

30 Years of Doctoral Education



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Doctoral students in the Leadership, Education and Policy program (LEAP) attend a meeting at the Mayor's Health Commissioners Office in Philadelphia to learn how research and clinical knowledge inform health policy. From left to right: Anne Mitchell, Jack Lewis, Corina Tennant-Moore, Christa Heyward, Mary Lou de Leon Siantz, Viola Benavente, and Bonita Green.

The Leadership Education and Policy development program (LEAP) was created to encourage nursing and medical doctoral students to work across disciplines and use their research and clinical skills to lead and shape healthcare policy at the local, state, and federal levels. The program's goal is to educate students on how to enhance personal leadership skills and how to communicate research findings and clinical knowledge to members of Congress in order to influence healthcare policy.



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The Nursing PhD: Guiding Practice, Changing Policies, and Inspiring Scholars

Advancing nursing science depends on educating nurses who can answer pressing healthcare questions, develop the evidence to guide nursing practice, and create knowledge to prevent illness, promote wellbeing, and support populations' healthy lifestyles and transitions.

The U.S. has led the world in developing doctoral programs in nursing, but when compared to other disciplines, the nursing PhD is still young, with most of the 100+ current nursing PhD programs developed in the 1970s and '80s. Prior to the creation of doctoral nursing programs, the norm for those interested in pursuing a research career was to seek doctoral education in many other fields, such as physiology, sociology, psychology, biology, anthropology, and education. Hence, doctoral programs in the U.S. are endowed and enriched by faculty members who brought with them the best theories and research from other disciplines and who collectively developed doctoral education in nursing. The result: PhD programs that embody the values of inherently interdisciplinary and integrated knowledge. What nursing lacked in the early part of the Century – education for a career in science – was ultimately replaced by PhD programs that reflect the prevailing belief that human beings lead integrated lives; therefore, an education about their health and their responses to illness must also be integrated and interdisciplinary. Nursing was one of the leading disciplines to embody those values and principles.

In the fall of 2008, we at the University of Pennsylvania celebrated 30 years of providing doctoral education in nursing. To commemorate the anniversary, we hosted a forum on the future of the nursing PhD and held a reunion for our 273 doctoral

alumni. The forum brought leaders of the top nursing schools in the country together to have a rich dialogue on the future direction of PhD education. The reunion honored the many contributions and accomplishments of our graduates. Through both events, it became apparent that we have plenty to celebrate. With a great deal of confidence, we have brought the nursing perspective into interdisciplinary research teams, with the ultimate aim of advancing the science and scholarship that is making an impact on healthcare around the globe.

Penn Nursing students and faculty, as well as their productive research programs, are enriched by being part of the University of Pennsylvania. The values of translating knowledge into practice espoused by our founder, Ben Franklin, the tenet of integrating knowledge in President Amy Gutmann's Penn Compact, and the physical and intellectual proximity of all 11 other Schools have helped shape our doctoral program. The Penn Nursing PhD inspires innovation, challenges existing models, and integrates science to produce safe environments and effective models of care. It is a program that produces graduates who are sought after worldwide, who make care more accessible and make the world healthier.

Our PhD graduates are productive scholars, nationally and internationally. They are postdoctoral fellows, faculty members, and deans. They are engaged in research to improve quality of care and enhance national health policies. Our global commitment to nursing is evidenced through our first graduate of the doctoral program, Dr. Keiko Kishi, who helped establish five nursing colleges in Japan. In fact, each one of our alumni stands as a testament to the excellent mentorship and robust education our students receive. For 30 years, this mentorship and education

prepared graduates to develop research programs and produce the theoretical frameworks to guide practice, the evidence to change policies, and the impetus to inspire future generations of scholars.

I must finally add that the passion for nursing science begins before students enter the PhD program. As we celebrate 30 years of doctoral education, we also celebrate our undergraduate students, who are actively working with faculty members on NIH grants, who attend and present at research conferences, and who produce a peer-reviewed, scholarly journal. Seeing these early seeds of interest in science makes us realize that we will easily exceed all expectations in the next 30 years. Thank you for sharing in our excitement.



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

“With a great deal of confidence, we have brought the nursing perspective into interdisciplinary research teams, with the ultimate aim of advancing the science and scholarship that is making an impact on healthcare around the globe.”

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



In October 2008, more than 100 alumni from across the globe attended the first doctoral alumni reunion to celebrate 30 years of doctoral education at Penn Nursing.

Doctoral Education at Penn Nursing: An Incubator for Innovation

As *UPfront* celebrates 30 years of doctoral education at Penn Nursing, we also celebrate that which makes our education so unique among the top-tier nursing programs. Penn fully funds every doctoral nursing student for four years, enabling students to focus on their studies while participating in all of the seminars, colloquia, and professional socialization opportunities within the School and University. Students can enter the program either post-baccalaureate or post-master's degree. In addition, the flexibility of the curriculum allows students to expand their career goals and obtain a dual master's degree in bioethics, public health or business through joint study across the University. Our doctoral students learn from world class researchers in nursing and other disciplines, and the professional relationships developed between faculty and students often continue long after graduation to nourish young scholars' careers.

Penn Nursing has always been an incubator for innovative clinical ideas, with the close alignment between research and practice fostering the creativity of both. Before the phrase "evidence-based practice" was common in the professional literature, Penn Nursing was developing and testing new knowledge and imparting this new knowledge to the next generation of nurses.

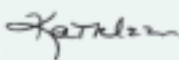
To ensure that we continue to prepare our students for the demands of the profession and the challenges of the future, Penn Nursing hosted a forum, in which faculty from the nation's research intensive doctoral programs met to discuss the prominent issues in PhD nursing education. Recruiting a high quality and diverse student body, including younger students and those with degrees in other fields to

enhance our profession's intellectual depth, was an agreed priority. It was also recognized that institutions are not preparing students for a particular role but instead developing a skill set that focuses on research within a variety of roles. Schools must address what society needs from the current and future PhD graduate and, through the doctoral curriculum, prepare students for an uncertain future.

This issue of *UPfront* is designed to highlight some of the ways in which Penn Nursing has addressed these issues and more. From our undergraduate students who are actively engaged in research, to our doctoral and post-doctoral students whose scholarship will have a lasting impact on healthcare, to our alumni who have disseminated science that has changed the world, Penn Nursing is proud of all that we have to celebrate.



Lorraine Tulman, GRN'84, DNSc, RN, FAAN, Associate Professor of Nursing and Chair of the Graduate Group in Nursing



Kathleen McCauley, Nu'74, GNu'77, GRN'90, PhD, ACNS-BC, RN, FAAN, FAHA, Associate Professor of Cardiovascular Nursing – Clinician Educator, Class of 1942 Term Associate Professor of Nursing, and Associate Dean for Academic Programs

By the Numbers: Doctoral Education at Penn Nursing

- 30 number of years that Penn Nursing has offered doctoral education
- 273 number of doctoral alumni
- 1978 the year that the Doctoral of Nursing Science program was launched at Penn
- 1984 the year that the PhD program at Penn Nursing was established
- 57 number of current PhD students
- 35 the average age of our current PhD students
- 16 percent of the current international scholars in the doctoral program, from countries including Canada, China, South Korea, Lebanon, and Singapore
- 100 percent of tuition, student fees, health insurance, and stipends that Penn Nursing guarantees for all full-time PhD students for a period of four years
- 42 percent of Penn Nursing PhD student funding that is currently supported by the School's unrestricted budget
- 58 percent Penn Nursing PhD student funding that is currently supported through research and training grants

“Penn Nursing has always been an incubator for innovative clinical ideas, with the close alignment between research and practice fostering the creativity of both.”

—PROFESSORS LORRAINE TULMAN, DNSc, RN, FAAN, AND KATHLEEN McCAULEY, PhD, ACNS, RN, FAAN, FAHA



At the PhD forum, faculty members and leaders from the nation's top doctoral programs gathered at Penn to discuss pertinent issues in PhD nursing education.

The Future of Doctoral Education



From l-r: Dr. Lorraine Tulman, Dr. Kathleen McCauley and Dean Emerita Claire Fagin

“Adequate preparation of doctoral candidates is among the most important and pressing educational issues facing nursing today, for it is upon this group of nurses that we must depend for the critical and creative study of the science of nursing, its theories, and their testing.” So said the late Florence Downs at the first ever National Forum on Doctoral Education, hosted by the University of Pennsylvania School of Nursing in 1978.

A professor in nursing who oversaw the establishment of the doctoral program at Penn under the direction of then-Dean Claire M. Fagin, Dr. Downs, EdD, RN, FAAN, continued: “The preparation must provide an experience so challenging, and at the same time so potentially enriching, that it enables the individual to discard traditional external supports and become immersed in the requirements of a new – and for nursing – an as yet unclearly defined role.”

For three decades now, graduates of Penn Nursing’s PhD program have served as leaders at the forefront of nursing science, conducting and disseminating research to advance nursing practice.

In fall 2008, representatives from leading Schools of Nursing gathered again at Penn Nursing to chart the future of the PhD. The doctoral forum gathered deans and directors of doctoral programs from nursing colleges at Johns Hopkins, Emory, New York University, Rush, University of California San Francisco, University of Illinois - Chicago, University of Michigan, University of North Carolina - Chapel Hill, University of Pittsburgh, University of Rochester, University of Virginia, University of Washington, and Yale to answer new questions that have since emerged.

“Should we prepare students to immediately go into the world or should we prepare them for a post-doc in research,” asked Richard Redman, PhD, RN, director of doctoral and post-doctoral programs at the University of Michigan. “What is the dissertation preparing students for? A faculty position, a clinical role?”

“We’re developing researchers, responsible for training the next generation of scholars,” explained Yale University’s PhD program director Nancy Reynolds, PhD, RN, FAAN. “We must produce scholars who improve public health, who advance both science and an evidence base for practice that is responsive to the realities of healthcare systems.”

“We must also think about what type of environment our international students return to,” said University of Pittsburgh Dean Jacqueline Dunbar-Jacob, PhD, RN, FAAN. “We are preparing nurse researchers to be innovators and leaders in nursing research where it may not exist.”

The large themes, broad questions, and environmental conditions that emerged from the forum centered around a greater need for flexibility within doctoral programs (in regards to which disciplines students come from and which fields they enter upon graduation), the challenge to prepare and welcome the younger learner, the need for student diversity (in race, culture, age, and gender), the opportunities for interdisciplinary collaborations, and the ability to continue preparing students to improve healthcare and health policy by translating research findings into evidence-based practices and improved public policies.

Ultimately, said Dr. George Walker, the keynote speaker at the doctoral forum and project director of the Carnegie Initiative on the Doctorate, focused on rethinking doctoral programs in various disciplines and supported by The Carnegie Foundation, institutions must ask themselves, “what habits of mind should students have, what should they be able to do when they leave your program, and what evidence exists that they have learned to do this?”

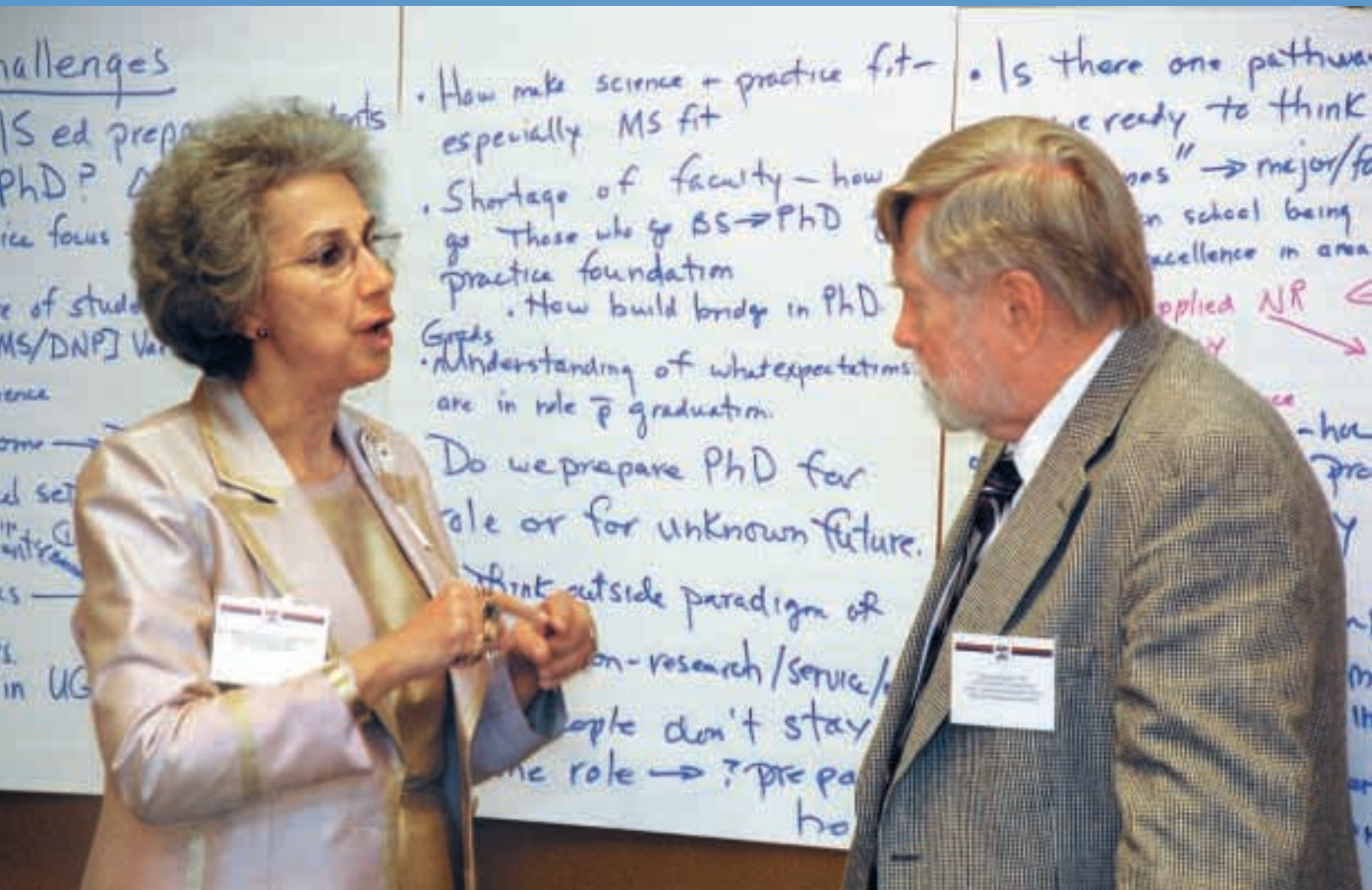
The PhD enables nurse scholars to create, know, and do. Dr. Walker argues that “research” may be what you do as a PhD nurse, but “scholarship” will reflect what you think about what you do through the special lens that nursing provides as a discipline.

The goal at Penn Nursing is to prepare the scholars of the future – graduates with a firm foundation in the clinical world, capable of collaborating with researchers from other disciplines and colleagues around the globe.

The 1978 forum on doctoral education hoped to better understand the direction this newly formed discipline – the Doctor of Philosophy in Nursing – would take. Today, many of the questions asked 30 years ago have been answered by science – from quality of care that has been enhanced through evidence-based research to national policies and legislation that have been shaped by nursing scholarship. Still, to remain at the forefront of a discipline that continues to evolve, there must be a dialogue about the future and how to best prepare for the impending demands of the profession. That was the question asked then, and the one we continue to answer.

