

PITT *Nurse*

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PITT NURSES AROUND THE WORLD



Pitt nurses can be found in 26 countries on six of the seven continents. In this issue of *Pitt Nurse Magazine* we highlight some of the international opportunities, partnerships, and associations our faculty and students have made at the school.

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IT'S ALL THERE

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



Recycle This Magazine

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

Nurses today cannot practice in a cultural vacuum. Global nursing education partnerships, including faculty exchanges and opportunities for students to study in other countries, create pathways to exchanging best practices and enhancing nursing education programs around the world.

In this issue of *Pitt Nurse*, we will focus on what the University of Pittsburgh School of Nursing is doing to help students to understand and appreciate diverse cultures, both locally and internationally.

Our nursing students have the opportunity to participate in summer study abroad programs led either by School of Nursing faculty members or by faculty members from other programs on campus. Last year, nursing students visited England, Switzerland, Italy, Bhutan, and Cambodia. Opportunities to visit China are being planned. Additionally, in the past year, the school has hosted a number of scholars from countries that include China, Egypt, Germany, Iceland, Jordan, South Africa, Taiwan, and Turkey.

The learning that occurs in these exchanges is reciprocal. While we take our expertise to other countries, we also learn different—and possibly even better—ways to do things.

Clearly there is much we can learn from other nations. A new report prepared by the National Research Council and the Institute of Medicine

ranks the United States last among 17 developed nations in an assessment of overall health statistics. Challenging our notion of “American exceptionalism,” the report concludes that Americans have a shorter life span than individuals in other developed nations based on an array of poor health indicators, including infant mortality rates comparable to those of sub-Saharan Africa, the highest teen pregnancy rate, an alarming incidence of AIDS (almost nine times higher than in other developed nations), and the second-highest death rate from heart disease.

Despite our health care system’s being the priciest in the world, the panel that authored the report pointed to several contributing factors to these statistics, including a fragmented U.S. health care system that remains unaffordable for many and provides limited access to primary care. It is hoped that implementation of the Patient Protection and Affordable Care Act of 2010 will address many of these issues as a growing number of individuals gain greater access to care. These new health care consumers will come from a wide variety of populations.

As our population becomes increasingly multicultural, nurses and other health care workers need to adapt to different languages, customs, beliefs, and cultures. Understanding and respecting the cultural context of each patient is essential to ensuring appropriate diagnosis and treatment and to avoiding health disparities. The lessons we learn and the understanding we gain from our international connections influence our attitudes and beliefs as well as our practice and policies at home, where we need to learn to care for a progressively diverse population.

Pitt nurses can be found in 26 countries on six of the seven continents. We do not currently have any alumni in Antarctica, but we do have



one alumnus in Iceland. The number of Pitt nurses impacting global health care will increase as online and Web-based classes make a Pitt nursing education accessible across the country and around the world. The post-master’s DNP completion program is available online for all areas of concentration, as are the master’s areas of concentration in administration, clinical nurse leader, and informatics. A post-master’s nursing informatics certificate is also available online. And, on page 12 of this issue, we profile two professors at the School of Nursing who are developing MOOCs, or massive open online courses, that will reach thousands of students around the globe.

The world is changing rapidly and at the same time is getting smaller. The University of Pittsburgh is committed to preparing every student to thrive in an ever more closely connected world.

Jacqueline Dunbar-Jacob

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



Nursing Education Goes Global with the Help of One Man's Journey

Rick Henker was a tenure-track faculty member at the University of Pittsburgh School of Nursing when a change in career plans, a frightening piece of medical news, and a determination to pursue a longtime dream of international travel converged to change his life.



But the funny thing was that other lives changed, too—lives of people he had yet to meet, all over the world.

Henker (MSN '02), a professor in the Department of Acute/Tertiary Care, was interested in returning to clinical care after spending some years in academia. So, although he already had a PhD, he enrolled in the MSN program at Pitt, training to be a nurse anesthetist with an eye toward one day working overseas, perhaps when his young daughters were grown.

But toward the end of the program, Henker was diagnosed with stage III melanoma—a form of skin cancer that carried a five-year survival rate of 48–52 percent.

Thinking he had no time to waste, he decided to move forward with his dream of international travel. Through the American Association of Nurse Anesthetists, he was connected with Health Volunteers Overseas (HVO), an organization that dispatches health care workers to teach and train their counterparts in developing countries. In January 2005, he traveled to Phnom Penh in Cambodia, “scared to death,” having never traveled much internationally. Still, he did it.

“I liked HVO’s philosophy, because it wasn’t to go over for one week and provide care, it was to go over and teach nurse anesthetists how to improve their care,” says Henker.

Broadening Perspectives

In the few short years since that trip, the School of Nursing’s efforts to globalize its programs have increased exponentially, due in large part to the efforts of Henker, who now serves as the school’s international education coordinator and chair of the nurse

“I think students feel like they have an impact. It’s exciting to be providing care someplace other than in our system in the United States. Students feel like they can make a difference.”

Rick Henker

anesthesia steering committee for HVO. Thanks to those efforts, nurses—who traditionally have always focused on making a difference in the lives of patients—are making those differences in all corners of the world, from Rwanda to Vietnam, Japan to Bhutan, China to Cambodia and Thailand.

At the Angkor Hospital for Children (AHC) in Siem Reap, Cambodia, students and faculty enjoy a one-month service learning experience. In the spring and fall of 2012, nurse anesthesia students completed clinical rotations at the hospital. By November 2013, undergraduate students may also be able to go, and Henker—who presents lectures to nurses and physicians when he visits AHC—has been working with nurses in Cambodia’s Ministry of Health to gain approval for a code of ethics, standards, and scope of practice for nurses practicing in that country.

“The thing we are realizing here in the School of Nursing is that health policy is really where we can have a huge effect in terms of changing care,” Henker explains. It’s a lesson he hopes to impart at Pitt as well as abroad. “Our bedside nurses need to realize that health care policy is important, and they need a link to go ahead and make changes in health policy.”

By diversifying the experiences of Pitt students and faculty members and

exposing them to the way health care is delivered in other cultures, the school hopes to broaden perspectives, allowing American practitioners to both share with and learn from their counterparts in other countries.

For example, Henker points out that nurse anesthetists in Cambodia are far more frugal with medication than anesthetists are in the United States. Similarly, resources such as warming blankets are used multiple times, not merely thrown away after one use, as is the custom here.

“If it’s clean, why not use it on another patient?” says Henker, who is also a practicing nurse anesthetist at UPMC Presbyterian. “It’s so much more beneficial to try not to go through all these supplies that we go through here.”

Conversely, Pitt faculty members and students have much to offer their host countries from their own experiences. A classic example is when a developing country has a surprisingly state-of-the-art piece of technology but lacks a support team to maintain it, such as a ventilation system at a hospital in Bhutan that was built in 2009. By better understanding the challenges that some forms of technology can present, Pitt can help to advise colleagues overseas on alternate choices that are functionally similar and easier to maintain.



Rick Henker conducts a simulation workshop at Kyoto University.

“I never expected to be doing this quite the way that I’m doing it.”

Rick Henker

work on the analysis and synthesis components of the integrative reviews.

