on nursing: Lessons from a decade of collaboration. *Journal of Clinical Nursing*, 17(24), 3317-3323.

Friese, C., **Aiken, L.H.** (2008). Failure to rescue in the surgical oncology population. *Oncology Nursing Forum*, 35(5), 779-785.

Kanai-Pak, M., **Aiken, L.H., Sloane, D.M., Poghosyan, L.** (2008). Poor work environments and nurse inexperience are associated with burnout, job dissatisfaction, and quality deficits in Japanese hospitals. *Journal of Clinical Nursing*, 17(24), 3224-3329.

Schubert, M., Glass, T.R., Clarke, S.P., **Aiken, L.H., Sloane, D.M.**, Schaffert-Witvliet, B., De Geest, S. (2008). RICH nursing studie: Die studie erweitert evidenz und wissen (German). *Krankenpf Soins Infirm*, 6, 24-25.

Schubert, M., Glass, T.R., Clarke, S.P., **Aiken, L.H., Sloane, D.M.**, Schaffert-Witvliet, B., De Geest, S. (2008). Etude RICH nursing: Plus de connaissances et depreuves scientifiques (French). *Krankenpf Soins Infirm*, 6, 56-57.

## Barnsteiner, Jane

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Hall, L., Moore, S., & **Barnsteiner, J.** (2008). Quality and nursing: Moving from a concept to a core competency. *Urologic Nursing*, 28(6), 417-430.

## Bonaduce, Judith

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## Boullata, Joseph

Whitehouse, C.R., **Boullata, J.**, McCauley, L.A. (2008). The potential toxicity of artificial sweeteners. *AAOHN Journal*, 56(6), 251-261.

## Bowles, Kathryn

**Bowles, K. H.**, Holmes, J.H., **Ratcliffe, S.**, Liberatore, M., Nydick, R. and **Naylor, M.D.** (2009). Factors Identified by Experts to Support Discharge Referral Decision Making. *Nursing Research*, 58(2), 115-122.

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## Bradway, Christine

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**Bradway, C.**, Coyne, K.S., Irwin, D., & Kopp, Z. (2008). Lower urinary tract symptoms in women-A common but neglected problem. *Journal of the American Academy of Nurse Practitioners*, 20, 311-318.

**Bradway, C.**, Dahlberg, B., & **Barg, F.** (2008). How women conceptualize urinary incontinence: A cultural model of long-term female urinary incontinence. *Gerontologist*, 48(Special Issue II), 129.

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## Bruner, Deborah Watkins

Hartsell W.F., Desilvio M., **Bruner D.W.**, Scarantino C., Ivker R., Roach M., Suh J., Demas W.F., Movsas B., Peterson I.A., Konski A.A. (2008). Can physicians accurately predict survival time in patients with metastatic cancer? Analysis of RTOG 97-14. *Journal of Palliative Medicine*, 11(5), 723-728.

## Casarett, David

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#### **Coleman, Christopher Lance**

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#### **Connolly, Cynthia**

**Connolly, C.A.** (2008). *Saving sickly children: The tuberculosis preventorium in American life, 1909-1970*. New Brunswick, NJ.: Rutgers University Press.

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#### **Cotter, Valerie**

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#### **Martha Curley**

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#### **Cuellar, Norma**

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# Stairway Arts Project to Improve Health

Before, they were drab and gray, dimly lit, and rarely used. But now, after more than a dozen students within the School of Nursing, and across the University painted murals on each landing, the two stairways in Penn Nursing's Claire M. Fagin Hall are works of art. More highly trafficked works of art.

Part beautification effort, the stairway renovation is the result of student research interests and faculty mentorship.

Under the direction of faculty members Stella Volpe, PhD, RD, LD/N, FACSM, and Joseph Libonati, PhD, nursing undergraduate Yana Sigal, Nu'09, GNu'12, developed the Stairs To Enhance Performance (STEP) project to encourage faculty, staff, students, and visitors to use the stairways to increase physical activity and improve their health. Through a grant from Penn Nursing, Ms. Sigal gathered participants, measured their physical activity at baseline and post-stairway renovation, and collected qualitative and quantitative data (through surveys and pedometer results). Success of the project will lead to initiatives in other buildings on campus, with the same mission to increase activity and improve health.