“‘Research’ may be what you do as a PhD nurse, but ‘scholarship’ will reflect what you think about what you do through the special lens that nursing provides as a discipline.”

—DR. GEORGE WALKER, PROJECT DIRECTOR OF THE CARNEGIE INITIATIVE ON THE DOCTORATE



Dean Meleis and Dr. George Walker discuss current challenges in doctoral education at the PhD forum.

Sparking Research Interests Early in Students' Careers

One of the biggest challenges doctoral education faces is how to attract the best and brightest students into a PhD program early in their careers. At Penn Nursing, the answer comes in many forms, from developing research programs and opportunities in the undergraduate curriculum to MSN-PhD programs tailored for BSN graduates.

Joanna Holsten, Nu'05, GNu'05, GR'08, MPH, MS, RN, entered into the doctoral program at Penn immediately after completing her BSN here in 2005. It was as an undergraduate student that she began to learn more about public health and research, areas of interest that prompted her to pursue a MPH/PhD joint degree with Penn's graduate program in Public Health and the School of Nursing.

"I love helping individual patients, but I wanted to address the factors that affected their health on a macro level. Research offers the ability to examine these problems with the goal of impacting many people," Ms. Holsten explains. "And," she adds, "I had a lot of questions, questions that I could not answer in clinical practice alone."

Under the mentorship of Associate Professor of Nutrition Science Charlene Compber, PhD, RD, FADA, CNSD, Ms. Holsten is investigating the relationship between the home food environment, an underdeveloped base of research, and BMI z-scores of 58 sixth to eighth graders in a local public school. Her study has been funded by the Ruth L. Kirschstein Individual Predoctoral National Research Service Award.¹

The lack of information on the home food environment prohibits health organizations from offering firm recommendations. By quantifiably assessing the relationship between home food environment and BMI and qualitatively describing the reasons for this association, the study will identify potential loci for childhood obesity interventions.

Ms. Holsten is a student in the MS-PhD program which streams BSN graduates directly into the doctorate program. Master's courses prepare them in the area of knowledge needed for their dissertation but are not so clinically focused that they can supplement a direct practice component. On the other hand, students in the MSN-PhD program are prepared for an advanced practice role while earning their doctorates. Both degrees were designed to address one of the greatest challenges in doctoral education in nursing: the need to recruit students earlier in their career.

Nursing PhD students tend to be older than typical PhD students, at Penn and across the nation. In 2002, the average age of those receiving nursing doctoral degrees in the U.S. was almost 14 years older than other doctoral awardees.²

At the University of Pennsylvania, a report that examined the percentage of PhD students in various age brackets at time of matriculation from 1998-2008 found: 32 percent of all doctoral students in the University were 25 or younger and 50.3 percent were between 25-30, while only 11.3 percent and 24.2 percent of nursing doctorates were in the same age groups, respectively. In the age groups 30-35, 35-40, and 40+, the total University percentages decreased substantially,

to 12.4, 2.6, and 2.6 percent, but the percentage of nursing doctorates rose to 24.2, 13.7, and 26.6 percent.

"If students complete their PhDs in their 40s and decide to work until they're 65, that leaves fewer than 25 years to make a contribution to the field," says Associate Dean for Academic Programs Kathleen McCauley, Nu'74, GNu'77, GRN'90, PhD, ACNS-BC, RN, FAAN, FAHA. "While students need to know something about nursing, they probably don't need 10 years of clinical practice to identify important questions to study. With the right mentoring and experiences, they can develop a good program of research early."

Undergraduate Research

One way to expose students to the mechanics of research is to involve undergraduates, even as freshmen, in faculty research, whether as research assistants or work study students. All research faculty have opportunities for students to directly participate in research, ranging from data collection, entry, and management to developing epidemiological studies and preparing manuscripts.

Caitlin Hanrahan, a second year nurse midwifery student, has a work study position on professor Marilyn Sommers' \$2.5 million R01 grant, examining skin color, elasticity, and injury. She was drawn to the role because of the study's emphasis on women's health. (See page 16 for more on the study).

Now a member of Dr. Sommers' research team, Ms. Hanrahan is responsible for interviewing participants, conducting skin measurements for both skin elasticity and color, and recording the findings. "Research

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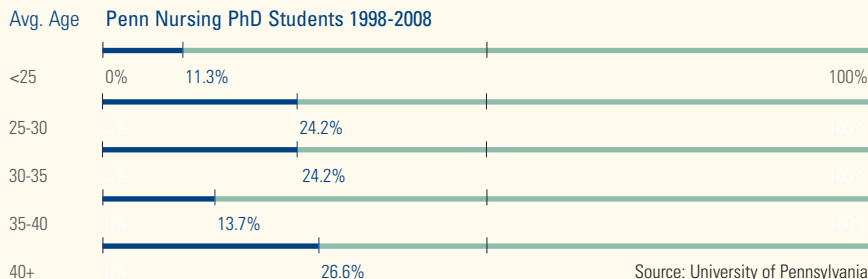
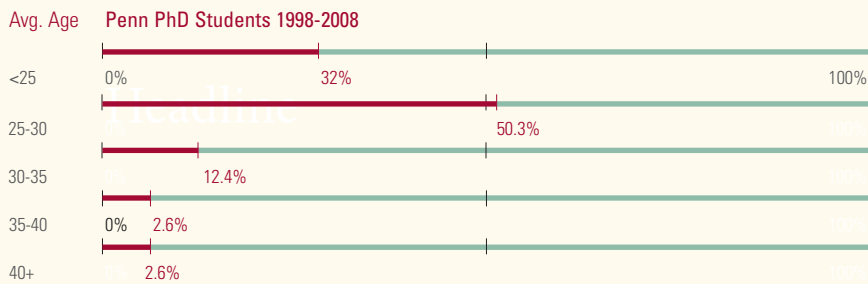
2 American Association of Colleges of Nursing. (2005). *Faculty Shortages in baccalaureate and graduate nursing programs: Scope of the problem and strategies for expanding the supply*. Washington, DC.

“Our undergraduates are the nurse scientists of the future. We’re sitting on a goldmine of future PhD students.”

—LINDA McCAULEY, PhD, RN, FAAN, FAAOHN



At an editorial board meeting, nursing undergraduates Kristine Villapando, Amy Altemeyer, Diana Ng, and Chelsea Motzel (from left to right) discuss the next issue of *The Journal of Nursing Student Research*, a student-run Journal published each semester.



Source: University of Pennsylvania

is something I have always been interested in, but working on this study really cemented my interest in nursing science," she says.

Although her immediate goal is to matriculate into the master's program, "I can see myself pursuing a PhD in nursing," she adds. "Research has been such an added bonus to my education here. I can't get over all that I am able to do as a student."

"Our undergraduates are the nurse scientists of the future," says Associate Dean for Nursing Research Linda McCauley, PhD, RN, FAAN, FAAOHN. "We're sitting on a goldmine of future PhD students."

Organization of Student Nursing Research

The Organization of Student Nursing Research (OSNR) is student-run, promoting awareness of current nursing research and encouraging students to get involved while also providing a forum for current nursing-related topics.

To promote nursing research among undergraduates, the OSNR offers a speaker series in which faculty members discuss their scholarship and research trajectories. The organization is also considering reaching out to West Philadelphia high schools and middle schools to expose a

younger generation of students to nursing research.

"As undergraduates, we're excited about going into the hospital and working in clinical roles," says OSNR president Kristine Villapando. "But it is the evidence-based research that allows us to be truly great practitioners."

Penn's Office of Nursing Research supports a student-run research journal, *The Journal of Nursing Student Research* (JONSR), published once every semester. The student-run group is working with Sigma Theta Tau International to add JONSR to the Virginia Henderson International Nursing Library.

"To be an undergraduate student and have your name published in a journal that is being distributed nationally and internationally is huge," says Ms. Villapando. "What a prestigious way to get your name in the field!"

Each semester, the Journal typically receives seven or eight manuscripts for review. The OSNR also seeks submissions from students in N385, a mandatory senior inquiry course in which students research and write a scholarly paper on a selected research question, under the guidance of a faculty advisor with expertise in the area.

Senior Inquiry

Senior inquiry papers, based on science, knowledge development, and inquiry, must synthesize original research and related literature and also formulate implications for clinical practice, health care, and research.

"It's important for our students to analyze an area of inquiry and synthesize the state of research at this time," explains N385 course director and Lillian S. Brunner Professor of Medical-Surgical Nursing Marilyn Sommers, Nu'72, PhD, RN, FAAN.

At Penn, she adds, the papers almost always showcase a strong commitment to social justice. Past topics have ranged from "What is the current evidence for treating gender identity dysphoria in adolescents with medical or surgical treatments?" to "How has the historical construction of race influenced the way we approach these categories in current research?" (See sidebar on a current senior inquiry topic.)

"As a hospital-based, traditional nurse, I am amazed by our students' interests," Dr. Sommers says. "They see the whole world as their hospital, which is evident by the topics they choose."

ENRS Opportunities

Students are also encouraged to submit their senior inquiry abstracts to the School's Office of Nursing Research (ONR) in order to attend the annual Eastern Nursing Research Society (ENRS) conference, funded by Penn Nursing. While doctoral students submit their abstracts directly to ENRS, Penn Nursing also selects an undergraduate, a master's student, and two doctoral students to attend.



Doctoral student Heather Tubbs Cooley

The ENRS serves as a forum for nurse scholars to promote and support regional nursing research in the Northeastern United States. By attending the conference, students not only gain exposure to a scientific conference and networking opportunities within a professional organization, but in presenting their posters, they are required to defend their research and answer questions on their scholarship with other leading experts in the field.

This past March, seven doctoral students – Viola Benavente; Tiffany Dovydaitis, GNu'07; Sharon Irving, GNu'93, CGS'07; Elaine Siow, GNu'06; MinkYoung Song, SW'99, SWP'06; Rebecca Trotta, Nu'98, GNu'01; and Canhua Xiao – attended the conference in Boston. Master's student Terease Waite and bachelor's student Lindsey Goldhagen also attended and presented posters.

Ms. Goldhagen, a sophomore, worked with Independence Professor in Nursing Education Deborah Watkins Bruner, GR'99, PhD, RN, FAAN, to evaluate the state-of-support through cancer centers for recruitment to clinical research. Using the National Cancer Institute website to access a listing of Comprehensive Care Centers (CCC), she found less than 10 percent of CCC's listed a core facility to assist with human subjects recruitment planning.

"Presenting my poster at the ENRS conference was an excellent opportunity for me to discuss my findings," says Ms. Goldhagen. "Opportunities like this help me realize that even in a discipline as clinically focused as nursing, you gain knowledge and develop skillsets by doing research."

"As her mentor, I am intrigued that Sharon is focusing on extremely cold and hot climates because both interrupt cold chain maintenance for the transport of live virus vaccines. It is an issue not only for tropical countries, but for countries with colder climates, as well. Sharon is a great example of how our students think beyond the obvious and expected."

— Marjorie Muecke, PhD, RN, FAAN,
Assistant Dean for Global Health Affairs

Senior Inquiry Project: Examining Immunizations in Developing Countries

For my senior inquiry project, I am focusing on maintaining and improving the cold chain distribution process of immunizations in developing countries. My interest in global health stemmed from earlier travels to Costa Rica, Guatemala, Peru, and Brazil. I specifically chose to research immunizations in developing countries after hearing a class lecture about the challenges of the cold chain system from my advisor, Dr. Marjorie Muecke, the Assistant Dean for Global Health Affairs. In order for the vaccine to remain potent and effective, the cold chain must maintain a temperature of 2 to 8 degrees Celsius from the manufacturer to the recipient. Challenges to the cold chain in developing countries include extreme weather conditions, lack of healthcare staff, lack of education and training, and lower healthcare budgets for technology.



Sharon Lim with children in Costa Rica

My research thus far examines problems and recommendations with methodologies inside cold chains. The current literature indicates freezing to be a significant problem. I am also researching countries that have studied the potency of vaccines outside of the cold chain in order to emphasize strategies to fix the infrastructure of cold chains. Variables to be examined include: climate differences and weather changes, economic resources providing power supply, the distance and time of distribution of delivery, and government funding for immunizations.

While there is certainly no quick panacea, there is a need for true collaborative effort among the World Health Organization, researchers, public policy makers, governments, and individual healthcare providers to discover deficiencies, strategies and new innovations to strengthen cold chains and prevent diseases before they start. I am only beginning my research in this area and hope to eventually use the knowledge I gain from this project in my own practice when I live abroad.

—Penn Nursing Senior, Sharon Lim

Bridge to the Doctorate: Building Diverse Nurse Scientists

In nursing, where the shortage of nurse scientists is already well evidenced, there exists an even greater dearth of minority nurse scientists. "So many of the health questions that exist deal with health disparities," says Associate Dean for Nursing Research Linda McCauley, PhD, RN, FAAN, FAAOHN. "Minority nurse investigators offer a real hope that we can answer them."

Enter the Bridge to the Doctorate program, one of the only such programs in the nation, in which Penn prepares minority researchers for successful careers in doctoral education. Established in 2005, Penn's Bridge to the Doctorate has a four-course academic component that will enhance master's degree students' understanding of complex statistical measurements, expose them to advanced research concepts, and provide an opportunity for them to participate in faculty research.

Currently, the Bridge program operates through collaborations between Penn Nursing and LaSalle University. Funded by the National Institute of General Medical Sciences (NIGMS), a division of the National Institutes of Health, the program combines Penn's highly focused, research-intensive study with the strengths of LaSalle's established reputation for success in transitioning minority nurses into advanced nursing education programs. Promising master's students are recruited at LaSalle to participate in a two-year "bridge" that consists of advanced coursework, direct faculty mentorship, and research involvement at Penn. Upon completion of the Bridge curriculum, students will have developed a competitive portfolio to support their admission into a strong PhD program in nursing.

"The purpose of the Bridge program is to show minority advanced practice nurses what nursing science is, how active it is, and, in particular, how to address issues that are relevant for underserved populations through research," explains Margaret Griffiths, GNu'76, MSN, RN, co-director of the program.

Esther Pinkston, a current doctoral student at Penn Nursing who completed the Bridge program in May 2008 and matriculated into the PhD program in September, credits the Bridge experience with providing a strong foundation of coursework and knowledge needed to thrive as a PhD student. "As a master's student, I had an interest in research, but the Bridge helped me abstract information, learn how to think on a more advanced level, and narrow my goals and questions," she says.

Ms. Pinkston is funded through the University's Fontaine Fellowship, designed to support the most under-represented groups in PhD education. Her scholarship identifies income-independent, modifiable behaviors among lower socioeconomic, obese African American women who participate in the Federal Food Stamp Program.

Current research has found that African American women have the highest prevalence rates for obesity, making them among the highest at-risk group for weight-related co-morbid conditions such as hypertension, cardiovascular disease, non-insulin dependent diabetes mellitus, and certain cancers. Further, in the United States, the highest rates of obesity occur among population groups with the highest poverty rates and the least education. Yet there is scant research that specifically focuses on investigating modifiable behaviors in overweight, low-income, urban, African American women.

"Finances limit what they eat. Their neighborhood limits where they shop," Ms. Pinkston explains. "The intended goal of this study is to expand the body of knowledge that supports culturally-relevant interventions for this affected population, taking all of those factors into consideration."