Henker conducted simulation workshops in Japan at Kyoto University, Kitasato University, and Jikei University. He has worked with visiting scholars and faculty to create links with various academic institutions.

In Japan, Henker was surprised by how traditional the role of nurses continues to be in a country many associate with innovation. But

nursing in Japan is transitioning into a profession that has a more autonomous role, much as it is in the United States.

Overseas travel can bring its share of challenges, Henker says. On a recent trip to Cambodia, all three members of the Pitt team, including Henker, were likely infected with enterovirus 71 (EV71), a potentially fatal virus often associated with hand, foot, and mouth disease that causes blistering in afflicted patients. Though the virus was not confirmed, Henker noted that Cambodia had experienced an outbreak of EV71 last summer.

Henker advises travelers from the school to be cautious about what they eat, to practice good hand-washing hygiene, and to avoid any fruit they haven’t peeled themselves or non-bottled water—even for tasks such as brushing their teeth. Students also

take a course at Pitt’s Graduate School of Public Health that prepares them specifically for fieldwork overseas.

Beating the Odds

A former department chair, Henker is mindful of the dangers of overloading faculty with international commitments. But despite this and other obstacles, he believes that he has come a long way from his bucket list first adventure in Cambodia.

“I never expected to be doing this quite the way that I’m doing it,” says Henker, who also beat the odds on his melanoma diagnosis, now more than a decade in his rearview mirror. His daughters were not only able to cope with his travel, they also joined him on occasion, which provided them with opportunities to bond, he says.

“Look at the things I decided to do because I had cancer and didn’t think I had so much time left,” Henker says. And while international programs aren’t always easy to initiate or maintain, their benefits far outweigh the challenges, he notes.

“It really helps you gain perspective in terms of other ways health care can be provided,” he says. “Do we continue? Yep.”



Impacting Care

Henker says that the student response to the increase in international opportunities has been enthusiastic, and the Cambodia rotation, which began in 2007, attracts many applicants to the nurse anesthesia program.

“I think students feel like they have an impact,” he says. “It’s exciting to be providing care someplace other than in our system in the United States. Students feel like they can make a difference.”

In Thailand, Henker and Associate Professor Heidi Donovan are working with the faculty at Boromarajonani College of Nursing to develop integrative reviews of literature for use in the undergraduate curriculum. After meeting with faculty via Skype, Henker and Donovan traveled to Thailand to meet them in person in February to



Worldly Wisdom:

Pitt Faculty Help to Advance Nursing Practice, Training Around the Globe

Weiwen Wang barely remembers her hospital rotation as a nursing student in her native China, save one overarching characteristic: Just when she got used to the floor she was on, she had to move someplace else.

As a practicing nurse, she was taught to defer to physicians, playing a subordinate role that was characteristic of American nurses generations ago. And her focus was supposed to be on the task at hand, not on the patient—a fact that was underscored by the sheer volume of patients in her caseload.

“The problem is the culture,” says Wang, who thought her fellow students were, despite these setbacks, highly intelligent. “Here, patients are more accepting of the student nurse. But in China, they do not accept students.”

Today, Wang (BSN '06, MSN '09, DNP '12) is helping to change that culture by teaching clinical education and nursing informatics at Fudan University School of Nursing in Shanghai, China. In the summer of 2012, she traveled there for a week to show how clinical work and academics can blend together, allowing her to both teach students and demonstrate for the school's own clinical instructors. Typically, Chinese nursing students complete the clinical portion of their education in one year following three years of traditional schooling. But Wang believes that students are better served when they are able to connect what they're learning in the classroom with what they'll be doing in the hospital. She should know; she's been through both the Chinese and American nursing educational systems as both a student and a teacher.

A former nursing instructor in China, Wang came to the United States in 1998 to join her husband, a doctor who was pursuing cancer research studies. Before she could resume her teaching career, Wang had to start over with her education—this time through the American system. She started at the Community College of Allegheny



**“I love teaching—I love it.
I love the students.”**

Weiwen Wang

County, taking basic courses while she worked on her English skills.

The sacrifice included sending her baby son back to China to live with his grandparents for three years while she attended Pitt’s School of Nursing and worked at UPMC Presbyterian. The work wasn’t easy—doctors spoke too quickly for her to understand, and her accent made communication difficult. But Wang persevered. Today, her son is back with the family, which has expanded to include two additional children, and Wang now works as a full-time instructor at Pitt.

“I love teaching—I love it. I love the students,” she says.

Her dedication to the art of nursing education is reflected in many other corners of the school, which is helping to lead the way in advancing the profession in several corners of the world.

Building Capacity

Kate Durkan (BSN ’04), a DNP student in nurse anesthesia, is working on a capstone project to develop a nurse anesthetist curriculum for the University of Belize through her involvement with Health Volunteers Overseas (HVO).

Durkan spent about four days on the initial site visit last year to assess

the school’s needs and facilities as well as support from faculty and administrators.

Though the plans are still in their earliest stages, Durkan—who is working in conjunction with Professor Rick Henker, the Pitt School of Nursing’s international education coordinator—envisions Pitt educating providers in Belize with help from volunteers supplied by HVO for two-week stints.

“As a DNP student, my goal is to prepare myself for that level of coordination and to prepare myself for the international work,” she says.

Her interest in international health care began as far back as high school, when she visited an infirmary on a trip to Jamaica. “It left a lasting impression on me—how expensive everyday items can be and how they really do make a big difference with the people who need them the most,” she says.

Once the curriculum is developed, she hopes to return to Belize to help facilitate the project’s implementation.

A New Perspective

Sandra Engberg, associate dean for clinical education, was integrally involved with one of the school’s earlier international initiatives. As a newly minted PhD in the 1990s, Engberg was working with her then mentor to help develop a course in physical assessment for Switzerland’s first master’s program

in nursing at the University of Basel. While serving as an observer for a student’s practical exam—which is part of the Swiss protocol—she met several people, including a doctoral student who was interested in geriatrics, her specialty. Engberg wound up serving on his dissertation committee, then taught a summer course and helped a faculty member with some grant writing.

By 2006, the relationship had become more formal, and she became a visiting professor, traveling to Switzerland three times a year in two-to-three-week blocks to serve as a mentor and fulfill other functions. She also takes Pitt undergraduate students with her to visit various types of hospitals as well as the World Health Organization, the Red Cross, nursing schools, and the International Council of Nurses.

“It’s rewarding to work with the students over there,” says Engberg. “They are very appreciative of the mentoring that I’m able to provide for them. It’s a small school; they really only have one professor over there, and they have several postdocs.”

For American students who visit, she notes, “I honestly think that one of the biggest benefits is being somewhere where you are not the dominant culture. It gives you a new appreciation for what it’s like to be a patient who speaks another language.”

In addition, “They see that we don’t necessarily do everything the best way here,” she says. “I think sometimes we think that the way that we do things in the U.S. health care system is



“What an honor it was to be able to say I was at the forefront of improving the care of critically ill patients in China.”

Marilyn Hravnak

better than what everyone else in the world does.”

But other cultures have much to offer, too, she says. For example, the Swiss take a much different approach to psychiatric care, offering patients much more freedom than U.S. facilities do. Patients are actively involved in preparing meals, cleaning up, and—in some cases—shopping for the food they’ll cook.