"One of the goals of the Penn Nursing curriculum is to help our students find their voice," says Dr. Volpe. "Yana could have just suggested the School repaint the stairways. Instead, she wrote a proposal, secured funding, went through the Institutional Review Board process, and managed the project from start to finish."



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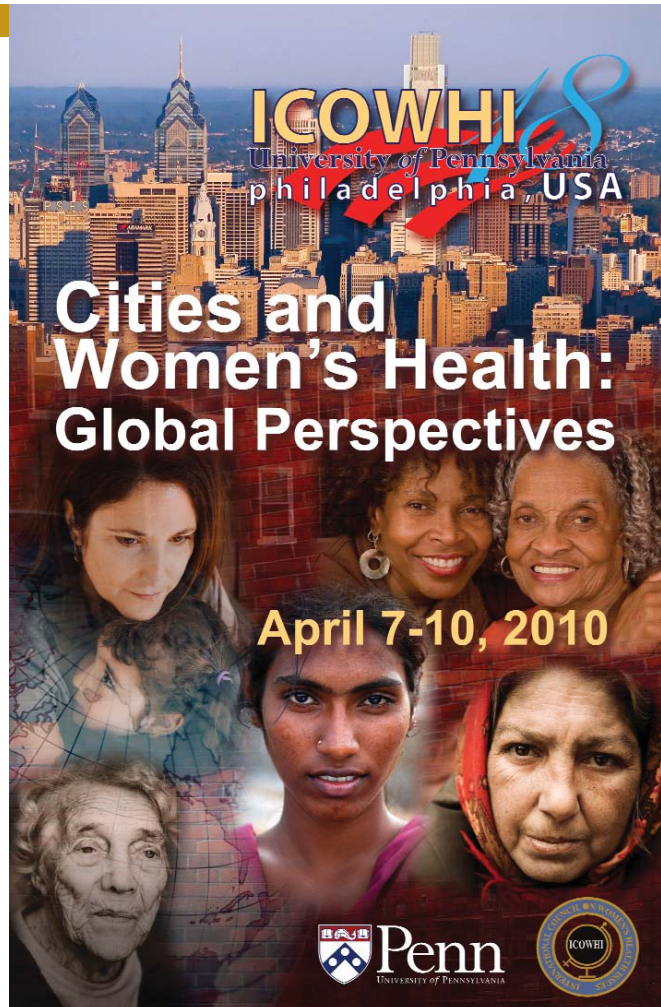
## SAVE THE DATE

**Penn-ICOWHI 18th International Congress on Women's Health**  
**Cities and Women's Health: Global Perspectives**

**Wednesday, April 7 – Saturday, April 10, 2010**  
**University of Pennsylvania, Philadelphia, PA, USA**

The purpose of the Penn-ICOWHI 18th Congress, Cities and Women's Health: Global Perspectives, is to deconstruct urban planning in terms of its potential to better support women's health. When constructing an urban environment conducive to promoting and preserving women's health, we must give up the assumption that the needs of women are the same as for men in order to understand the design and community development needs. The Penn-ICOWHI Congress will bring together professionals from all facets of healthcare, health policy, and urban design to focus on the needs of urban women and how fostering their health, safety, and social development can advance the goals of women's rights, democracy, and prosperity all over the world.

**To register, please visit**  
**[www.nursing.upenn.edu/penn-icowhi/](http://www.nursing.upenn.edu/penn-icowhi/)**




The poster features a collage of diverse women's faces in the foreground, overlaid on a background of a city skyline at dusk. The text 'ICOWHI' is prominently displayed in large, stylized letters, with 'University of Pennsylvania Philadelphia, USA' written below it. The main title 'Cities and Women's Health: Global Perspectives' is centered in large white font. The dates 'April 7-10, 2010' are written in yellow. At the bottom, the Penn University of Pennsylvania logo and the ICOWHI logo are visible.

**ICOWHI**  
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**Cities and Women's Health: Global Perspectives**

**April 7-10, 2010**

 **Penn**  
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