Under the mentorship of Associate Professor of Nutrition Science Charlene Compher, PhD, RD, FADA, CNSD, she is developing her dissertation question. "Students like Esther Pinkston offer our best hope to clarify and then change the environmental underpinnings of obesity in ethnic groups," Dr. Compher says. "Her contributions can provide a sea change in the health of the public."

Through NIGMS funding, Penn has received \$225,000 per year from 2005-2008 to finance tuition, research assistantships, and program costs for 13 Bridge students to date. The School has submitted an application to continue the program until 2014, with the ultimate hope that the MSN-PhD Bridge could one day serve as a model for a BSN-PhD program.

"Our goal is to recruit students earlier in their careers," says Bridge program director and associate professor *emerita* Anne Keane, GNu'68, HOM'74, GNC'97, EdD, CRNP, RN, FAAN. "In fact, it's our responsibility. We understand the need to develop the science to care for growing minority populations, and we see the real benefits of nurse scientists coming from minority groups."

Bridge Program Graduate and Current Doctoral Student Esther Pinkston

“We see the real benefits of nurse scientists coming from minority groups.”

—BRIDGE PROGRAM DIRECTOR & ASSOCIATE PROFESSOR EMERTIA ANNE KEANE,

GNu'68, HOM'74, GNC'97, EdD, CRNP, RN, FAAN



Esther Pinkston, who completed the Bridge program in May 2008, is a current doctoral student at Penn Nursing, researching obesity in low income African American women under the mentorship of nutrition expert, Dr. Charlene Compher.

The Unique Nursing Perspective

One of the primary goals of doctoral education is to apply the unique knowledge of one's field to strengthen a broader, often interdisciplinary, environment. Perhaps nowhere is this more apparent than in the healthcare field, where nursing science offers a distinctive perspective for how to improve patient care.

Working for 12 years as a critical care nurse and practicing predominantly in cardiovascular care units, Christopher Lee, GNu'05, CCRN, RN, witnessed how patients' self-care behavior could influence outcomes, from hospital costs and readmissions to physiologic measurements and mortality.

"The majority of care a patient receives is actually self-administered," he says. "Patients are the ones who take their medications, maintain their appointments, monitor and address their symptoms when they occur. The amount of time a patient with chronic illness actually spends in the healthcare system is so minimal compared to all they're involved with at home." As a master's student at Penn Nursing, his advanced practice training with the heart failure team at The Hospital of the University of Pennsylvania offered further insight into the role patients play in determining those outcomes.

Professor Barbara Riegel, DNSc, RN, FAAN, FAHA, an expert in chronic heart failure who has studied self-care for more than 15 years and serves as Lee's faculty advisor and mentor, refers to self-care as "a process of following treatment advice and making health decisions."

"It would be extremely unusual for a person with chronic illness as complex as heart failure to master self-care without the guidance of a nurse," she explains. "Nurses help patients learn how to monitor and interpret symptoms, set priorities, and make decisions about their care."

Engaging patients in their own care resonates with nurses, and Dr. Riegel has developed a situation-specific theory of heart failure self-care in which it is defined as a naturalistic decision-making process involving the choice of behaviors that maintain physiologic stability (maintenance) and actions taken to effectively evaluate and manage symptoms when they occur (management).

Anecdotally, it became evident to Lee that patients who practice better self-care, through both maintenance and management, fare significantly better than those who practice poor or no self-care. But there was no science to support this conclusion. "It really made me question how much of what we do on a daily basis revolves around teaching or fostering self-care practices, and how much of it truly is evidence-based," Lee says. "The answer is very little."

Funded through the Ruth L. Kirschstein Individual Predoctoral National Research Service Award³, Lee's three-year study, "The influence of heart failure self-care behavior on cardiac performance," uses Dr. Riegel's theoretical framework of self-care management and maintenance to determine if the day-to-day behaviors of patients can influence how their heart functions at rest and when stressed. In a preliminary study using data collected

from 195 heart failure patients, he found that those who engaged in above average self-care management had a 22% to 88% lower risk of an event during follow up than those engaged in below average management.

His dissertation study will therefore examine 30 patients to test the physiologic outcomes of self-care, such as how the heart mechanistically pumps better, whether volume moves more efficiently, and if hormonal changes are produced. In order to describe the relationship between heart failure self-care and baseline cardiac performance, Lee will measure self-care using the Heart Failure Index-Revised, the Basel Assessment of Drug Adherence, and 24-hour urine sodium levels to assess adherence to a low-sodium diet. He will measure cardiac performance using blood levels of a hormone the heart produces and non-invasive bioimpedance cardiography.

Beyond the direct bedside application, Lee's study serves as an exemplar of the unique contribution nursing brings to the interdisciplinary healthcare setting. Dr. Riegel says one of the greatest aspects of Lee's study is that "he takes all those building blocks – physiology, statistics, biology – and answers this question from a nursing standpoint."

"Self-care is believed to be an essential ingredient in heart failure management," she adds. "For nurses, self-care is a particularly important construct because it captures the essence of our philosophy and a key dimension of our practice."

3 F31-NR010299, National Institute of Nursing Research

Doctoral Candidate Christopher Lee, G Nu'05, CCRN, RN

"[Lee] takes all those building blocks – physiology, statistics, biology – and answers this question from a nursing standpoint."

—PROFESSOR BARBARA RIEGEL, DNSC, RN, FAAN, FAHA



Doctoral student Christopher Lee reviews his dissertation, "The influence of heart failure self-care behavior on cardiac performance," with his mentor, Dr. Barbara Riegel, an expert in self-care and editor of *The Journal of Cardiovascular Nursing*.

Nursing Research as a Tool for Social Justice

Nurse researchers focus on investigations to uncover the impact of policies on different populations, especially those in more vulnerable and disadvantaged populations. From that lens, nursing research truly is a tool for social justice, providing an evidence basis to improve care for all.

In the groundbreaking first phase of a study by Penn Nursing professor Marilyn Sommers, Nu'72, PhD, RN, FAAN, published in the *American Journal of Emergency Medicine*, Dr. Sommers found female victims of sexual assault with dark skin are less likely than females with light skin to have their injuries identified, documented, and treated, leaving them disadvantaged in both the healthcare and criminal justice systems.

Funded by the National Institute of Nursing Research⁵, the study examined 120 black and white volunteers who underwent a forensic examination after consensual sexual intercourse and found nearly three times the number of injuries to the external genitalia were identified in white women. "We suspect that differences in injury prevalence occur because of difficulties with injury detection in dark skin," says Dr. Sommers, the Lillian S. Brunner Professor of Medical-Surgical Nursing and principal investigator on the study. "But we don't know exactly what caused the discrepancy. They may also result from differences in the mechanical properties of the skin across the continuum of skin color."

The second phase of her research is to examine injuries after consensual sex in 400 female volunteers and compare injuries, with respect to number, type,

location, and severity, to 400 rape victims matched by race/ethnicity and age. In addition, she plans to examine the role of skin color in injury.

Using the data gathered from this second phase, Janine Everett, MS, RN, a second-year doctoral student mentored by Dr. Sommers, expects to build an independent program of science to examine whether differences in skin elasticity help explain the initial findings.

Funded through the Ruth L. Kirschstein Individual Predoctoral National Research Service Award⁶, Everett's study, "Skin Elasticity and Skin Color: Understanding Health Disparity in Sexual Assault," purports the mechanical properties of dark skin might be more protective of injury than light skin.

To test this hypothesis, she will assess variations of skin elasticity through the Cutometer MPA580, an instrument that measures the elastic and plastic characteristics of the skin. Controlling for variations explained by age, body mass index, sun exposure, and health status, Everett expects greater elasticity in dark skin.

"Results obtained during the team's work have potentially large scale public health benefits," she says. "Findings will provide information that will influence the procedure for forensic examinations after sexual assault and guidelines for evaluating injuries in a legal setting. With respect to my own work, if skin elasticity is indeed different in women with different skin colors, addressing these differences may lead to discovery of improved techniques for the forensic examination."

Collaborating with members of Dr. Sommers' research team and others – including colleagues from the School of Engineering to assess digital analysis, a dermatologist from the School of Medicine, and a faculty member from the School of Social Policy and Practice studying intimate-partner violence – Everett has developed in-depth relationships across disciplines while bringing the nursing component to the overall research questions of skin elasticity and skin color.

"The protection afforded by the skin is so crucial that assessment of skin integrity has become a primary area of focus for nurses," Everett explains. "Skin is the primary interface between nurse and patient, and we spend a lot of time with skin assessment because it tells you things besides injury. Skin integrity is very firmly in the purview of nursing science, the anchor of much of what we do."

Her long-term goals include elucidating potential differences in skin physiology related to color and other variables, understanding the protective and injurious mechanisms of the skin, and disseminating applicable findings to further skin science and reduce health disparities in vulnerable populations.

"As a practitioner, I was making a difference in a few lives at a time, with one patient or one family or one small group of people," Everett says. "But in conducting research, publishing, and disseminating information that can guide evidence-based practice, I have the potential to influence healthcare for individuals, populations, countries."

5 R01-NR005352, National Institute of Nursing Research

6 1F31-NR011106-01, National Institute of Nursing Research

Doctoral Candidate Janine Everett, MS, RN

“In conducting research, publishing, and disseminating information that can guide evidence-based practice, I have the potential to influence healthcare for individuals, populations, countries.”

—DOCTORAL CANDIDATE JANINE EVERETT, MS, RN



Using data gathered by her mentor, Dr. Lynn Sommers, doctoral student Janine Everett is examining differences in skin elasticity to help explain discrepancies in injury detection in women with different skin colors.

The NRSA Workshop: Turning a Research Idea into a Grant Application

The Penn Nursing doctoral student learns to advance nursing science to answer questions that will change the world. The NRSA Workshop, a service provided by the School's Office of Nursing Research (ONR), is designed to help students navigate the grant application process so that their ideas for novel scholarship can result in federal funding.

The Ruth L. Kirschstein Individual Predoctoral National Research Service Award (NRSA F31) provides funding through the National Institutes of Health "to help ensure that highly trained scientists will be available in adequate numbers and in appropriate research areas to carry out the Nation's biomedical, behavioral, and clinical research agenda⁷." Awards are given to promising doctoral candidates who have the potential to become productive, independent investigators.

At Penn Nursing, more than 80 percent of NRSA applications have been funded, a success rate that can best be attributed to the caliber of student research and the strength of the ONR workshops.

The NRSA Workshop, a series of five courses that run from October to March, charts the grant application process so that students could, by the last class, write a grant application in time for the April deadline.

"The application itself is a learning process," says Associate Dean for Nursing Research Linda McCauley, PhD, RN, FAAN, FAAOHN. "Much of what students learn from this can be used throughout their career."

4 R01-NR-004513
7 http://grants1.nih.gov/grants/guide/pa_files/PA-07-002.html



Above: Doctoral student Heather Tubbs Cooley is applying Dr. Linda Aiken's research on nurse staffing and environments to pediatric care settings.

Applying Nursing Workforce Research to Pediatric Settings

As an undergraduate student engaged in faculty research and her own honors thesis research, Heather Tubbs Cooley, knew she wanted to pursue a PhD in nursing. Upon graduation she spent two years working as a pediatric nurse at the University of Michigan's C.S. Mott Children's Hospital, where she translated evidence-based guidelines in her unit and conducted clinical updates for staff. Then she became one of an increasing number of baccalaureate graduates admitted directly to Penn Nursing's PhD program where she is preparing for a career as a researcher and faculty member.

Now a fourth-year doctoral student at Penn's Center for Health Outcomes and Policy Research (CHOPR), Ms. Cooley is examining associations between hospital nursing factors (such as staffing, education, and the practice environment) and outcomes (mortality, prolonged hospital stay, readmission) in children hospitalized for common medical and surgical conditions.

Under the mentorship of Professor Linda Aiken, HOM'88, PhD, RN, FRCN, FAAN, Ms. Cooley will link nurse survey data

collected by Dr. Aiken with state-level patient discharge data and hospital administrative data to carry out her dissertation research. Through a \$3.3 million NIH-funded R01 grant⁴, Dr. Aiken, the Claire M. Fagin Leadership Professor in Nursing and director of CHOPR, surveyed nurses working in more than 800 hospitals in California, Florida, New Jersey and Pennsylvania in 2006, exploring changes in staffing and practice environments over time, across institutions and in different settings. "Heather's success in the BSN to PhD program serves as an example of the many benefits of beginning a trajectory in nursing research early in one's career," says Dr. Aiken.

Ms. Cooley, whose doctoral education has been funded by a National Research Service Award Institutional Training Grant (T32) from the National Institute of Nursing Research, hopes her dissertation work will lay a foundation for a career in outcomes research. "I have always been interested in applying Dr. Aiken's methods to pediatric care settings," she says. "Studying relationships between the organization of nursing care and the outcomes of hospitalized children is a new area of inquiry in both nursing and health services research."

Visiting Scholars: Bringing the World to Penn and Penn to the World



Jing Li and Dr. Julie Fairman (far left); Kessiri Wongkongkum and Dr. Riegel (center); Howieda Ahmed Abdel-Mohimen Fouly and Dr. Stringer (right)

Bringing the World to Penn and Penn to the World

Doctoral education for international students has always been a top priority at Penn Nursing. In fact, the first graduate of the PhD program was Keiko Kishi, DNSc, RN. A 1981 graduate of the doctoral program, Dr. Kishi is now a professor in nursing at the Japanese Red Cross Kyushu International College of Nursing, where her research interests include cross-cultural communication and healthcare ethics. Kyushu International is the fifth nursing college she has helped establish in Japan.

One of the fundamental questions doctoral education faces today is its role in the international community. How can institutions in the U.S. best educate nursing researchers who will return to their home countries?

At Penn Nursing, one answer is through the Visiting International PhD Scholars Program, a “sandwich program,” in which international students complete a year of doctoral education in their home country, spend a year at Penn developing their research concept, then return to their home university to conduct the study and complete their degree.

The program is custom designed for each student. Through coursework, clinical experiences, and direct work on their faculty mentor’s research teams, visiting scholars gain the knowledge to develop their research questions.

“At Penn Nursing, our mission is to care to change the world,” says Assistant Dean for Global Health Affairs Marjorie Muecke, PhD, RN, FAAN. “Through the visiting scholars program, we bring the world to us and Penn to the world.”

Jing Li, MN

A visiting student from China, Ms. Ling is a doctoral student at the Second Military Medical University in Shanghai and an associate professor at the School of Nursing in Shandong University. While at Penn, she is studying the methodology of history research and the history of nursing development in the USA. Ms. Li anticipates that by providing a model of the development of nursing in the U.S., her research will facilitate the development of graduate nursing education in China. Her mentor is Associate Professor Julie Fairman, GNu’80, GRN’92, PhD, RN, FAAN.

Kessiri Wongkongkum, MN

Ms. Wongkongkum is a visiting doctoral student from Mahidol University, Bangkok, Thailand. Under the mentorship of Professor Barbara Riegel, DNSc, RN, FAAN, FAHA, she is studying how to improve self-care among Thai persons with peripheral vascular disease, which, in Thailand, is primarily caused by diabetes. Developing an intervention to increase exercise will benefit both diseases. “Kessiri came here to refine her study, and my role is to help her develop the correct theoretical framework,” says Dr. Riegel. “What she’s designing is a major trial for nursing intervention that would be great anywhere.”