“It doesn’t seem to be a system where they take people totally out of the reality of life,” notes Engberg.

Other faculty members have also gone to Switzerland, including Professors Annette DeVito Dabbs and Susan Sereika, who cotaught some courses with Engberg at the university’s summer institute.

Globalizing Pitt’s Influence

Several other initiatives are under way that link Pitt faculty members with facilities around the world.

The foundation Effective Aid International has partnered with Pitt in Thailand to work with faculty at Boromarajonani College of Nursing.

Back at Fudan University in China, Professor Marilyn Hravnak and Assistant Professor Michael Beach helped to teach a three-week course covering the clinical nurse specialist, a new concept for the Chinese.

“They’re interested in advancing the role of nurses,” Hravnak explains. “They were so grateful for us to come; they treated us so well. They just revered what we were doing. They really made us feel like we were changing the face of nursing in China. ... What an honor it was to be able to say I was at the forefront of improving the care of critically ill patients in China.”

Hravnak notes that the relationship between Chinese students and faculty is somewhat more formal than it is in the United States. In addition, as Wang said, bedside nurses are less autonomous in China, covering six to seven patients even in intensive care.

When the Pitt faculty began teaching them about the possibility of nursing interventions, “they just loved that,” notes Hravnak. “They felt so empowered by it.”

Dean Dunbar-Jacob visited the university in 2011 and 2012, and administrators from Fudan have come to Pittsburgh to discuss the curriculum and scope and standard of practice as well as educational competencies. Though China does not currently have any advanced practice nursing licensure or certification, Pitt is hoping to help set the stage for that to happen in the future by sharing knowledge with the university.

From a technological standpoint, much of the equipment in China was similar to equipment that can be found in the United States: renal dialysis machines, ventilators, and pumps. The next step, says Hravnak, is to train nurses to expand their skills to a higher level.

“There is a very high degree of cultural pride and country pride. They very, very much want China to be viewed on a status equal to the United States,” she says. “We learned about people, about a culture, about a different human condition. It was just fascinating.”

Primary care doesn’t really exist in China, she says; health care is based in hospitals, and physician-patient relationships are unknown. Visiting hours in the intensive care units are very limited, much as they were a decade ago in the United States.

“I think we brought back a perspective of how much we take for granted. Really, as much as we complain sometimes that nurses are not as respected or autonomous as we would like them to be, our role for nurses in the United States has come such a long way,” says Hravnak.

Of the trip, she says, “It was such an honor and one of the highlights, really, of my career.”



Pitt Nursing *welcomes* International Nursing Students

Depending on whether you are relying on private insurance or public assistance or are paying out of pocket, your level of access to health care—and the quality of the care you receive—can vary greatly.

Sound familiar? Welcome to Egypt. Nermine Elcokany, a visiting scholar at the University of Pittsburgh School of Nursing, finds that differences in health care delivery in the United States have some parallels with the Egyptian system in which she was raised. As part of her PhD studies, the Egyptian government sponsored Elcokany's yearlong Pitt experience. She recently received an eight-month extension from her government to get more experience so that she can collaborate with Pitt researchers on her specialty area, weaning people from mechanical ventilation. When she returns to Egypt to finish her PhD, Elcokany hopes to stay in contact with the faculty at the School of Nursing in order to collaborate on research with nursing faculty at her home institution, Alexandria University.

"The University of Pittsburgh is well known in our country," says Elcokany. "It is an honor for me to be able to study here."

As the nursing profession continues to evolve and develop in other parts of the world, the School of Nursing is helping to shape best practices—and gaining valuable insight from other cultures' approaches to health care—by hosting students such as Elcokany

and sending Pitt students abroad. Elcokany has shared insights about nursing education and management of health care in Egypt with sophomore nursing students in their medical/surgical nursing class. Other doctoral students who have served as guest lecturers in this class include Zhan Liang, who discussed nursing programs and challenges and the health care system and risk in China; Manjulata Evatt, who discussed the origin of nursing in India, current nursing practice, and nurses' roles as well as common diseases and management of health issues such as total resistant TB, which was recently identified in Indian slums; and Khalil Yousef, who discussed the history of nursing, nursing education and workload, types of hospitals and major health care issues, and changes in the region and their effect on health care systems in Jordan.

In 2009, Dongmei Lu spent six months in Pittsburgh as a visiting scholar from China. She attended lectures, simulation classes, faculty meetings, and seminars and followed clinical practice at UPMC. More recently, she worked with Professor Richard Henker, who also serves as the school's international education coordinator, to develop an abstract and presentation for the September 2012 Council for the Advancement of Nursing Science congress in Washington, D.C.

"I greatly appreciated Dr. Henker, and I couldn't have done it without his help from beginning to end," Lu says. "With his help and practice in Pitt's School of Nursing, I was able to enjoy the process of participation. I think that will be helpful for my research and presentation ability in the future."

Lu believes that partnerships between Pitt and her home institution, the School of Nursing at Harbin Medical University in China, would be mutually beneficial. "I think we would do something with research, collaboration of students' multicultural education, [and] practice collaboration," she says. "I believe those will benefit both schools."

Approximately 3 percent of School of Nursing students are international. In addition, the school sponsors some overseas exchanges, such as a two-week visit from students from Birmingham City University in England in which each British student is assigned a Pitt student nurse ambassador matched to his or her interests. They attend classes; observe clinical practice at UPMC; participate in the simulation lab; and prepare a formal presentation to Pitt faculty,

staff, and students about their education. Pitt students will travel to Birmingham for a similar visit in the summer of 2013.

For Elcokany, the opportunity to compare the Egyptian and American health care systems firsthand was particularly striking. In her country, hospitals are divided into three categories: public, private, and those funded by insurance. But health insurance is limited to government employees, and there is significant variation in the levels of care offered at each type of hospital.

Private Egyptian hospitals feature a standard of care equivalent to that available in the United States, she explains. Public hospitals, another option, are accessible free of charge to the people who are not able to pay and sometimes rely in part on private donations to function. In the United States, "health care is very expensive," she notes, but, she adds, "I find there are agencies like Medicare and Medicaid, and they cover a lot."

Likewise, nursing education has its share of similarities and differences. In Egypt, as in the United States, students learn through lectures and simulations, and nursing degrees are available at the bachelor's, master's, and doctoral levels. But the United States also offers specialized degrees such as the Doctor of Nursing Practice (DNP), and advanced degrees focus more on research than on clinical skill acquisition.

While at Pitt, Elcokany has studied under Professor Emeritus Leslie Hoffman in the Department of Acute/Tertiary Care. Elcokany contacted Hoffman a few years ago and indicated her interest in coming to Pittsburgh. Though she did not receive funding on her first attempt, the two stayed in touch. Today, they are working on a paper related to Elcokany's dissertation.

"Dr. Hoffman is so cooperative, so helpful. If anyone asks her about anything, she gives a lot of advice, a lot of information," Elcokany says of her mentor. "She also gives me a lot of opportunities here to attend classes and meetings." Hoffman helped Elcokany to register for the American Thoracic Society international conference last year, and Elcokany will give a poster presentation at the society's international conference in May 2013. "She is amazing. I hope I will be like her one day."