Howieda Ahmed Abdel-Mohimen Fouly, MA

Mrs. Fouly is a lecturer in obstetrics and gynecological nursing from the Faculty of Nursing, Assiut University, Egypt where she was awarded the prestigious Channel Fellowship by the Egyptian government. Her doctoral dissertation will examine effectiveness of visually inspecting the cervix for lesions. Her faculty mentor, Dr. Marilyn Stringer, GNu’91 GR’95, PhD, CRNP, RDMS, will assist Mrs. Fouly in improving her review of the literature, extending her knowledge of research design methods, performing appropriate statistical data analyses, and training her on cervical screening methods.

Establishing a Meaningful Program of Research

Post-doctoral fellowships at Penn Nursing are designed to prepare recent graduates for successful research careers.

Opportunities are designed to help launch a beginning scientist toward success in their field by providing mentorship from more seasoned researchers; opportunities to work with established research teams; time to develop additional research skills; and environmental support in the form of coursework, funding, and travel.

Post-doctoral study is a unique opportunity in which fellows concentrate solely on the development of their research expertise and devote their time to a research agenda. Having both time and resources – in terms of established mentors, excellent clinical facilities, interdisciplinary collaboration, expertise in specific methodologies, and support to work with other leading scientists around the country – is critical in developing a research trajectory.

“To become successful as an independent researcher at a highly competitive research-intensive university, I needed to pursue additional training and establish a meaningful program of my own research,” says Amy Sawyer, GR’07, PhD, RN, a postdoctoral research fellow with a joint fellowship at Penn Nursing and Penn Medicine.

Under the mentorship of Penn Nursing professor Terri E. Weaver, GNU’78, GR’01, PhD, RN, FAAN, Dr. Sawyer has developed a risk index assessment to determine, pre-treatment, those obstructive sleep apnea patients who are highly likely to avoid using Continuous Positive Airway Pressure (CPAP) machines. The risk index is a culmination of empirically-supported “predictors of adherence to CPAP” from the extant literature, Dr. Sawyer’s dissertation findings, and several preliminary studies conducted by Drs. Sawyer and Weaver during the postdoctoral fellowship.

Dr. Sawyer’s recently-submitted 5-year K99R00 Pathway to Independence application proposes to empirically test the risk index assessment to identify those at risk for non-adherence and to develop and test a tailored intervention for those patients. The intervention is based on social cognitive theory-derived determinants of health behaviors and will be empirically tested in a randomized clinical trial. The application has received a highly competitive priority score and is pending Advisory Council review.

“I would like to become an expert in randomized control trials (RCT) and the application of sleep-related biomarkers and genetic variants in RCTs of behavioral interventions,” she says. “Penn offers a resource-rich training environment to participate in an individualized training plan with internationally-esteemed experts.”

Dr. Sawyer’s proposed K award phase will be under the mentorship of Dr. Weaver, Kathy Richards, PhD, RN, FAAN, professor of Health Promotion in Gerontology-Clinician Educator at the School, and Allan I. Pack, MBChB, PhD, John Miclot Professor at the School of Medicine.

In addition to completing coursework as a first-year fellow, Dr. Sawyer has participated in Sleep Research, Journal Club, and Clinical Case conferences at Penn’s Center for Sleep & Respiratory Neurobiology; submitted, presented, and published several abstracts and manuscripts; participated in a RCT research team under the direction of her mentor; submitted two grants as a principal investigator; participated as a co-investigator in two other extramural grant applications; and engaged in individual mentorship with her primary mentor, her fellowship mentorship committee, and several newly-identified co-mentors.

Research conference presentations to faculty and peers at the Center for Sleep & Respiratory Neurobiology have provided Dr. Sawyer with opportunities to present her own research ideas and proposals with the goal of receiving critical feedback from the sleep scientific community while also participating in research team meetings on Dr. Weaver’s R01-funded study, “Impact of CPAP on Functional Outcomes in Milder OSA.”

“My current post-doc work has taught me how to market, in a grant application, a project that is clinically meaningful and scientifically important,” she explains. Her long-term career goal is to become an independent investigator focusing on tailored interventions to promote CPAP adherence in a research-intensive university environment.

Post-Doctoral Candidate Amy Sawyer, GR'07, PhD, RN

“Penn offers a resource-rich training environment to participate in an individualized training plan with internationally-esteemed experts.”

—POST-DOCTORAL CANDIDATE AMY SAWYER, GR'07, PHD, RN



Under the mentorship of Dr. Terri Weaver (left) and Dr. Kathy Culpepper Richards (right), post-doctoral student Amy Sawyer is developing and testing a tailored intervention for sleep apnea patients who are at risk for not adhering to CPAP treatment.

Developing a Program of Global Health Research

Allison Squires, Nu'95, PhD, RN, first became interested in global health issues after an undergraduate study abroad experience to Oaxaca, Mexico, where she witnessed the differences in resources, responsibilities, and roles for nurses. As a doctoral student at Yale, she fine-tuned her research interests by focusing on policy issues related to global nursing workforce development issues, completing her dissertation on a qualitative case study of the professionalization of nursing in Mexico between 1980 and 2005. Upon graduation, she sought a post-doctoral fellowship to develop quantitative skills to become a mixed-methods researcher.

"I was looking at places that did interesting work in global health," she says, "and my search led me right back to Penn."

As a post-doctoral student with Professor Linda Aiken, HOM'88, PhD, RN, FAAN, FRCN, at the Center for Health Outcomes and Policy Research, Dr. Squires has developed her program of research, with a strong focus on quantitative methods.

In the summer of 2008, she completed the first study of the effects of the North American Free Trade Agreement on Mexican nurses and found that the agreement generated significant infrastructure investments within Mexico that promoted the development of professional nursing human resources, including the number and types of nurses in Mexican states. Areas with higher levels of socioeconomic development also had more nurses and nurses with higher average levels of education. She is currently working on manuscripts to publish both sets of findings.

Dr. Squires' work also produced a fruitful collaboration with NursesNow International, a Mexican-based company that provides a circular migration model whereby nurses who work for three years in the U.S. return to Mexico to practice in the medical tourism industry. NursesNow International has granted full research rights to Dr. Squires to conduct the first prospective study of the foreign nurse migration experience and the first ever to study the migration experiences of Latin American nurses.

Her final post-doc project will supervise the translation of the instrument used for Dr. Aiken's international study of 11 European countries, *Nurse Forecasting: Human Resources Planning in Nursing*. In the largest workforce study ever conducted in Europe, the project will quantify previously unmeasured factors in forecasting models, including how features of hospital work environments and nurse qualifications impact nurse recruitment, retention, productivity, and patient outcomes. Dr. Squires' portion of the study involves managing the translation of the instrument into 11 languages and developing an international English version of the Practice Environment Scale of the Nursing Work Index.

With her post-doctoral work concluding this summer, Dr. Squires intends to stay in academe. "I enjoy teaching, and because we have such a shortage, I feel that, as a PhD, I have a responsibility to teach the next generation," she explains. "And," she adds, "I want to get more students excited about influencing global health."



As a doctoral student, Allison Squires completed her dissertation on a qualitative study of the professionalization of nursing in Mexico. A current post-doctoral student at Penn, Dr. Squires has completed quantitative projects to improve her mixed-methodology research.

Post-Doctoral Candidate Allison Squires, Nu'95, PhD, RN

“I was looking for places that did interesting work in global health, and my search led me right back to Penn.”

—POST-DOCTORAL CANDIDATE ALLISON SQUIRES, NU'95, PHD, RN



Dr. Squires (left) and Dr. Aiken at the Bastille in Paris. For her final post-doc project, Dr. Squires will supervise the translation of the instrument used for Dr. Aiken's international study of 11 European countries, Nurse Forecasting: Human Resources Planning in Nursing.

Reflections from the First Doctoral Alumni Reunion



For 30 years now, the 273 doctoral alumni of Penn Nursing have stood as testaments to the quality and caliber of the School's education. They are deans and professors, scholars and leaders. All are Penn Nursing scientists.

On October 30, 2008, the School of Nursing hosted the first doctoral alumni reunion to celebrate 30 years of providing the highest level of nursing scholarship. More than 100 alumni from across the globe attended.

In a panel discussion entitled, "Where We've Been and Where We're Going," four alumni – Dr. Cynthia Flynn Capers, Dr. Elizabeth Capezuti, Dr. Judith Vessey, and Dr. Fang Yu – discussed their experiences as students in and graduates of the Penn Nursing Doctoral program. Here are some of their reflections:

Cynthia Flynn Capers, GNu'81, GR'86, PhD, RN, dean emerita of The University of Akron College of Nursing

Dr. Capers has been a dean, professor, researcher, consultant, program coordinator, program director, nurse, and family therapist. She has expertise in cultural diversity, health promotion, and organizational leadership, with her scholarship pertaining to African Americans' beliefs, practices, and preferred use of resources for managing health problems like behavioral disorders and obesity.

"I came to Penn at a time when I was really ready for something different, for something to move me further in my professional career. I had already established where my interests would lie, but they needed to be shaped, and so I like to think of Penn as being a catalyst and platform.

"Penn certainly did change me, but I like to think I had an impact on the College. I was able to build on what I brought to the doctoral program while continuing to learn from my classes, from my mentors. The work that we were being taught was the making of key textbooks. If you're here at Penn, you rub elbows with leaders and you become involved in cutting-edge research.

"Coming to Penn didn't make me. It made me better."

Elizabeth Capezuti, GR'95, PhD, RN, FAAN, Associate Professor at NYU and Co-Director of the John A. Hartford Foundation Institute for Geriatric Nursing

Dr. Capezuti's program of research focuses on the development and testing of individualized interventions aimed at improving elder care, including reduction of functional decline, falls, and injuries. She is a Fellow of the American Academy of Nursing, the Gerontological Society of America, the American Association of Nurse Practitioners, and the New York Academy of Medicine.

"There are a small handful of schools that have the level of intensity and rigor that Penn has. I have been able to be successful in my career because it is more than just learning about how to conduct research or how to be a great teacher. It was about building science and learning how to extend that science.

"My greatest achievement is to see my students and their students get grants and publish and do wonderful research. To me, that means I'm part of this legacy. I run a doctoral proposal seminar at NYU, and when my students come to me, stressed, I always talk to them about how meaningful this work is. I feel fortunate to have a job where I feel like I'm making a difference.

"That's what Penn is – a powerhouse of scientists who are making a difference."

Judith Vessey, GNu'80, GRN'86, PhD, MBA, FAAN, the Lelia Holden Carroll Endowed Professor in Nursing at Boston College

Dr. Vessey's research, clinical practice, and policy initiatives have focused on children with chronic conditions, especially around issues associated with inclusion and school based healthcare. Her most recent federally funded research resulted in the development of the CATS: Child-Adolescent Teasing Scale, now used by numerous researchers across the country. More recently, she is applying 'lessons learned' from schoolyard bullying to the bullying, harassment, and horizontal violence that occurs in the nursing workforce.

"Did a Penn doctoral degree allow me to make a difference? The short answer is 'yes.' But a Penn education is not a linear relationship for professional success. Rather, it serves as a crucible for transformation.

"Claire Fagin, in our issues course, reminded us (repeatedly) that less than 1% of nurses had their doctorate, and therefore, by default, we would be seen as leaders within the profession – not a small charge.

"The term social justice has different meaning when viewed through economic, political or spiritual prisms, but for me, it merely meant doing the right thing at the right time to improve the human condition among the children, their families and communities for whom I care. What I did not get until I entered doctoral studies was that just doing the right thing is insufficient. A solid foundation of research is needed to ensure social justice."

Fang Yu, GNu'01, GR'03, PhD, CRNP, RN, Assistant Professor, University of Minnesota School of Nursing

Dr. Yu received her baccalaureate in Medicine (major: Nursing) in China and completed her MSN as a Gerontological Nurse Practitioner in 2002 and PhD in Gerontological Nursing in 2003 at Penn. Her program of research focuses on developing non-pharmacological interventions for improving cognition and function in older adults with Alzheimer's disease.

"In China, we were taught by physicians in the medical model in medical school. Doctors taught us what they thought nursing was, and I refused to believe that's what nursing is. I had no mentors, no role models, and I decided that I would have to study in the United States to learn this. Through my classes and clinical work here, I learned what nursing was.

"A Penn Nursing education prepared me to be successful in this world. Faculty are what make a difference in this school. I learned cutting-edge research daily just from faculty – working with them, researching with them, and hearing their lectures.

"As Penn nurses, we have been taught to identify the next big question, dream the next big idea, and advance nursing knowledge to make a difference in the lives of those for whom we care."



pg 24: Photos from the alumni reunion and dinner

Above, top to bottom: Dr. Cynthia Flynn Capers, GNu'81, GR'86; Dr. Elizabeth Capezuti, GR'95; Dr. Judith Vessey, GNu'80, GRN'86; Dr. Fang Yu, GNu'01, GR'03

Penn Professor Linda McCauley to Become Dean of The Nell Hodgson Woodruff School of Nursing at Emory University

Linda A. McCauley, PhD, FAAN, FAAOHN, RN, the Nightingale Professor of Nursing and Associate Dean for Nursing Research at the University of Pennsylvania School of Nursing will become the new dean of the Nell Hodgson Woodruff School of Nursing at Emory University, effective May 1, 2009.

During Dr. McCauley's five-year tenure as the Associate Dean for Research, the School's ranking rose to second place in overall funding from the National Institutes of Health, one of the most critical barometers of research prowess among top-tier nursing schools, despite Penn's relatively small size. Grant proposals by faculty increased by 50 percent while the success rate for National Research Service Awards (NRSA) grants awarded to doctoral students rose to 75 percent.

"I announce Dr. McCauley's resignation with personal sadness but a great deal of professional pride," said Afaf I. Meleis, the Margaret Bond Simon Dean of the School of Nursing at the University of Pennsylvania. "In addition to stellar direction of our research mission, Dr. McCauley's leadership resulted in contributions to the Penn-Botswana program, the establishment of a new master's program in Public Health, the development and implementation of an NIH-funded program for the promotion and support of minority and disadvantaged students obtaining doctoral degrees in nursing, as well as having a very productive research program. We wish her well."

Dr. McCauley is a national leader in the area of research on environmental exposures and conducts interdisciplinary research using participatory research models to study pesticide exposures among minority communities. Her work aims to identify culturally appropriate interventions to decrease the impact of environmental and occupational health hazards in vulnerable populations, including workers and young children. A major goal of her research is to disseminate findings in ways that are understandable and meaningful to clinicians and migrant farm workers.

She is a member of the Institute of Medicine, the American Public Health Association, the American Association of Occupational Health Nurses, the International Society for Environmental Epidemiology, the American College of Occupational and Environmental Medicine, the Sigma Theta Tau Honorary Nursing Society, the American Nurses Association and the American Academy of Nursing. She also serves in an advisory capacity for the Institute of Medicine, the National Institute for Occupational Safety and Health and the National Institute for Environmental Health Sciences.



Penn Nursing Faculty Receive Eminent Awards and Appointments

Dr. Naylor Receives First FNINR Frances Payne Bolton Award

Marian S. Ware Professor in Gerontology Mary Naylor, GNu'73, GR'82, HOM'91, PhD, RN, FAAN, received the first ever FNINR Frances Payne Bolton Award in October 2008. The award was created by the Friends of the National Institute of Nursing Research (FNINR) to honor an outstanding scholar who has made a difference in the discipline of nursing by working to improve the quality of health care for patients — now, and in the future.

Dr. Naylor was selected as the first recipient of this award for her nationally and internationally recognized program of research on patients in transition. Her model of transitional care provides comprehensive in-hospital planning and home follow-up of chronically ill, high-risk, older adults hospitalized for common medical or surgical conditions. The results of Dr. Naylor's work, and that of her multidisciplinary research team, have informed the nursing profession about best practices for managing the care of the elderly. Her research, along with the work of her team, has consistently demonstrated the benefit of a comprehensive, multidisciplinary, individualized approach provided by clinical experts.

Dr. Hanrahan Receives RWJ Nurse Faculty Scholar Award

Nancy P. Hanrahan, PhD, RN, an assistant professor at Penn Nursing, was one of 15 junior faculty nationwide to receive a three-year, \$350,000 inaugural Robert Wood Johnson Foundation Nurse Faculty Scholar award.

The award will support her research to study outcomes from patients who are admitted to hospitals to receive psychiatric services. Despite numerous and disturbing reports indicating unsafe and ineffective psychiatric patient care environments, few inpatient psychiatric system-level studies are conducted. Understanding organizational performance is critical to determining the extent to which inpatient psychiatric hospitalizations result in meaningful patient improvements. The findings from this study will provide the basis for a larger-scale study to develop and test interventions that enable hospitals delivering psychiatric inpatient care to improve the organizational context, quality of services provided, and outcomes for patients and staff.

Dr. Aiken Named Ambassador for Global Health Research

Penn professor Linda Aiken, HOM'88, PhD, FRCN, RN, FAAN, has been named an Ambassador for Global Health Research in the Paul G. Rogers Society of Research!America. She is the Claire M. Fagin Leadership Professor in Nursing, a Professor of Sociology, and the director of the Center for Health Outcomes and Policy Research at the School of Nursing.

As an Ambassador, Dr. Aiken will conduct public outreach and advocacy for global health research. She will meet with leaders and decision-makers and promote nursing research to non-scientific audiences through her presentations and dialogues, and she will be involved with several community-level activities to engage the public. She is the second Ambassador for Global Health Research from Penn Nursing. Dr. Marjorie Muecke, the assistant dean for Global Health Affairs, was selected as an Ambassador last year.

Dr. O'Sullivan Named Chair of PA State Board of Nursing

Penn Nursing professor Ann O'Sullivan, Nu'70, GNu'72, GR'84, PhD, CRNP, FAAN, has been named Chair of the Pennsylvania State Board of Nursing for 2009 and Chair of the Advanced Practice Registered Nurse (APRN) Committee of the National Council of State Boards of Nursing 2008-2009.

Dr. O'Sullivan is a Professor of Primary Care Nursing - Clinician Educator at the School of Nursing. She has held a variety of leadership positions in national, regional, state, and local organizations and foundations, including her tenure as one of the 15 members of the First Cohort of The Robert Wood Johnson Executive Nurse Fellows Program and serving for two years as President of the National Organization of Nurse Practitioner Faculties.

Message from the Penn Nursing Alumni President

Dear Penn Nursing Alumni,

In this edition of *UPfront*, I wanted to take this opportunity to share some of the exciting happenings that have taken place at Penn Nursing. As many of you know, the physical transformation of the School continues to take place. Faculty, staff and students are now working and studying in a vastly improved, environmentally-friendly academic center that is amenable to the demands of higher education in the twenty-first century.

In an unveiling ceremony last October, the building was officially named Claire M. Fagin Hall in honor of our past dean and former interim president. Dean Afaf Meleis and Dean *Emerita* Claire Fagin celebrated with friends, faculty, students, alumni, and staff.

Fittingly, the school also celebrated the 30th year anniversary of Penn Nursing's doctoral program this fall. Doctoral education at Penn Nursing has resulted in the development of hundreds of nursing scholars who have advanced nursing research across the country and globe. In honor of this landmark anniversary, all doctoral alumni were invited to the School of Nursing for a two-day event, beginning with a reception in honor of our doctoral alumni and ending with a mini-conference the following day.

Penn Nursing's *Where Science Leads* campaign, which has raised funds for student scholarships, faculty support, and building renovations is now entering its last year. As part of this campaign, the School of Nursing embarked on an ambitious effort to receive a grant from the Kresge Foundation, a private organization that provides monetary support to institutions whose activities and efforts are socially demonstrable. In December 2008, we learned that we had been awarded a Kresge Challenge grant.

As part of this grant, the Kresge Foundation has challenged Penn Nursing to encourage its alumni to participate in the *Where Science Leads* campaign. We ask that you consider making a contribution and help the school meet this challenge. Every gift is vitally important. Please visit www.nursing.upenn.edu/giving for more information on how to make a contribution.

We also ask that you remain engaged with your *alma mater*. Please visit our website at www.nursing.upenn.edu/alumni to see the exciting opportunities available to remain engaged or become re-engaged with our school. Most importantly, we look forward to seeing you at future alumni events and encourage your feedback on what events and programs you would like us to provide to our worldwide alumni community.

Sincerely,



Jonathan Gilbride, Nu'98, GNu'00
President, Penn Nursing Alumni



Penn Nursing gets an online makeover!

Over the last year, Penn Nursing has undergone a redesign of our website as part of our ongoing branding efforts. Many of our web pages have been changed and more are planned. Email or contact the Alumni Relations Office to let us know what you would like to see on the Alumni pages of the website. Your feedback is critical in helping us develop a site that serves you.

Save trees, save money, stay connected

Many of us are increasingly focused on efforts that reduce waste and protect our world's precious resources. At Penn Nursing, we know that a healthy environment is critical to good health, and we are dedicated to sustainable efforts – from our latest building renovations to using digital communications whenever possible.

Currently, less than 45% of Penn Nursing Alumni have an email address on record at the University. Join us in our efforts to reduce our reliance on printed communication materials by providing your email address to the Alumni Relations Office. Call us or email nursalum@pobox.upenn.edu to share your email address today.

May 15-16, 2008

Penn Nursing Alumni Weekend

Mark your calendar and plan to attend Penn Nursing's Alumni Weekend events, including a new event "Celebrating Excellence: Faculty and Alumni Awards" on Friday, May 15th at 4pm. Events on Saturday include a special anniversary celebration of our Living Independently For Elders Program, along with the traditional picnic and parade. See page 35 for full information or contact the Alumni Relations Office to RSVP.

Want to know more?

Contact Penn Nursing Alumni Relations
Phone: 215-746-8812
Email: nursalum@pobox.upenn.edu
Web: www.nursing.upenn.edu/alumni

Alumni Notes

1940s

Margaret N. Kennedy, HUP'46, moved to Texas in 1949 to earn her undergraduate nursing degree.

Louise S. McAlinden, HUP'48, Nu'58, writes, "The best thing I ever did was attend HUP and the BSN program at the University of Pennsylvania. I still love to read nursing journals and am very impressed with direction of the Penn Nursing education."

Florence McDonald Parker, HUP'49, recounts, "Dean Theresa I. Lynch used to correct me for wearing my cap incorrectly. I used to wear it on the back of my head and it was supposed to be two fingers back from the hair line so that the sides of the cap would look like wings of an angel. Of course I was also wearing a hair net to keep my long hair off my collar, but I was having difficulty with that too as I had very long hair!"

1950s

Eleanor Foster Jenkins, HUP'50, Nu'59, recalls, "There were two classes at HUP in 1959. The first one finished in June and the other in September. The June class came in with their black shoes only to be told that the faculty had voted that they could go immediately into white shoes and stockings. Since they had already purchased the black shoes they wore them until the September group arrived and both groups then went into white shoes and stockings. One alum from the June class still has her black shoes and she told me that every year when she does her Christmas cookies she puts them on because they are so comfortable when she is on her feet for long hours baking."

Ruth Lubic, HUP'55, HON'85, was featured on CBS Evening News on September 8, 2008. Her birthing clinic, DC Developing Families Center in Washington, DC, has helped reduce infant mortality in a city where the rate is almost double the national average. Ruth believes midwives provide much needed prenatal education to at-risk mothers through frequent personal interaction. When the reporter asked what makes the birth clinic a success, she replied, "It's time, respect, and treating people with dignity."

1960s

Joanne Griffith, Nu'65, writes, "My husband and I traveled to Ethiopia to the wedding of our foster daughter, Diana, where we were honorary parents of the bride at the wedding. It was a great honor and adventure. While we were there, I asked to visit the Fistula Hospital, which has treated and cured thousands of women with obstetric fistula. In all my years as a community health nurse in the U.S., I have never seen such a thorough example of prevention, treatment, care, and follow-up. I was very impressed. Feel free to contact me at the email joannegriffith@ssctv.net."

1970s

Berit Seeman Jasion, Nu'70, was named the 2008 Nurse Administrator of the Year by the North Carolina Nurses Association. Jasion was a founding member of the NCNA Council on Nursing Informatics, which nominated her for the award. She currently serves as Associate Chief Information Officer for the Duke University Health System and is responsible for the Department of Nursing Informatics, which she founded in 1994.

Carol McCarthy Nu'71, GNu'86, recently completed her PhD at Widener University.

Marilyn Harris, Nu'72, GNu'76, received the Distinguished Nurse Award from the Pennsylvania State Nurses Association (PSNA) in October 2008. The award is the highest accolade given to a PSNA member and recognizes a nurse who has demonstrated leadership characteristics and rendered distinguished service to the nursing profession in Pennsylvania. Harris is well known for her expertise in the field of community health and has served on the boards of the Blue Cross of Greater Philadelphia and the American Lung Association.

Susan M. Cohen, Nu'73, was awarded the Outstanding Researcher Award from the National Organization of Nurse Practitioner Faculties in April 2008.

Gloria J. McNeal, GNu'75, GR'98, has been named the new Editor of *The ABNF Journal* by the Executive Committee of the Association of Black Nursing Faculty, Inc. (ABNF). *The ABNF Journal* was first published in 1990 to document the distinct health care needs of the black patient with original research and health related manuscripts, materials and reviews. Dr. McNeal is a professor and associate dean for Community and Clinical Affairs at the University of Medicine and Dentistry of New Jersey School of Nursing. In addition to her faculty role, she is the Project Administrator for the New Jersey Children's Health Project.

Anna Crumbock, HUP'78, writes, "I have been living in California for 20 years and working in the operating room at the Naval Medical Center San Diego for almost 20 years. My nephew, Sean Crumbock, works in the surgical intensive care unit at Penn."

Sarah Luksenberg Schorr, Nu'79, writes, "I am very proud and thrilled to announce that in May 2008, my oldest son Joseph became the third generation member of our family to graduate from Penn, following in his paternal grandfather's and mother's footsteps. Joseph graduated with honors with a BS and MS in Engineering from the School of Engineering and Applied Sciences, and with a BS in Economics from Wharton. Three degrees in five years!"

Carol Ware Gates, Nu'73, was awarded a 2008 Alumni Award of Merit this past October. The award recognizes outstanding Penn alumni volunteers who embody the true spirit of lifelong engagement and is considered to be Penn's highest alumni award. Carol was recognized for her years of service to Penn Nursing and the broader University. She has served the School of Nursing as an Overseer since 1992 as well as the broader University as a member of the Committee for Undergraduate Student Aid, the Undergraduate Committee for Minority Students, and the Agenda for Excellence. Beyond the University, she is well known as a community leader with interest in health, human services, education, historic preservation, and arts and culture. Through the Oxford Foundation and the 1675 Foundation, Carol has been a passionate advocate for her hometown of Oxford and all of Chester County. This year, she was awarded the prestigious Dr. Henry A. and Barbara M. Jordan Award by the Chester County Community Foundation for leadership and philanthropy.

1980s

Keiko Imai Kishi, GRN'81, the first Penn Nursing doctoral alumna, visited Philadelphia in October 2008 for the Doctoral Alumni Reunion and wrote, "I am currently teaching at the Japanese Red Cross Kyushuu International College of Nursing in Japan. This is the fifth nursing college I have helped set up and start in Japan."

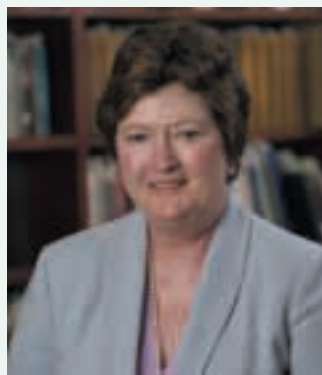
Marie Wojcik, Nu'81, GNu'95, has been a registered nurse for 27 years. She is presently a clinical nurse specialist in Behavioral Health in the Mental Health Clinic at the Philadelphia VA Medical Center. She has been married to fellow nursing classmate, Martin Wojcik, Nu'81, for the past 27 years. They have two sons— Martin Jr., 23, and Michael, 20. Michael is a junior at Penn in the School of Arts and Sciences.

Susan Copley Cobb, GNu'82, was awarded the PhD in nursing from Duquesne University in August 2008. Her dissertation was entitled "Social Presence, Satisfaction, and Perceived Learning of RN-to-BSN Students in Web-based Nursing Courses." Dr. Cobb is the program advisor for the School of Nursing at Thomas Edison State College in Trenton, NJ. She recently received the Mary Anne Rooney Essence of Nursing Leadership Award from the New Jersey Consortium of Sigma Theta Tau International.

William A. Ellert, GNu'82, was named 2009 Family Physician of the Year. Dr. Ellert is currently the project director and chairman of the board for Circle the City, a non-profit organization devoted to assisting the ailing homeless in Maricopa County, Arizona. He most recently accepted the position of associate director of the Family Medicine Residency Program at St. Joseph's Hospital in Phoenix. In a rather unique career journey, he began his professional medical training as a nurse and nurse practitioner before attending medical school. He considers it a privilege to provide medical, spiritual and emotional support to those who need it most.

Joan Efinger, GRN'84, writes, "I have two board certifications in adult psychiatric and mental health and advanced holistic nursing. I have a private practice and am developing a pet therapy program with my Great Dane, 'Doctor Bob'."

Mary E. Cooley, GNu'86, GNC'92, GR'98, has been jointly appointed as nurse scientist and assistant professor within Dana-Farber Cancer Institute's Phyllis F. Cantor Center for Research in Nursing and Patient Care Services and the University of Massachusetts Boston School of Nursing and Health Sciences. Cooley has practiced as a clinician, educator, and researcher in oncology for 25 years. In her new role, she will grow her program of research at Dana-Farber and will teach doctoral nursing students in the accelerated Bachelor of Science-to-PhD program at UMass Boston.



Carol Ware Gates, Nu '73

Barbara Doyle, Nu'86, GNu'94, writes, "I am working as a product manager at Premier, Inc., managing a healthcare outcomes management product. I still live and work in Philadelphia. My office is at 36th and Market!"

Rebecca Kitzmiller, Nu'88, has been named the 2008 Health Systems Nurse of the Year by the North Carolina Nurses Association. Rebecca is a full time doctoral student and Duke Health Technologies Informatics Fellow at the Duke University School of Nursing. Her research focuses on the impact of change in tertiary care settings. Outcomes from this research will be new knowledge on teamwork during organizational change. Prior to starting the program, she served as the Director of Nursing Informatics for the Duke University Health System responsible for diverse clinical systems and user groups.

Susan Schewel, GNu'88, GR'97, was appointed to the Philadelphia Board of Health by Mayor Michael A. Nutter. Dr. Schewel is the Executive Director of the Women's Medical Fund and is known for her work as an advocate for women's health and reproductive rights. She trained as a nurse practitioner and maternity nurse, and her work has included patient care, research, nursing education, policy and management.