Nursing Alumni Make a Difference AROUND THE WORLD

The School of Nursing has alumni living and working all around the world. They work as administrators, clinicians, faculty, researchers, and decision makers in 26 countries on six of the seven continents. They work in government, schools of nursing, hospitals, clinics, huts, and wherever their skills are needed. They influence public policy, train the next generation of nurses, expand the knowledge base and delivery of nursing care, and provide care for injured and ill individuals and their families.

Some of our alums live in the United States and do volunteer, mission, or humanitarian aid work overseas. A member of the Sisters of Charity, Mary Jean Flaherty (MN '72), PhD '79, FAAN, has been recognized for her work nationally and internationally and has served on a number of boards, including the China Medical Board. She was a World Health Organization consultant in Indonesia and was honored by the government of Taiwan for establishing the first BSN program in Indonesia. Heidi L. Stogard (MSN '08) spent 10 days in Kenya providing pediatric care to poor residents of Nairobi. Donna Martsolf (PhD '91), associate dean of research and

translation at the University of Cincinnati College of Nursing, was in

Port-au-Prince during the January 2010 earthquake that devastated Haiti. Martsolf has been a regular visitor to the country, where she lived as a Fulbright scholar in 2003 while helping to start a nursing school at the Episcopal University of Haiti. She currently serves as chair of the governing board of the Faculty of Nursing Science at the school and on the board of the Haiti Nursing Foundation.

From November 2011 through January 2013, Kimberly Wachenfeld (BSN '07) served as the chief nursing officer for Hospital Bernard Mevs in Port-au-Prince, Haiti, through Project Medishare (projectmedishare.org). "My initial hope when I went to Haiti was to serve and teach. But looking back on my experience, I realize that I have been taught and served. The time I was able to invest in nurses, nursing students, and EMTs was life changing," she says. "Each and every person has a story of pain and loss yet brings such an open attitude toward learning and serving. That impacted me greatly. There is still so much work to be done and help needed in Haiti, but I am excited for the future." Wachenfeld is currently working on her master's degree.

Jane Stein-Parbury (BSN '73), MEd '75, PhD, is a Pitt nurse who has made an impact on three continents. She started her career at Western Psychiatric Institute and Clinic, then started teaching. Stein-Parbury later moved to Los Angeles, Calif., where she set up a mental health



Kimberly Wachenfeld at Hospital Bernard Mevs in Port-au-Prince, Haiti, with one of the ER nurses on her birthday (above left) and with two ICU nurses (right.)



consultation/liaison service for Kaiser Permanente, then moved to the San Francisco Bay area, where she taught for another seven years. After she married, Stein-Parbury spent a year in Thailand, where she volunteered at the local nursing school, teaching English.

Stein-Parbury then emigrated to Australia—having married an Australian—where she continues to live and work. “I arrived in Australia just as nursing education was being transferred from the hospital apprenticeship program to the tertiary education sector,” she says. Stein-Parbury is a professor of mental health nursing at the University of Technology, Sydney, where she has worked for the past 25 years. She is currently in a funded chair working in a local health district, where she is involved in research and quality improvement activities. “I cherish the basic nursing education I received at Pitt and still rely on knowledge I remember learning there,” she says. “I find this amazing and a real testament to the quality of my education.”

Barbara S. Kisilevsky (BSN '67, MN '69), PhD, moved to Canada after she married. She is the Margaret B. Vogan Professor at Queen's University School of Nursing in Kingston, Ontario, Canada, where she holds cross appointments in the Departments of Psychology and Obstetrics & Gynaecology. She has spent most of her nursing career focusing on research on human fetal, newborn, and premature infant sensory development in both low- and high-risk pregnancy populations with international collaborations in Europe and Asia.



“I cherish the basic nursing education I received at Pitt and still rely on knowledge I remember learning there.”

Jane Stein-Parbury

In addition, a number of alumni came to the School of Nursing to earn their degrees and then returned to their home countries. One of our more notable alumni is Yu-Mei Yu Chao (MNEd '67, PhD '79). Her current positions include chair professor of the College of Nursing, Central Taiwan University of Science and Technology; chair professor of Kiang Wu Nursing College of Macau; board member and executive director of the Childhood Cancer Foundation of the Republic of China (Taiwan); and chair of the Board of Directors of the Tao-Chen Foundation of Nursing Education and Research. Her previous positions include research fellow at the Center of Health Policy Development with the National Health Research Institutes in Taiwan. Chao has made lasting contributions to the fields of nursing, public health policy, and nursing education in Taiwan, including designing a nurse practitioner system, reforming the baccalaureate nursing curriculum; establishing a nursing education accreditation system; and designing a national policy on HIV/AIDS prevention, treatment, and care. She has received numerous honors and awards in recognition of her many contributions, including the First Class Golden Medal of Health Merits from the Department of Health of Taiwan, University of Pittsburgh School of Nursing Distinguished Alumni Award in 1998, and Princess Srinagarindra Award of Thailand in 2008. The University of Pittsburgh named Chao a Legacy Laureate in 2008.



Teaching *across* Borders

Two professors at the School of Nursing are using technology developed by Coursera to teach a MOOC, or massive open online course, that will reach students across the country and around the world.

Coursera is a social entrepreneurship company that partners with the University of Pittsburgh and other top universities worldwide to offer courses on the Web for anyone to take free of charge. “Courserians” envision a future in which top universities educate millions, empowering people with education that will improve their lives, the lives of their families, and the communities in which they live.

Speaking the Same Language

Clinical Terminology for International and American Students (CTIAS) is being designed and will be taught by Valerie Swigart, PhD, associate professor in the Department of Health Promotion and Development and an expert in cross-culture communication and teaching strategies for online instruction. The course is the brainchild of Dean Dunbar-Jacob, who is concerned about the difficulty international students experience as they adjust to the unique language used in U.S. clinics and hospitals.

The complexity of interactions and differences in how health care is delivered in U.S. clinical sites can be confusing and anxiety provoking for international students. Clinical settings in American hospitals are often busy, noisy places, with people hurrying about to meet patients’ needs. American English “doctorspeak” or “nursespeak,” using many abbreviations and acronyms, is essentially another new language that international students need to understand and use. In

addition, contrasts in clinical and cultural expectations can create confusion and distress. Patient safety is enhanced when everyone on the health care team speaks and fully understands the same language.

Students taking CTIAS will see, hear, and learn common clinical terms, abbreviations, and acronyms. A supplemental online dictionary is being developed by Michael Gold, PhD, associate professor emeritus at the University of Pittsburgh Graduate School of Public and International Affairs and an expert in information technology. Development has been supported by Carol Washburn and her colleagues at the University’s Center for Instructional Development & Distance Education. Collaborators include doctoral student Zhan Liang, assistant professors Alice Blazeck (BSN ’75) and Brenda Cassidy (MSN ’86, MSN ’97, DNP ’11), and instructor Jason Dechant, PhD ’12, as well as a number of international students and faculty. In addition, Debra McCormick and Dorolyn Smith from the linguistics department and the English Language Institute are guiding Swigart and Washburn’s implementation of the newest evidence-based techniques for teaching language.

Swigart will emphasize associations between language and culture and address issues of cultural differences using lectures plus social interaction on an international discussion board engaging thousands of students. The use of this discussion board will permit students to engage in social learning with periodic teacher-constructed summaries and suggestions.

Swigart and Gold’s MOOC will help international students coming to the United States to communicate more effectively with American medical personnel, to be more comfortable in the clinical environment, and to negotiate difficult situations. This new Coursera MOOC, one of the first provided through a school of nursing, will support the students’ learning process, the teaching role of faculty, and the safety and well-being of patients.



Disaster Preparedness

Disasters do not recognize international boundaries. Catastrophic events can and do occur just about anywhere and anytime, suddenly, and often with little or no warning. Whether the cause is man-made or natural, related to fire, flood, wind, earthquake, or technology, the result is widespread destruction. We may not be able to prevent calamitous events from occurring, but disaster preparedness can help to mitigate some of the worst effects, both physically and emotionally.

In his Disaster Preparedness course, Michael Beach (MSN '01, MSN '02, DNP '09), assistant professor in the Department of Acute/Tertiary Care, teaches students around the world how to survive when everything we normally take for granted is gone and the structures we depend upon have failed. Beach has presented nationally and internationally and published the book, *Disaster Preparedness and Management* (F.A. Davis Company) in 2010. He has been involved with volunteer search and rescue for more than 20 years and is a member of the PA-1 Disaster Medical Assistance Team, which is part of the U.S. Department of Health and Human Services. Beach has been involved with a number of disaster responses, including on the Gulf Coast of Mississippi after Hurricane Katrina; in Haiti after the 2010 earthquake; and in Asbury Park, N.J., after Hurricane Sandy in 2012.

During this course, students will gain an understanding of the disaster cycle, with particular emphasis placed on the mitigation and recovery phases. Students will examine disaster planning on a personal level, including developing an extensive personal or family disaster plan covering such topics as supplies, communication, food and water, shelter, security, and comfort. ("Yes, even in survival there can and should be comfort," Beach says.) In addition, the course examines institutional and governmental preparedness planning to gain an understanding of the process, the difficulties involved, and the successes and failures.

Above right: Valerie Swigart and Michael Beach give prospective students information about their MOOCs in introductory videos.

Beyond these plans, the course looks at the one aspect of survival that Beach says will enable a person to survive when all planning has failed. "Disasters, by definition, overwhelm all available resources. If all available resources are gone, only one thing will keep a person alive, and that is his or her attitude. A person's awareness and attitude, which are closely linked, allow a person the means to remain calm, avoid panic, and draw upon resources within and outside the person to survive when his or her world has failed," says Beach. "In truth, not everyone survives in extreme circumstances; people die, but even in death, attitude, if it cannot save you, provides some degree of comfort."

As of April 3, Disaster Preparedness has 12,077 students enrolled, and Clinical Terminology for International and American Students has 7,509 students enrolled.

Learn more about either of these MOOCs or sign up at www.coursera.org.

International Discussion Board

The international discussion board links students in the Global Health and Nurse Practitioner Role courses with nursing students from Hong Kong, mainland China, Jordan, Turkey, South Africa, Malawi, Greece, and Scotland. This project, initiated by Valerie Swigart, PhD, five years ago, focuses on nursing, health in the respective countries, ethics, and culture. It is a unique teaching strategy for increasing students' global competence and building cross-cultural communication skills. The discussion board is active for seven weeks each year. In 2012, it served more than 60 nursing students and had more than 900 posts.

Fulbright Scholars

The Fulbright Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the U.S. government's flagship international exchange program. Designed to increase mutual understanding between the people of the United States and the people of other countries, the Fulbright Program has provided approximately 310,000 participants—chosen for their academic merit and leadership potential—with the opportunity to study, teach, conduct research, exchange ideas, and contribute to finding solutions to shared international concerns.

The core Fulbright U.S. Scholar Program sends approximately 800 U.S. faculty members and professionals from a wide variety of academic and professional fields abroad each year.



The University of Pittsburgh School of Nursing has had two Fulbright scholars. Ann M. Mitchell (above), PhD, FAAN, associate professor and vice chair for administration in the Department of Health and Community Systems, was the school's first Fulbright scholar and received the school's first Fulbright lecturing/research award in Oman for the 2010–11 academic year. Mitchell was in Musqat, Oman, from December 2010 to April 2011, helping Sultan Qaboos University (SQU) to evaluate the competencies of its graduate nurses from the country's first Bachelor of Science in Nursing program. While there, she also wrote a grant with SQU's nurse expert to convene a Middle East conference on evidence-based practice for countries that constitute the Gulf Cooperation Council. The conference is being planned for 2013–14.

As a result of the connections that Mitchell made in Oman, the school was able to send a student, Maryam Adebayo, to Musqat for an international field study experience in the spring of 2012. Mitchell has since developed a new course, International Health Care Field Study in Oman, that has been approved by the University. She is planning to take the first group of students in the course to Oman in May 2013.



Paula Sherwood (above), PhD, FAAN, professor and vice chair of research in the Department of Acute/Tertiary Care, received the Fulbright-Saastamoinen Foundation Grant in Health Sciences for the 2011–12 academic year. Sherwood worked with the Department of Nursing Science faculty at the University of Eastern Finland (UEF) for six months. During that time, she taught master's- and doctoral-level students, provided one-on-one mentorship to students and faculty members interested in research, and worked with the faculty members and administration in the development of their research agenda. She also provided lectures to various UEF departments and lectured on the topic of evidence-based care to the clinical staff at Kuopio University Hospital.

Her work has transformed into a long-standing collaboration and Sherwood is now working with the faculty to develop, implement, and evaluate a two-year post-doctoral program in nursing that has recently received funding. She returned to UEF this past fall to coteach a postdoctoral seminar and work on projects with individual faculty members and students. Sherwood has also become the primary international sponsor for several doctoral students and will be working with them and their advisory team to develop their trajectory of research. In addition, she is working with faculty members on research grants that will be submitted in the United States as well as the European Union.

Khalil Mohd Yousef

One Young World Summit



Khalil Mohd Yousef, a doctoral student in the School of Nursing, was one of 10 University of Pittsburgh undergraduate and graduate students who served as delegates to the 2012 One Young World Summit. Yousef, who was selected to attend by Pitt Chancellor Mark A. Nordenberg, represented Jordan at the summit, which brought 1,300 young people from 182 countries to downtown Pittsburgh in October 2012. The summit attracts 18–30-year-olds from more countries than any other event except the Olympics.

Breakout sessions covered a wide variety of topics, ranging from Creating High Fashion through Social Good: Recycling and Resettling to Unintended Consequences of Aid and Sports and Society.

Summit delegates debated and devised solutions for pressing issues the world faces in such areas as hunger, sustainable development, human rights, education, and leadership and governance. After the summit, newly designated One Young World ambassadors work on their own One Young World projects or support those already in existence.