Faye White-Willinger, Nu'88, has been working on Wall Street since 1994. She writes, "I am one of three nurses caring for AIG employees. We take walk-in visits, do travel assessments and vaccinations, physical assessments and health teaching."

Christine Brennan, Nu'87, GNu'89, writes, "I have received my PhD from the University of Southern Mississippi School of Nursing. I have 15 years of clinical experience as a nurse practitioner at the HIV outpatient program in New Orleans and worked on numerous policy developments. We lost our house during Katrina but are finally in a new home. I have 5-year-old twins, Artemios and Chrise, who already know the first line of The Field Cry of Penn, 'Jeff Davis hangs on a sour apple tree!'"

1990s

Peggy Wilmoth, GR'93, was inducted into the American Academy of Nursing as a 2008 Fellow for her outstanding achievements as a leader in the nursing profession. Dr. Wilmoth is a Professor of Nursing at the University of North Carolina Charlotte. She also serves as a Brigadier General in the United States Army Reserve, in the Office of the Assistant Secretary of Defense for Health Affairs. She recently completed her tenure as Commanding General, 332nd Medical Brigade, Nashville, TN, where she served as the first nurse in the history of the Army to command a medical brigade.

Robert Atkins, Nu'94, was named a Robert Wood Johnson Foundation Nurse Faculty Scholar. He is an assistant professor in the College of Nursing at Rutgers, The State University of New Jersey. The award will support his efforts to explore how the health and health-related behaviors of adolescents living in urban neighborhoods are shaped by the demographic, socio-economic and structural context. He hopes the findings from this study will contribute to the dissemination of new knowledge, development of specialized community interventions and personalize care in culturally appropriate ways.

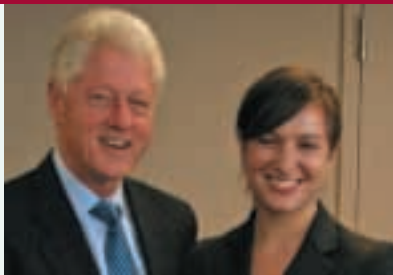
Joanne P. Robinson, G'94, GR'95, has received the 2008 Urologic Nursing Catherine-Ann Lawrence Literary Excellence Award. The award honors an article, "Psychometric Properties of the Male Urogenital Distress Inventory (MUDI) and the Male Urinary Symptom Impact Questionnaire (MUSIQ) in Patients Following Radical Prostatectomy." Her current research addresses the management of urinary symptoms in men with prostate cancer and Parkinson's disease. Robinson is chair of the Department of Nursing and an associate professor of nursing at the Camden Campus of Rutgers, The State University of New Jersey.

Sigrid Ladores, Nu'97, GNu'02, writes, "I just wanted to share with you a beautiful photo of my 6-month-old son, Asher, proudly wearing his Penn shirt with the biggest grin on his face. I am a proud Penn Nurse."



Asher Ladores

Mary Beth Happ, GR'98, associate professor in the Department of Acute and Tertiary Care at the University of Pittsburgh School of Nursing, was inducted as a Fellow into the American Academy of Nursing. She also holds a secondary faculty appointment in the Center for Bioethics and Health Law and an adjunct appointment at Penn Nursing. Her research focuses on understanding and improving communication with nonspeaking patients in acute and critical care settings. For more than 15 years, she has conducted research with nonspeaking patients who require long-term mechanical ventilation.



President Clinton and Megan Mariotti,
Nu'05, GNu'08

2000s

Elizabeth R. Poitras, Nu'00, writes, "I recently married Edward Poitras in our backyard on November 25, 2006. I worked in Labor and Delivery for several years and am currently pursuing my nurse practitioner/ master's degree while working as an RN in an OB/GYN office at Beth Israel Deaconess Medical Center in Boston."

Leigh Bastable, Nu'05, is an RN for the US Navy. In 2007 she served in Kuwait at the Balboa Naval Hospital on the surgical floor and intensive care unit. She is now stationed in Japan at the Yokosuka Naval Hospital Japan in the intensive care unit.

Megan Mariotti, Nu'05, GNu'08, is spending the year interning with the Clinton Foundation working on pediatric obesity prevention. She writes, "I am having a wonderful experience. I want to thank you for helping me to get here! This picture makes me laugh because my mom told me that I've never looked happier!"

Rose-Therese Rebastillo, Nu'08, is now at Columbia University Medical Center and part of a Critical Care Internship, an extended orientation for new graduates into the intensive care unit setting. "I'm learning so much, and I feel that I'm being guided in becoming a great intensive care nurse. I know people believe it doesn't matter what undergrad school you go to for your nursing education, but I feel that I'm ahead having gone to Penn."

IN MEMORIAM:

Mary E. Blough NU'52
of Philadelphia, PA, October 4, 2007.

Alice C. Boehret RN, EdD, GED'56
of Marlton, NJ, November 20, 2008.

Jean Borger, HUP'44, passed away on July 10, 2007. She was married for 62 happy years to Elwood H. Borger, VMD'46.

E. Jean Deeter, NU'55
of Mechanicsburg, PA, December 2, 2008.

Jean Anne Donatelli, HUP'51, passed away on August 31, 2006. She was 76, and had been married for 55 years to her childhood sweetheart, Philip Donatelli. Her last position was as a nurse with the Hollywood studios. She worked behind the camera and on the sets of a number of Hollywood productions for more than 30 years.

Virginia B. Jackson, ED'49
of Woodbury, NJ, December 25, 2008.

Catherine Flynn Kane, GNU'72
of Swarthmore, PA, December 1, 2008.

Marie McHugh Little, NU'56 GED'58
of Ardmore, PA, October 8, 2008.

Michelle Lynn Mayer, Nu'90, passed away on October 11, 2008 after a long battle with scleroderma. After graduating Summa Cum Laude from Penn Nursing, she earned her MPH and PhD in Health Policy and Administration from UNC. Michelle served as a Health Economics Consultant for the World Bank in Washington, DC and Nairobi, Kenya and was most recently a Research Assistant Professor at the School of Public Health at UNC. In May 2008, she began a weblog of essays on parenting, living and dying to share her experiences with other families facing the challenge of terminal illness (www.diaryofadyingmom.blogspot.com). Michelle is survived by her husband, Dr. William J. Steinbach, and her children Amelia, 9, and Aidan, 7.

Betty Keiper McGhee, ED'49
of Middletown, PA, November 12, 2007.

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

Brenda Wentzel Owens, NU'60 GNU'63
of Fayetteville, NC, December 13, 2007.

Rose Pinneo, GED'62
of Sebring, FL, July 7, 2008

Joan Rider Pochop, HUP'54 NU'54
of Phoenix, AZ, August 18, 2005.

Jean M. Reidnour, ED'48 GED'52
of West Chester, PA, September 23, 2008.

Ellen Ross, GNu'84, of Medford, NJ, died August 9, 2008 at age of 49. At the time of her death she was the Vice President for Health Services at Evergreens Continuing Retirement Community in Moorestown. Ms. Ross was a tireless advocate for the elderly. Promoting their dignity and quality of life, she established innovative programs, such as pet therapy, wherever she worked. She enjoyed particular expertise in Alzheimer's Disease, creating residential environments conducive to their special needs. Ms. Ross is the beloved wife of Stephen M. Akers and loving mother of Brian, Daniel, and Kelsey.

Barbara J. Phillips, Nu'02, GNu'05, passed away on September 13, 2008. She was the beloved wife of Matthew Phillips, the loving daughter of Patricia R. Evans and Howard J. Evans, Jr., dear sister and best friend of Jane Lewallen, Karen Donlin and Thomas Evans. She will be greatly missed by her nieces and nephews, Jennifer, Kyle, Olivia, Madeline, Sean, and Kaitlyn. She enjoyed a successful and fulfilling career and was highly respected by her peers at the Hospital of the University of Pennsylvania. Barb lived life to the fullest and was happiest when with her family and friends.

Betty Jean Wilson Rogers, HUP'40, was buried with full military honors at Arlington National Cemetery on September 29, 2008. Jean enlisted in the U S Army Nurse Corps and served from 1942-1945 and returned home with three Bronze stars for the campaigns in New Guinea and an Asiatic-Pacific Campaign medal. After her husband Capt. Robert E. Rogers, a USAF pilot, was killed in a military plane crash, Jean settled in St. Petersburg, Florida with their four children and returned to a career in nursing. Jean's military nursing experiences were recently featured in the book, "Answering the Call: Nurses of Post 122," by Theodora B. Ageles, detailing the stories of 20 nurses hailing from across the country and their experiences in three wars.

Marie E. Snyder, Esq., NU'67 of East Harwich, MA, November 21, 2008.

Mrs. Marie Stamps, Nu'51 of Newport News, VA, May 14, 2008.

Roberta J. Wallace, NU'74 of Sicklerville, NJ, September 1, 1998 (notified November 24, 2008).

Fagin Hall Unveiling and Open House

Four years ago, the University of Pennsylvania School of Nursing was a maze of dated halls garnished with awards, pictures, and research of the nation's top nursing school. The community of students, faculty and staff dedicated to innovative education, research, and practice felt disjointed. But today, the building has the look and feel of an institution focused on the profession and passionate about leading its future.

On October 30, 2008, Penn Nursing officially unveiled the newly renovated Claire M. Fagin Hall, renamed for a remarkable scholar, extraordinary leader and visionary nurse. The building features a new green roof atrium, fixtures built from recycled materials, climate control system along with the Reginald Jones Terrace, the HUP Nursing Alumni Fountain, Claudia S. Heyman Dean's Suite, and the NewCourtland Conference Room, all of which mark transformative changes that are the result of the vision, support and hard work of so many.

Once a collection of divided walls, floors and departments, the new environmentally-friendly home is organized, engaging, welcoming, and innovative. As we celebrated the completion and "greening" of two phases of renovations to the new building with a ceremony and building tours, we celebrated all of the things that make this school, built around a sense of community and a vision for the future, a wonderful home for nursing – a home Where Science Lives.



Penn Nursing alumnae gather at the Alumni Weekend picnic.



CALENDAR

Thursday, April 2, 2009

Hillman Scholars Reception
The Penn Club, New York, NY.

Friday, April 3

Saturday, April 4, 2009

Preview Weekend for admitted high school seniors and their families.

Tuesday, April 7, 2009

Theresa Lynch Society Tea
Coffee and Conversation with special guest, Marilyn S. Sommers, PhD, RN, FAAN, Lillian S. Brunner Professor of Medical-Surgical Nursing, and the 2008 winner of the Fagin Distinguished Researcher Award.

Tuesday, April 7, 2009

7th annual Claire M. Fagin Distinguished Researcher Award Lecture given by Jennifer Pinto-Martin PhD, MPH, the Viola MacInnes/ Independence Professor of Nursing.

Tuesday, April 14, 2009

Penn's Undergraduate Scholarship Event,
New York, NY.

Saturday April 25, 2009

HUP Nursing Alumni Association Annual Meeting, Concordville, PA.

May 15-16, 2009

Penn Nursing Alumni Weekend (see page 35 for more information)

Friday, May 15, 2009

The first annual Penn Nursing Faculty and Alumni Awards Program.

Saturday, May 16, 2009

Making History in our Community
Penn Nursing's Living Independently For Elders (LIFE) program celebrates its 10th anniversary with a community outreach event.

Saturday, November 7, 2009

Homecoming featuring the Penn vs. Princeton football game.

For more information on any of these events, please email nur-salum@pobox.upenn.edu or call 215-746-8812.

Penn Nursing Alumni Weekend: May 15-16, 2009



Celebrating Excellence in Our Community

Catch up with classmates, hear about the amazing work of Penn Nursing alumni and faculty – and bring your family because there are events planned for everyone!

Much of this year's Penn Nursing Alumni Weekend activities on Saturday will take place at the School's Living Independently For Elders (LIFE) program as we mark the program's 10th anniversary.

Classes ending in 4 or 9, this is your reunion year!

Remember, Penn Nursing Alumni Weekend activities are scheduled to coordinate easily with your class reunion events and discounts are available. Please call the Penn Nursing Alumni Office for more information or for help registering.

Friday, May 15, 2009

4:00pm

Celebrating Excellence: Faculty and Alumni Awards

The first annual Penn Nursing Faculty and Alumni Awards Program. Celebrate the recipients of this year's Alumni Awards and hear about the accomplishments of your Penn Nursing faculty. Location: Ann L. Roy Auditorium. Reception follows at 5:30pm in the Carol Ware Gates Lobby.

Saturday, May 16, 2009

8:30am—Guided Tours

See what's changed – and remained the same! Take a tour of the newly renovated Claire M. Fagin Hall or take a walk down memory lane at the Hospital of the University of Pennsylvania.

9:20am—Shuttle Ride from Fagin Hall to LIFE

Enjoy a ride through campus while hearing about the mission and vision of Living Independently For Elders (LIFE).

9:30am—Registration and Coffee Break (LIFE)

9:45am—Excellence in our Community Lecture (LIFE)

Jonathan Gilbride, President, Penn Nursing Alumni
Afaf I. Meleis, Dean, Penn Nursing
Faculty Expert on elder care today

11:00am—Making History in our Community (LIFE)

Penn Nursing Alumni join a community outreach event celebrating the 10th anniversary of LIFE that includes food and fun for everyone.

12:00pm—Shuttle Ride from LIFE to the Penn Campus

12:15pm—March in the Parade of Classes

Walk with us through campus in the traditional Parade of Classes, where Nursing makes our voice heard!

1:00pm—Alumni Picnic on Hill Field

For a full schedule of Alumni Weekend events or to register, visit www.nursing.upenn.edu/alumni/ or call the Penn Nursing Alumni Relations Office at 215-746-8812.

HUP Alumni News

Dear HUP Alumni,

As we begin a new year it becomes more and more evident how much your Board of Directors remains committed to ensuring the legacy of the HUP graduate. In part, this is accomplished by all of the board members who volunteer their time to attend the monthly meetings and chair the many committees that work to ensure the alumni association remains active. The legacy also continues because of the ongoing support from its alumni members in ways such as supporting the Philadelphia Foundation, contributing to the alumni newsletter, organizing the satellite luncheons and class reunions across the area, and of course, by maintaining your membership with annual dues.

Evidence of your support can be seen in \$4,500 in nursing scholarships awarded by The Philadelphia Foundation from our Nursing Scholarship Fund in 2008. And even in these challenging economic times, we continue to receive gifts from our alumni to the Older Population and Women and Children Funds.

I encourage you to connect with us and help support the HUP Alumni legacy. Our annual meeting and spring luncheon will be held on Saturday, April 25, 2009. And we are continuing to make plans for our 125th reunion, planned for October 2011. The board welcomes and encourages the alumni to present ideas for a tribute to our legacy in conjunction with the reunion.

As the spring issue of *UPfront* goes to press, I realize how quickly the previous two years have passed for me. As the outgoing President of the HUP Alumni Association, I appreciate all of the hard work by the wonderful members of board of directors and committee chairs. I truly enjoyed my volunteer service and I encourage local alumni to consider becoming active in the Association by joining the board or agreeing to chair a committee.

Finally, on behalf of the Alumni Association, it is my pleasure to welcome our new President Margaret Moffett Iacobacci, HUP'78, who will begin her term this spring. I am certain she will find the role as challenging and satisfying as I have.