Yousef found several presentations to be particularly memorable. Muhammad Yunus, a recipient of the Nobel Peace Prize and a former professor of economics who developed the concepts of microcredit and microfinance, showed delegates how they, as individuals, can make a difference in solving global

problems. “Yunus explained the idea of social business and how to use business to solve social problems such as poverty and unemployment,” Yousef says. “He inspired us to start our own projects and showed us that the best way is to choose a problem you are passionate about and start small.”

President Bill Clinton’s presentation at the opening ceremony also impressed Yousef. Clinton outlined three major global problems: inequality of access to resources; global instability, particularly economic; and climate change. He then discussed general strategies to deal with these problems and provided examples of countries that have successfully implemented strategies to tackle these problems.

Yousef came away from the summit with a number of ideas to solve social issues. “Many problems fall under President Clinton’s categories, and these problems are getting larger every day,” he says. “Unequal access to health care, poverty, and unemployment are just a few examples.”

As a nurse, Yousef is particularly passionate about the inequality of access to health care. “Out of approximately 315 million people in the United States, almost 50 million have no insurance. I have often thought about ways to help those uninsured people, but before attending the summit, I did not know how and where to start,” he says. “Now I have a plan to create a small free clinic that provides health care for the uninsured.” Yousef believes that some of the uninsured might be in this country illegally and afraid of going to the clinic, so he also plans to create a community outreach team for that subgroup.



The clinic is just one of several projects Yousef formulated at the summit. Another of his ideas is to help homeless people by creating small businesses that generate sustainable jobs. “Providing opportunities for the homeless to make a living will enable them to stay off the street,” he says.

Yousef came to the School of Nursing because it has a reputation for being research oriented. “The school is rich in expert researchers and faculty who are not only able to mentor students but also are passionate about helping students achieve their goals. Students here have a great chance to find a matching mentor,” he says. “It is the perfect place for PhD students.”

He will pay his mentoring experience forward when he returns to Jordan. “I look forward to establishing my research and teaching career when I go back,” Yousef says. “I will use the knowledge and the expertise I gained here to mentor students back in Jordan.”

Basel, Switzerland, Study Abroad Program

By Laura Sengle



Monday, May 7, 2012

I arrived in Zurich with Sara Hervitz and met Dr. [Sandra] Engberg outside customs. We took the train to Basel through some beautiful towns and countryside. We disembarked in Basel and walked the couple of blocks to our YMCA hostel, but the front desk was closed for (a very long) lunch, so we left to explore some of the back streets and a pretty park nearby. No Alps in sight yet, but the mountains in the distance that we could see from a slight rise were very pretty.



in around 9 a.m. for their various chemo treatments and adjuvant injections, tests, and procedures.



Thursday, May 10

Today we went to the United Nations in Geneva (the second-largest of the four major office sites—the largest is the UN Headquarters in New York). I was struck by the massiveness of the issues they deal with.

It has been a constant adjustment to get used to the languages here. It's Swiss German in Basel, French in Geneva, and "regular" German across the border not far away. I realize even more now the merits of being multilingual in a world where people can access other countries in a matter of hours.



Tuesday, May 8

Today we got up early and caught the bus to the Universitäts-Kinderspital beider Basel, where I shadowed a triage nurse named Adrienne in the ER. All the nurses were very kind and cheerful, even the ones whose English wasn't so good. Thankfully, laughter and smiles are a universal language, as we do not speak their language, either. The relationship between doctor and nurse was different from the United States, from what I could gather. The doctors were much more present for patient care and discussion with nurses. They were not hard to reach and seemed to stay around, ready to show up and help tend to the patient. This seemed to contribute to somewhat less autonomy on the part of the nurses; they were not called upon to do quite as much as American nurses might be responsible for. However, it also made for a comfortable rapport and mutual respect between doctors and nurses. This dynamic was perhaps easier for me to see because I couldn't understand what was said between them and had to instead observe the (sometimes overlooked) nonverbal communication in a group of people.

Friday, May 11

Today we visited the World Health Organization (WHO) and joined a group of students from Vanderbilt University for a presentation by WHO officials. We were given an introduction and brief history of the organization; information on health and human rights, with a focus on health care worker migration—an important issue in the world today, with many people viewing it differently—as well as international recruitment of health personnel; HIV/AIDS; and disaster relief. The global health class Sara and I had definitely helped to prepare us for today and gave us background knowledge, especially regarding areas of highest disease burden and contributing factors to lack of adequate health care internationally.

Sunday, May 13 (Leisure Time)

Today we took a train to Lucerne. To borrow a famous line from *Forrest Gump*, "Life is like ordering dinner in a foreign country; you never know what you're going to get!"

Wednesday, May 9

Up early again today. We visited the University Hospital in Basel, and I shadowed a man named Felix in the oncology unit. Patients started coming

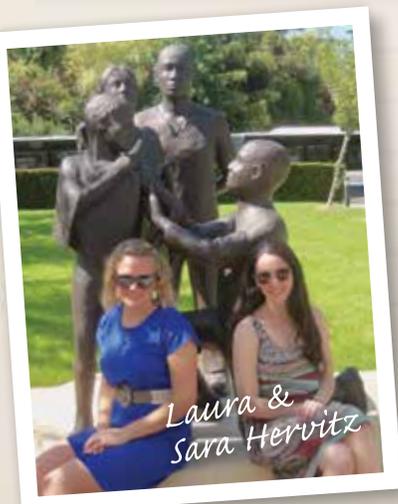
Monday, May 14

Today we visited St. Gallen by train, about two hours away. After enjoying some sightseeing, lunch, and

shopping, we met up with Dr. [Heidi] Donovan and went to the St. Gallen School of Nursing, where we were given a presentation on its curriculum. We then got a tour of the skills lab from one of the head skills instructors. He explained the content of each unit covered in the assessment skills classes and how students are tested during and at the end of the term. They don't use simulation dummies as we do at Pitt; instead, they enlist real people to act as patients for students to assess and direct care for accordingly. We also discussed differences in sources of funding for our respective schools. We are lucky at Pitt to have numerous private and alumni donors whose contributions finance supplies for the labs to better simulate a hospital setting as well as help to offer scholarships to students. St. Gallen does not have this luxury. However, college students' educations are much cheaper in Switzerland because the government pays for so much.

Tuesday, May 15

Today we went to Zurich, accompanied by Dr. Rene Schwendimann, head of education at the Institute of Nursing Science at the University of Basel. There, we toured an exhibition on the history of medicine and certain important diseases. It provided a great overview of advances in obstetrics, dentistry, gynecology, psychology, surgery, pharmacology, vaccine development, and more. There also was a temporary adjunct exhibition on the history and current state of nursing in Germany.



Laura & Sara Hervitz

Wednesday, May 16

Today Sara and I took the train to Bern, the capital of Switzerland, where we met Dr. Chris Abderhalden, director of nursing

at the first psychiatric hospital we visited. He took us to a ward for patients with various diagnoses and gave us a tour, describing how the patients live day to day. Seeing such a different,

less punitive approach to treatment of psychiatric disorders was great. Too often we believe that our way of doing things is the best because it's the route everyone is taking. This different experience for hospitalized patients, in which they learn to live and cope with their illness in a realistic, encouraging environment, makes a lot of sense.

Afterward, we drove to another psychiatric hospital a few minutes outside the city. Patients there are assigned responsibilities each week, whether it's washing dishes, keeping the kitchen tidy, planning the outing/social event every Friday, or even the role that serves to confer with the rest of the patients and speaks on their behalf to bring up issues or concerns at a weekly meeting all staff and patients attend. These responsibilities really give the patients a sense of purpose and prepare them to live in the real world, where much more will be expected of them than just waking up and taking their meds. It was a great experience for us to see how approaches so different from our own can yield the same, if not more, progress among psychiatric patients.

Thursday, May 17 (Leisure Time)

Today we took the train to Interlaken, a touristy little town nestled between two beautiful aquamarine lakes at the bottom of a cluster of mountains in the Alps.

Friday, May 18 (Leisure Time)

Today we walked around the old town and visited an old cathedral on the Rhine.

Saturday, May 19 (Leisure Time)

Today we took a tram from Basel to the end of its line, across the Rhine in Germany, then walked a couple of blocks along the river through quiet shipyards to the spot marking the intersection of Switzerland, France, and Germany. It was a peaceful spot, and it felt neat to know that all three nations were literally a stone's throw from one other.



NURSING INFORMATICS STUDENTS DEVELOP

Health Care Apps

Four students in Elizabeth LaRue's master's-level informatics class designed and built practical health care applications, or apps, for Android smartphones.

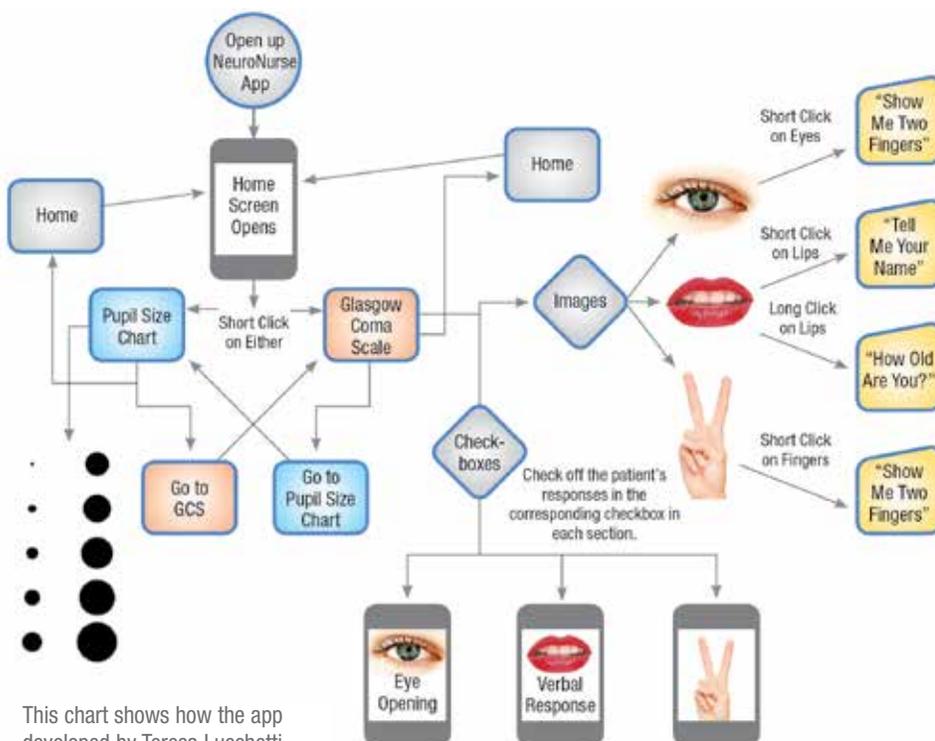
Nursing informatics blends the study of how people use computers, computer interfaces, how people think, data formatting, and information retrieval related to health and nursing. The Introduction to Health Informatics course is required in the MSN and DNP programs. Undergraduates also are introduced to nursing informatics through a required course in their freshman year.

LaRue, MLS '95, PhD '06, assistant professor in the Department of Health and Community Systems, says, "I developed this assignment for students to apply the informatics knowledge they acquired during the term, gain experience in programming, and make

something practical and trendy." The students use software provided by the Massachusetts Institute of Technology (MIT) through the MIT App Inventor Web site. Once the software has been built, the program can be exported and actually loaded onto an Android phone. "I am extremely pleased with the work the students have done and have recommended they submit their projects as conference poster presentations," LaRue says. "Having students excited about what they are learning and to hear and see them using their newly acquired knowledge and skills in their work world is the reason I teach."

Dawn M. Drahnak (BSN '04), MSN, nursing instructor at the University of Pittsburgh at Johnstown, designed an app with the bedside critical care nurse in mind. The app specifically calculates a patient's $\text{PaO}_2/\text{FiO}_2$ ratio (percentage of arterial oxygen concentration/the fraction of inspired oxygen) to determine the degree of pulmonary dysfunction in patients with acute respiratory distress syndrome. After calculating the $\text{PaO}_2/\text{FiO}_2$ ratio, the app transitions the nurse (user) to a survey to determine whether the patient is a candidate for prone ventilation therapy.

Two students developed apps to assess and manage traumatic brain injury (TBI). Debra Ryan, an online student in the Doctor of Nursing Practice (DNP) clinical nurse specialist (CNS) track, developed an app that includes the Brain Trauma Foundation guideline for management, some anatomy and physiology, links to Web resources, a calculator formula function to do serum osmolality, and several images to show brain structure and vascular network. Ryan, who works as an adult CNS at Spectrum Health in Grand Rapids, Mich., is still refining her app and trying to expand



This chart shows how the app developed by Teresa Lucchetti helps nurses to assess TBI patients.

its capabilities for more information to better manage TBI.

Teresa Lucchetti, BS '05, an online student in the clinical nurse leader (CNL) Masters' program, developed an app that serves as both a reference and a communication tool to help the neuro nurse assess a TBI patient. In addition to a pupil size quick reference chart, the app provides an interactive checklist of the Glasgow Coma Scale with pictures of the assessment and preset audible commands in case the nurse happens to lose his or her voice for the day. Lucchetti, who works as a nurse clinician at UPMC Presbyterian in the neuro trauma ICU, put her app to use in real time when a nurse on her unit came to work with laryngitis. The app was able to be used for its commands and successfully asked a patient to "show me two fingers."

An app developed by Catherine C. Wang, a master's student in the nursing informatics area of concentration, calculates an individual's body mass index (BMI) and measures their ideal body weight by simply using their height, weight, and gender. The app, which allows users to switch between two international systems of units, gives the result and offers suggestions when the data are submitted. Intended audiences include health care practitioners, individuals who regularly evaluate their BMI, and first-time users who want to measure their body weight condition. In addition, Wang says the app can alert users to seek health care assistance if necessary. Wang also is working on designing and building a simulated electronic medical record project at Pitt with a team of graduate-level nursing informatics and information science students.

"I developed this assignment for students to apply the informatics knowledge they acquired during the term, gain experience in programming, and make something practical and trendy."