Deb Wealton



Upcoming Events

HUP Alumni Association Annual Meeting

Saturday, April 25, 2009, 11:30am-2:30pm
Concordville Hotel and Conference Center,
Concordville, PA

Registration: \$25, Contact Margaret Moffett
Iacobacci HUP'78 at 215-483-8240

Guest Speaker: Kathleen Shaver Amrom HUP'76,
a graduate of Moore College of Art and the
Academy of Fine Arts, will describe the art
installation being planned for the 2011 Reunion.

2nd Annual Magnet Gala

Friday, June 19, 2009, 6pm
Hyatt Regency, Philadelphia, Penn's Landing
\$125/individual or \$200/couple
Benefits the Magnet Community Fund.
Contact: 215-615-7641 or
HUPNursingEvents@uphs.upenn.edu

Support the Philadelphia Foundation

In 1994, the Alumni Association established a scholarship for nursing education through the Philadelphia Foundation. Two additional funds, the Women and Children Fund and the Older Population Fund, were later created to support families and elders in need. The growth of these funds depends on contributions of Alumni Association members, family and friends. Send contributions to: Philadelphia Foundation, 1234 Market Street, Suite 1900, Philadelphia, PA 19107-3794. Indicate the fund name on your check. All donations are tax deductible.

Scholarship Application for HUP Graduates

If you meet the following criteria, request an application from Scholarship Chairperson Elaine Nuss Dreisbaugh at 610-363-7891.

- Graduate of the School of Nursing, HUP
- Member for one year prior to scholarship
- Full-time or part-time enrollment in an accredited school

HUP Items for Sale

Send checks made payable to:
HUP Alumni Association, P.O. Box 42018,
Philadelphia, PA 19101. Prices include shipping.

- Pictorial Note Cards (set of 6 with choice of vintage nurses or HUP buildings) \$6.00
- Notepads with HUP logo \$2.00
- *Passing the Legacy, A History of the last fifty years of the School of Nursing of the Hospital of the University of PA* by Eleanor Crowder Bjoring HUP'50 \$25.00

WHERE SCIENCE LEADS

PENN  MAKING HISTORY

THE CAMPAIGN FOR PENN NURSING

Donald and Barbara Jonas sold artwork from their collection to create The Jonas Center for Nursing Excellence.



The Penn Nursing Kresge Challenge: Change the World

The challenge to care is on. 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 a \$3.5 billion foundation 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

(continued pg 40)

The Art of Doctoral Education

The valuable pieces of modern art sold from the collection of Donald and Barbara Jonas held no colorful depictions of compassionate care, preventive procedures, or translational research. But in the canvases of the celebrated works from painters like Mark Rothko and Willem de Kooning, this innovative New York couple saw a chance to brighten the future of nursing.

The sale of 15 major pieces from their art collection in 2005 drew \$44.2 million, which Barbara and Donald Jonas used to establish the Jonas Center for Nursing Excellence, the Barbara and Donald Jonas Family Fund, and ultimately the Jonas Nursing Scholars Program, which aims to address the healthcare system's critical need for nurses and nurse educators.

Remarkably, the passion for nursing that emanates from the couple is not inspired by a loved one's dedication to the profession or the result of a life-changing hospital visit. The Jonas' pioneering efforts to address the nation's accelerating shortage of nursing faculty through doctoral student support grew from a yearning to make a difference.

"We have been involved with a number of different philanthropic efforts, but we didn't want to just write a check and go home," said Mr. Jonas. "We want to really be involved in something – to do our homework and make an impact."

To Barbara and Donald Jonas, nursing stood out from the crowd of candidates for change like a pair of neon scrubs.

(continued pg 39)

Welcome!

Welcome to our spring edition of the *Where Science Leads* newsletter. The stories in this issue highlight the power of involvement as our alumni, supporters, students, staff and faculty invest together in developing and translating new knowledge into innovative practices and practical solutions. Honored with a \$1.5 million challenge grant from the prestigious Kresge Foundation thanks to the impact of those very efforts, Penn Nursing has a unique opportunity to share our work with a broad audience as we seek participation and partnership.

Perhaps more than ever, the world is an uncertain place. The American and global economies are in turmoil and many are searching for solutions to a broad range of issues. Healthcare is at the precipice of reform. Penn Nursing must – and will – continue its work of improving lives and preparing leaders for tomorrow by providing quality education, innovative research and revolutionary care. Ours is a mission focused on making a difference today while forging the path for the future of nursing. Now more than ever your involvement is vital to that work.

In the final year of our *Where Science Leads* Campaign and during these historic times, we hope that you find in these stories the evidence of the importance of support – in all forms and sizes. Whether contributing to Annual Giving, pioneering a graduate scholarship program or becoming a Friend of Penn Nursing, your participation will allow Penn Nursing to sustain its work while answering an extraordinary challenge. Together, we can take the lead, meet the Kresge Challenge and, in doing so, ensure that Penn Nursing's critical work continues.

With best wishes,

Pedie Killebrew, CW'61, and Andie Laporte, Nu'69

Where Science Leads Campaign Co-Chairs



At a clinic in the village of San Juan de Dios, Honduras, a young girl looks on as a nurse and an assistant take her weight and height measurements. Eight Penn Nursing students took part in this trip and the health screenings provided to young children.

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Cathy Greenland

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For questions or concerns, please call the Office of Development and Alumni Relations at 215-898-4841 or email us at nur-salum@pobox.upenn.edu.

The Art of Doctoral Education

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“We knew there was a significant amount of money going into education for teachers’ support, but hardly any money at all it seemed was going to nursing,” Mr. Jonas explained. “One of the most severe problems is the lack of nursing faculty nationwide. And so choosing to do something for nursing was an easy decision to make.”

At a time when the demand for nurses exceeds the number of employment-ready graduates, a shortage of faculty is limiting student capacity at nursing schools nationwide.

According to the American Association of Colleges of Nurses’ report on *2007-2008 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, US nursing schools turned away 40,285 qualified applicants from baccalaureate and graduate nursing programs in 2007 due to insufficient number of faculty, classroom space, clinical sites and budget constraints. Three out of four respondents named faculty shortages as a top reason for turning away applicants.

Although faculty numbers increased from 2002 to 2006, there was still a 7.9% percent baccalaureate and higher degree faculty vacancy rate, according to the National League of Nurses. Many factors play a role in the nursing faculty shortage, including the aging of nursing faculty. In 2004, the average age of nursing faculty with doctorates was 56 years and only 12 percent of nursing faculty members were younger than 34.

To address the faculty shortage, the \$2.5 million Jonas Nursing Scholars Program established in 2008 provides four years of graduate level support for six selected students from leading nursing schools. The schools — the University of Pennsylvania School of Nursing, Columbia University School of Nursing, Yale School of Nursing,

Johns Hopkins University School of Nursing, Columbia University Mailman School of Public Health, Columbia University’s Irving Institute of Translational Science, and City University of New York Graduate Center — are partners in the effort to stimulate development of new nursing faculty and to create models for joint faculty appointments between schools of nursing and medical partners.

Each nursing doctoral student enrolled in the program receives funding for tuition and living stipends up to a maximum of \$70,000 per year through forgivable loans. In exchange, students commit to completing a doctoral degree in four years, limiting salaried employment during their course of study, and teaching full-time as nursing professors in the New York City metro area for a minimum of four years upon graduation.

Over the next six years, the goal of the Jonas Scholars Program is to support 25 doctoral students above the number that schools had planned to admit and evaluate its impacts in an effort to create a collaborative effort nationwide.

Michael Fachko, Penn Nursing’s first Jonas Scholar, is in his first year of a doctoral degree program in which he will focus on population transition and gerontology. Without support from the Jonas Scholar Program, he says he would not have been able to achieve his goal of becoming a nursing faculty member.

“It has always been part of my goals to become a faculty member, especially to study here at Penn,” Mr. Fachko said. “It’s very difficult to go to school and give up the income you are accustomed to as a working nurse. This is a perfect situation for me.”



Michael Fachko, Penn Nursing doctoral student and Jonas scholar

While he is excited and grateful for the opportunity to grow as a professional, Michael Fachko said he is also glad to be part of an effort to curb the shortage of nursing faculty across the country.

“The nursing faculty crisis is as large as the shortage of nurses, because without nursing educators, you won’t be able to have nurses,” he said. “And I know many qualified candidates have been turned away from nursing programs because there are not enough faculty. So this is extremely important work, and I am just one part of it. A lot of people talk about making things happen, but Barbara and Donald Jonas actually did.”

Still, Barbara and Donald Jonas do not see themselves as lone soldiers on the battlefield of health care improvement. They view themselves as a tangible symbol for a widely-accepted need for nurses.

“We’ve convened nursing leaders, teachers and hospitals to find out what was needed,” Mrs. Jonas said. “We heard a lot of nurses tell us they wanted to become nursing faculty, but they just didn’t have the time or the resources. And we saw that as a real opportunity to make an impact on the profession.”



Penn President Amy Gutmann and Margaret Bond Simon, Dean of Nursing Afaf I. Meleis in the garden on the 4th floor of Claire M. Fagin Hall

The Penn Nursing Kresge Challenge: Change the World

To underscore their dedication to improving national and global communities, the Kresge Foundation has recently redefined its mission, shifting evaluations of grant applicants from the organization's fundraising excellence to a more holistic assessment of the nonprofit's efforts and impact. The nine new examining criteria, which include creating opportunity, institutional transformation, diversity, and innovation, seek to pinpoint grantees who will partner with the Foundation in its effort to increase the charitable participation of organizations and improve the quality of life in communities across the world for generations to come.

In recognition of the challenge grant award to the School of Nursing, the Kresge Foundation's President and Chief Executive Officer Rip Rapson said, "We are impressed by the University of Pennsylvania School of Nursing's commitment to quality education and research and by the contributions that students and faculty make to community outreach."

Margaret Bond Simon, Dean of Nursing Afaf I. Meleis, said the Kresge award is an important step in accomplishing the goals of the School, the campaign, and the community partners.

"We are honored and energized to have received this challenge from the Kresge Foundation," said Dean Meleis. "This prestigious challenge is an affirmation of the incredible dedication of this campaign to advancing nursing science, educating leaders, and providing care that changes the world. It provides an exciting opportunity to engage a broader audience dedicated to our mission."

The Penn Nursing Kresge Challenge provides an exciting platform to spread the word about Penn Nursing and to extend the support for our students, faculty, and programs. One of the most crucial arenas for participation growth is among Penn Nursing alumni. Currently, only about 9 percent of our alumni support the School each year. A national benchmark for annual alumni support is closer to 30 percent.

Penn Nursing's *Where Science Leads* campaign is part of the University's Making History campaign, which seeks to build a more vibrant, dynamic, and invested institution through the strengthening of faculty recruitment and retention, undergraduate scholarships, graduate and professional student aid, buildings and renovations, and programs and research.

Where Science Leads campaign co-chair Pedie Killebrew called the Kresge challenge an exceptional opportunity to put an exclamation mark on a landmark campaign.

"When we began the *Where Science Leads* campaign we wanted to ensure we had the resources to lead the profession forward, and the result was an aggressive goal," Ms. Killebrew said. "Thanks to so many wonderful gifts, large and small, that vision is in view. And now, being in the position of receiving a Kresge grant emphasizes the brilliant leadership of our Dean, our faculty, staff, and the impact of the work Penn Nursing does throughout the world."

For more information see page 48.

(continued from pg 37)

communities across the globe through student and faculty support, building renovations, funding for innovative research, and dedication to the improvement of practice.

To receive its first Kresge challenge grant, Penn Nursing must increase donor participation and reach the \$75 million goal of its comprehensive campaign by December 2009. A gift to any fund will count toward the challenge and campaign goals. If the challenge is completed, the Kresge Foundation funds must be used for building project costs, but gifts or grants to any Penn Nursing program or project count toward the challenge goal. Specifically, the Kresge Foundation funds will support renovations to Fagin Hall's 1st and 2nd floor and improve meeting and socializing space for undergraduate, graduate, and doctoral students.

"We are delighted that the Kresge Foundation has offered this challenge to Penn Nursing," said University of Pennsylvania President Amy Gutmann. "Penn is strongly committed to translating knowledge from the classroom to the community, and Penn Nursing exemplifies this commitment. We are grateful for this support, which will provide Penn nurses with even greater opportunities to improve healthcare in Philadelphia and around the globe."

Caring to Change the World through the Power of Giving



Penn Nursing students and faculty with local midwives during a trip to Honduras where students provided health screenings and conducted training sessions with midwives.

Michelle Holshue sat in the corner of a mobile clinic in the Honduras heat, a young boy huddled next to her as his brother struggled to breathe.

A group of University of Pennsylvania graduate and undergraduate nursing students attended to the emaciated 11-year-old boy, gasping for air and struggling against rheumatic fever, but Ms. Holshue focused on the young boy in the corner.

“Here is this little boy, his brother almost on the verge of death, with nurses watching over him all night, and he’s scared and overwhelmed,” remembered Ms. Holshue, CGS’07, BSN Second Degree/Nurse-Midwifery Student. “And I remembered the crayons and coloring books that we brought with us on our trip. We colored for a while, and he calmed down a little, and it was amazing to just see him be a kid again in that moment.”

A few days later, the young boy left the clinic with his brother and a pair of new coloring books. The coloring books, given from a supply that cost around \$30, were a small gesture, but to Ms. Holshue and the eight other Penn Nursing students, the books were as valuable as the immediate attention and preventive care they offered during the international summer study program.

Often reflective of her experience abroad working with the Cincinnati-based non-profit group Shoulder to Shoulder Inc., the 26-year-old Holshue attributes her life-changing experience in rural Central America to the group who generously supported the effort. More than \$12,000 in gifts given to the School of Nursing covered the costs of the international program and defrayed the students’ out-of-pocket airfare. Inspired by a \$200 gift, Ms. Holshue and her fellow students started a Website, a blog, and a fundraising effort

that netted more than \$3,000 in donations to pay for supplies, medicines, equipment, and one year of high school education for a young girl.

“A lot of gifts were \$25 and such, but if you have a lot of \$25 gifts, it can make a big difference,” said Ms. Holshue, who will receive her master’s degree from Penn Nursing in 2010.

Large or small, every gift to Penn Nursing touches the lives of students and faculty as they continue spark the School’s *Where Science Leads* campaign, which seeks to pave the roads of advancement in education, research, and practice.

Annette Squire, GNu’63, graduated from Penn Nursing 45 years ago and says she is consistently amazed at the connection she feels to current students, who learn innovative techniques she could not have dreamed of during her tenure here.

Caring to Change the World through the Power of Giving



Above: Penn Nursing students consult a patient's electronic health record during their clinical experience at HUP



Left: A Penn Nursing student greets a group of excited children about to take part in a health education lesson outside a clinic in Honduras.

It is this sense of advancement and pride in her *alma mater* that has driven Ms. Squire to give to Penn Nursing for 27 consecutive years. Working as a public health nurse, the mother of two attended classes at Penn to stay current with the profession. When the School offered her a scholarship to complete her master's, she vowed to repay the generosity from which she had benefited.

"I got some extra help from Penn and I want to give a little back because Penn has given so much to me. I want to help others have the same experience I had," she said. "I am so proud to be a Penn Nursing alumna. A degree from Penn really helps you succeed."

Support from alumni and friends like Ms. Squire plays an invaluable role in the growth, mission, and visibility of Penn Nursing. Through gifts to unrestricted funds like Annual Giving, donors directly

partner in the success of initiatives like the recently renamed and renovated Claire M. Fagin Hall, cutting-edge research, and undergraduate, graduate, and doctoral scholarship support.

While alumni and friends help to drive the future of Penn Nursing, financial contributions also help maintain the School's stature as one of the best schools of nursing. Penn Nursing consistently sits at the top of national graduate school rankings.

Sarah Farkash, Nu'06, began giving back to Penn Nursing as an undergraduate student. She helped to lead the senior class gift drive – which drew 100 percent student participation – because of the priceless advantage the School had provided in the search for a job.

"The people I met at Penn Nursing, the committees and task forces I was asked to join, the classes I was able to attend, the clinicals to which I was assigned . . . it has all helped make me the nurse I am today," said Ms. Farkash, a current graduate student. "I doubt I'll ever fully be able to pay that back, but the idea that I can try is pretty nice."

Ms. Farkash considers Penn Nursing a central player in her life, and has named the School the beneficiary of her life insurance policy, behind her parents and sister. "If I won the lottery, I would give some to Penn Nursing. But even if I never do, I want to do whatever I can to show my appreciation for such an incredible education."

Passion and participation is crucial for the recruitment and retention of the top students and faculty and the enhancement of School facilities. Unrestricted funding

Awaiting her health assessment, a young Honduran girl excitedly listens to her friends' hearts with a stethoscope that Penn Nursing students showed her how to use. They then predicted and shared with her that she was going to be a great nurse someday.



from sources like the Annual Giving fund has been instrumental to the state-of-the-art renovations to the new Claire M. Fagin Hall. From adding sound insulation in the Carol Ware Gates lobby to cut down on classroom distraction to adding wireless internet capability to the building's first and second floors, support for the School's only unrestricted spending fund allows Penn Nursing to address current and critical needs to remain the profession's leading institution.

According to Patrick Burke, executive director of finance and administration, Annual Giving support will also allow the school to broadly integrate into the curriculum its first Electronic Health Record (EHR) system this fall. The EHR software will provide students with the necessary training to understand the same evolving technology of medical record keeping now in place at the Hospital of the University of Pennsylvania, the Children's Hospital of Philadelphia, and other major medical centers.

While EHR software from Eclipsys will be donated, costs to implement and maintain the system and develop related curriculum will be paid for with help from Annual Giving gifts. The opportunity for undergraduate, graduate, and doctoral students to use this important tool is a direct result of the generosity of alumni and friends who are committed to keeping Penn Nursing on the leading edge of the profession and guiding *Where Science Leads*.

As an undergraduate and now a graduate student at Penn Nursing, Michelle Holshue fully appreciates the dedication to both major and detailed improvements in the School's curricula, programs, and facilities. Whether the opportunity to go to Honduras, participate in landmark research or enjoy a renovated study space, she says her experience at Penn Nursing is fueled by those passionate about the school and its mission.

"Even before going to Honduras, the other students and I felt incredible support from our family, friends, and people we had never met," she said. "And it just made us feel so good. We were there doing good in the world and all of the people who supported us financially and otherwise were right there with us."



Plan to Make a Difference



Colleen Elisii, Associate Director of Marketing and Stewardship for Penn's Office of Gift Planning, and Frank Barr, Penn's Director of Gift Planning with portraits of Penn Nursing's former deans.

If making a difference in the world is your goal, you might not be aware of some creative ways to support Penn Nursing that could ultimately benefit you as well.

Frank Barr, the University Pennsylvania Director of Gift Planning, and Colleen Elisii, the Office of Gift Planning's associate director of Marketing and Stewardship, sat down with us recently to talk about ways they can work with Penn Nursing alumni and friends who would like to do something for the School but aren't quite sure how to go about it.

The Office of Gift Planning can help an individual, group or family interested in making a direct impact in the world and in leaving a legacy.

Penn Nursing: What kind of services does your office provide?

Ms. Elisii: We make it very clear to donors that we work with them to determine options for giving that work best for their individual situations. We do not act as licensed financial planners, but we can work with their personal advisors – estate planners, tax attorneys, financial advisors, a family member or friend that they trust – to lay out their options for them and explain what the advantages are for each type of giving.

Mr. Barr: A lot of people think the only giving option is to write a check. It's not. That's the advantage of planned giving.

Penn Nursing: What is the average amount of a planned gift?

Mr. Barr: The amount varies depending on the commitment, age and personal aspects of the donor. There are many options for you to give back to an institution that's touched you in a very personal way. For example, Penn Nursing has a 25-year-old alumna without any dependent children to this point who has named the School as a secondary beneficiary of her employer-based life insurance.

Ms. Elisii: The main point is you don't have to have ready cash to give away. In fact, a cash gift may offer fewer tax benefits than other assets like stocks or bonds. This is something we can help a potential donor sort through.

Penn Nursing: So what are some of the options for planned giving?

Mr. Barr: Planned giving can basically be separated into two broad categories: Bequests, which are in a will, something that accrues to the institution after you pass away, and then there are annuities. In times when we worry about our future assets, a gift from your estate, such as a bequest or a beneficiary designation in your retirement plan or life insurance policy, makes a very meaningful gift while allowing all of your assets to remain in your control and continue to serve your needs.

Penn Nursing: How do annuities work?

Mr. Barr: All of us are rightfully concerned about our assets and what they may – or may not – provide for us in the future. For those who want to make a gift to Penn Nursing but are wary due to

current financial uncertainties, a Charitable Gift Annuity or CGA may be quite attractive. A charitable gift annuity is a way to make a gift and still receive an income for yourself or others. It is a contract between you and the University under which, in exchange for your gift, the University agrees to pay you a fixed amount, based on your age at the time of the gift, annually for the rest of your life. A CGA provides steady annual income for life that will not vary – even during perilous times in the markets. Further, a CGA can be structured to provide guaranteed income for up to two annuitants, allowing for lifetime income for both you and another loved one.

A CGA will provide you with a guaranteed annual payment that is a percentage of the amount of your contribution. For instance, if an alumnus 80 years of age enters into a charitable gift annuity with Penn, he or she will receive a certain percentage of the amount contributed every year for life, and a portion of the payments are not subject to income taxation, enhancing the overall net return. A Charitable Gift Annuity will also provide you with a tax deduction in the year you make the gift.

Penn Nursing: What if you are interested in donating other assets? Could it be a property, for example?

Mr. Barr: Oh, absolutely. You can gift just about anything. A specific amount of cash or a percentage from your estate when it's settled. A property, as you just mentioned. Life insurance. Distributions from your 401K. Personal property. Art.

Ms. Elisii: Remember – we can't stress this enough – the main difference with planned giving is that you use of your assets during your lifetime and it supports Penn after you pass away.

Penn Nursing: So let's say I'm interested making a planned gift to Nursing – either a bequest or the remaining assets left from an annuity. Do I get to stipulate how it gets used in Nursing? Like for scholarships, capital improvements, or whatever might interest me? And how does the process work?

Mr. Barr: Yes, while the school always benefits from general support, you can be specific on what you want the gift to support within the School. This is a great opportunity to have a direct impact on something meaningful to you. For example, if you are passionate about scholarship support or a global initiative through the School, planned giving provides an opportunity to leave a lasting legacy.

Donors can come directly to us in the Office of Planned Giving. More often, a donor expresses an interest supporting Penn Nursing through a planned gift – even if it's just for informational purposes – and representatives from the School call us. From there we all sit down to work together.

For more information, please contact Assistant Dean of Development and Alumni Relations, Wylie Thomas at 215-898-4841 or wthomas@nursing.upenn.edu.

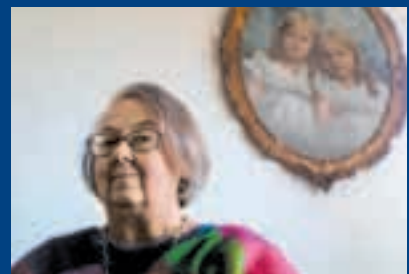
Creativity Maximizes an Alum's Giving

Jane Benson Pond HUP'65, GNu'82 was deeply moved by a leadership class here at Penn Nursing taught by Dean Emerita Claire M. Fagin. Dean Fagin pointed out that leadership and philanthropy often go hand-in-hand, and stressed a need for women – especially women in nursing – to start playing a larger role.

Twenty years later, Jane and her mother, Elizabeth Boogher Benson, took Dean Fagin's plea to heart and combined their resources to endow an undergraduate scholarship here in both their fathers' names.

Jane's father, Edwin B. Benson graduated from Wharton in 1938. In addition, her maternal grandfather earned his second master's at Penn in 1925 and went on to earn his PhD at the University in 1932. So the Benson-Pond Family Scholarship was created to honor them both. By combining their assets to create one endowed scholarship they reached the threshold to qualify for matching funds through the Trustee Challenge, which matches first-time undergraduate scholarship gifts. In addition, Jane created a charitable gift annuity that will add to that a second undergraduate scholarship. Jane made her first planned gift to Penn Nursing in 1994 when she added the school to her will.

Jane Pond HUP'65, GNu'82



20 Years of Supporting Students



Pennsylvania Governor Ed Rendell with current Friends of Penn Nursing scholars

“I just feel it’s very, very important to give. I am a widow of a neurosurgeon. My husband Tom worked here and he always said to me, ‘Doctors come and go, but nurses make people well.’ And so, I’m delighted to support Friends of Penn Nursing in any way I can.”

—Carolyn Pane Langfitt,
Friends donor since 1993

In the 1980s, as Penn Nursing celebrated its 50th anniversary with a high-profile gala at the Philadelphia Art Museum, a group of friends gathered with a fresh idea. With so many friends within the philanthropic community discovering their shared admiration for nursing and the University of Pennsylvania, a core group of enthusiastic supporters, including Sallie and Bert Korman, originated the Friends of Penn Nursing to educate the public about how the role of nurses has changed, how educational requirements have increased to meet the high levels of performance demanded by the profession, and how the growing shortage of skilled nurses worldwide impacts the healthcare system.

This year, the Friends of Penn Nursing celebrated 20 years of providing a way for people whose lives have been personally touched by nurses to give back. This dedicated group energetically conducts an annual scholarship campaign, encouraging donors from the general public to give in an effort to bring more aspiring and talented nurses into the profession. In November, during a special 20th Anniversary reception, the Friends, headed this year by co-chairs Ruth Colket and Christine Karnes and by honorary co-chairs Berton and Sallie Korman, honored Pennsylvania Governor Edward G. Rendell as an incredible Friend of Penn Nursing for his dedication to healthcare reform and for promoting access to affordable healthcare.

Friends of Penn Nursing scholarships support approximately 10 Penn Nursing students annually within both the undergraduate and graduate programs. Overall, close to \$4 million in scholarship funding has been raised since the Friends began, and its support touches the hearts of students and the donors who make it possible.



“The scholarship takes away a lot of the financial burden of being in grad school, like travel and housing costs. And the generosity of the Friends of Penn Nursing is allowing me to be here, so of course I want to take time to say ‘thank you.’”

—Tisha Aten, GNu’09



Friends of Penn Nursing donor and parent of a former Friends of Penn Nursing scholar, Victoria Biddle (left), with Dean Afaf I. Meleis and her mother.



Friends of Penn Nursing scholar, Kevin Driscoll, GNu’09



Friends of Penn Nursing scholars Tisha Aten, GNu ’09 (left) and Aimee Franken, GNu ’09 (right) with 2009 Friends co-chairs Christine Karnes (center left) and Ruth Colket (center right).

“Penn Nursing has been so good to my daughter. Financially, they were supportive of her and so I want to give whatever I can in return. I’m just so happy about what her future looks like because of Penn, and I just can’t thank Penn enough.”

—Victoria Biddle, parent of a former Friends recipient

“Utilizing the resources at the University of Pennsylvania, I plan to build a foundation that will allow me to help prepare future nurses to meet the rapid technology-driven pace of modern healthcare. Your support ensures that nursing’s science remains a vital voice in the nation’s healthcare debate. I will strive to ensure that the opportunities that you have afforded to me are repaid within our profession and the communities in which we serve.”

—Kevin Driscoll, GNu’09

“My Friends of Penn Nursing scholarship allowed me to move here from Arizona and attend what’s considered the best program in the country. And it allows me to not worry – at least not as much – about debt. I just want to thank the donors for being so generous and for providing such wonderful opportunities for educational growth.”

—Aimee Franken, GNu’09





DID YOU KNOW?

Penn Nursing recently learned it was awarded a \$1.5 million challenge grant from the Kresge Foundation. We are honored by this award and invite you to join us in meeting this challenge.

An Endorsement of Penn Nursing's Impact on Communities

The award of a Kresge challenge grant has always been prestigious and, in the words of the Foundation, a reflection of an institution's fundraising fitness. In 2007, Kresge announced it was refocusing its awarding process to emphasize a value-centered philosophy, and a challenge grant is now also an endorsement of an institution's direct impact and partnership with the community.

A Challenge to Reach our Goals

Penn Nursing is honored to receive a Kresge Challenge grant award as recognition of the efforts of our students, faculty, staff, and alumni to improve the West Philadelphia community and communities around the world. The challenge grant will also be a key component in successfully completing *Where Science Leads: The Campaign for Penn Nursing*. The campaign goal is to raise \$75 million to support Penn Nursing students, faculty, building renovations, programs, and research. The Kresge Foundation requires that their challenge grants serve as the final amount in reaching a campaign goal and be used to expand our support base. Penn Nursing must reach \$73.5 million of our Where Science Leads goal by December 2009 to complete the challenge.

Join the Penn Nursing Kresge Challenge

All gifts (of any size) to School of Nursing funds (like Annual Giving, scholarship funds, and more) count toward the challenge goal. If you already financially support Penn Nursing, your gift this year is more important than ever and we invite you to take the lead and make a gift today. We encourage all Penn Nursing alumni to join us in meeting this challenge.

In addition, we ask you to seize this opportunity to share with friends, families, colleagues, and your fellow alumni that Penn Nursing has been recognized for its significant community impact and invite them to join you in supporting that work.

To reach our goal and receive the \$1.5 million challenge grant, we need 1,500 alumni and friends to renew their support or make a first time contribution.

Please visit www.nursing.upenn.edu/giving for more information and to be part of the challenge!

Barbara Reale, a faculty member in the Nurse-Midwifery Program, with children in Niger.



Debating Doctoral Research Abroad

Are there borders to what we study? That was the question posed at a Penn Nursing panel discussion on the pros and cons of conducting doctoral research in the U.S. versus abroad. The event was one of many held during the third annual Global Health Reflections Week.

Following a presentation by Dr. Marilyn Douglas, the editor of *The Journal for Transcultural Nursing* and associate clinical professor at UCSF School of Nursing, a panel comprised of Penn Nursing professors Linda McCauley and Lorraine Tulman, Professor *Emerita* Anne Keane, and postdoctoral student Allison Squires examined issues of international doctoral research.

“Science has no boundaries, ideas have no boundaries, but different pressures arise in different settings,” explained Associate Professor *Emerita* Anne Keane. Some of the challenges of conducting international research at the doctoral level include: increased expenses for conducting the study, the potential for culture shock while attempting to complete dissertation research, language difficulties, and limited access to scholarly resources.

The benefits, the panel concluded, include: studying health phenomena in natural settings, working with participants and healthcare providers from local ethnic groups, conducting comparative and collaborative research, and launching one’s own international research networks.

“When our most senior researchers are involved in international research, how can we not afford the same opportunities to our doctoral students, who view the global community very differently than we did when we were doctoral students,” asked Associate Dean Linda McCauley.

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The Doctoral Student Organization



Members of the Doctoral Student Organization (from left to right):
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