Elizabeth LaRue



Screen shots of some of the students' health care apps

Cameos of Caring®

On Saturday, November 3, 2012, the University of Pittsburgh School of Nursing hosted the 14th Annual Cameos of Caring Awards Gala at the David L. Lawrence Convention Center in Pittsburgh. More than 1,300 guests were in attendance to celebrate 70 award winners from schools of nursing and health care facilities in Western Pennsylvania, West Virginia, Ireland, and Italy. It was a magical evening as nurses from various disciplines were honored for their contributions to advancing the profession and impacting care.



This year, 22 award winners were alumni of the University of Pittsburgh:

- Kellie J. Antinori-Lent (BSN '86, MSN '07)
- Mary Reilly Burgunder (BSN '83)
- Barbara Lomb Clifford (MNEd '78)
- Mary Dee Fisher (MSN '89)
- Leslie Geisler Geier, BS '80
- Michele Hirst (BSN '97)
- Irene Kane (MSN '80, PhD '07), BS '74
- Judith A. Kaufmann (MSN '89, DRPH '04)
- Joan Such Lockhart (BSN '76, MNEd '79, PhD '92)
- Joyce A. Marasco (BSN '84, MSN '92)
- Teresa Mingrone (BSN '86)
- Julie Neuhart-Haught (BSN '85)
- Aaron M. Ostrowski (MSN '01)
- Anne Pedersen (BSN '80)
- Vito M. Ranieri (BSN '95, MSN '97)
- Ellen Aaker Reynolds (MSN '00)
- Hilary L. Snider, BS '01
- Diane Stapel (BSN '96)
- Joyce M. Tokarsky (MSN '91)
- Mayra Patricia Toney (BSN '89)
- Dawn Scagline-Valentino (BSN '93)
- Kristine Keefer Wolff (BSN '93, MSN '00)

Proceeds from this annual gala benefit the Cameos of Caring Endowed Nursing Scholarship. In fall 2012, 33 nurses were awarded funds to advance their education. Several of the scholarship winners attended the gala and were recognized for their academic achievement.





Kristine Keefer Wolff
 2012 Cameos of Caring
 Advanced Practice Award Recipient

“I have always had a ‘the sky is the limit’ attitude with nursing,” says Kristine Keefer Wolff (BSN '93, MSN '00). She began her career as a clinical nurse and rose through a series of progressive administrative roles to become the interim director of nursing at UPMC Presbyterian. Wolff is responsible for the professional development of nurses and is a member of the Nurse Executive Team, director of the Magnet Program, and director of nurse recognition programs, among other responsibilities.

Wolff earned both her Bachelor and Master of Science in Nursing degrees at the University of Pittsburgh, where she is currently a Doctor of Nursing Practice candidate with a concentration in leadership and administration. She earned nurse executive advanced board certification and encourages specialty certification among all UPMC Presbyterian nurses.

“Kristine is a positive and encouraging mentor to all nurses who have the privilege to work with her,” says a colleague. “She consistently inspires others to join her in exceeding service expectations through her commitment. She always has a smile on her face. She exudes kindness and warmth in all her words and actions and has the ability to immediately put people at ease in difficult situations.”

Wolff has a long list of presentations and publications, is a member of the Sigma Theta Tau International Honor Society of Nursing, has received the prestigious LewisGale Hospital Employee Recognition Award, and was formerly president of the University of Pittsburgh School of Nursing Alumni Society.

Scholarship winners

Back row (left to right): Candace Hipple (MSN '12), Laurie Ratica (BSN '10), Robert Bauer (BSN '08), and Mandy Droppa

Front row (left to right): Brittany Quattrone (BSN '12), Kerry Ryan (BSN '10), Janelle Henkle (MSN '12), Louise Cortinovis (MSN '12), Amy Ansehl, Angela Panos, Tammy Novotne (BSN '12), Jessica Schaefer, and Meghan Mattos

School of Nursing Highlights

3

The School of Nursing ranks third in National Institutes of Health research dollars awarded.

A Gift to the School of Nursing Is as Easy as 1, 2, 3

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

- 1. Life Insurance:** Transfer ownership of a life insurance policy to the University of Pittsburgh School of Nursing.
- 2. Bequest:** Remember the School of Nursing through your will.
- 3. Retirement Account:** Name the School of Nursing as a beneficiary on a retirement account.

Many people are concerned about whether they will have sufficient means to care for themselves should they live to an advanced age. On the other hand, many of these same people are charitably inclined. While they have a deep and abiding concern for the future, their families, and their community, they would also like to be philanthropists.

A bequest is a great option for people who want to make sure their assets remain in their control during their lifetime and ensure that their wishes will be honored in the future. You can provide language in your will directing your gift to the School of Nursing for a particular program, an endowed fund, or unrestricted support. This will ensure that your gift will benefit the University of Pittsburgh tomorrow just as you intend it to today.

Failure to include favorite charities in your estate plan will generally have two unfavorable results: a substantial loss of funds to the charities and the loss of potentially valuable inheritance and estate tax charitable deductions to your heirs. Perhaps even more importantly, you also lose the opportunity to leave a legacy for the future.

It is recommended that you consult with your attorney or financial planner when considering which gift vehicle is best for you. If you are interested in more information on making a bequest and ways your gift will help the School of Nursing, please contact the school's director of alumni relations and development, Janice Devine, at 412-624-7541 or jad154@pitt.edu.



Call for Applications: The Ruth Perkins Kuehn Research Award

Ruth Perkins Kuehn, PhD, was founder and dean of the University of Pittsburgh School of Nursing for more than 20 years. In honor of her dedication to research and education, an endowment was established in her name by alumni and friends. The Ruth Perkins Kuehn Research Award provides annual support to promising nurse-researcher alumni and faculty members at the School of Nursing. For fiscal year 2014, this endowment has made a clinical research grant possible for a maximum amount of \$20,000. The purpose of the award is to encourage the research career development of alumni and faculty members through support of research conducted by nurses. The award will be given to fund clinical research. The deadline for application submission is 4 p.m. eastern standard time on Monday, July 8, 2013.

For more information, contact Susan Sereika at ssereika@pitt.edu or visit www.nursing.pitt.edu/department/cre/research_funding.jsp.

School of Nursing Highlights

9

The School of Nursing ranks ninth in online learning, according to U.S. News & World Report's 2013 edition of *Best Online Programs*.

Student International Travel Fund Is Broadening Horizons

Nursing students Laura Sengle and Sara Hervitz broadened their horizons recently—quite literally—by taking advantage of the opportunity to study abroad. Both traveled to Switzerland, and they, like many of the other brilliant young men and women currently studying nursing at Pitt, were able to expand their training beyond the borders of our country.

“A little apartment at a youth hostel in the city was our home base,” Sengle recalls, “and, from there, we took trains all across the country—getting tours of various hospitals, nursing schools, cultural landmarks, cities, and towns.”

Both Sengle and Hervitz were able to heighten their interprofessional skills, learn more about the nursing profession, interact with a wide variety of advanced practice nurses, and compare the nursing profession and education in America with that in Switzerland. Between meeting with nursing leadership at the University of Basel, the Institute of Nursing Science in Basel, and a nursing school in St. Gallen, they were able to experience their chosen field like never before. In addition, they toured the United Nations Office in Geneva; participated in a daylong workshop at the World Health Organization; and traveled throughout the beautiful country, including exploring the breathtaking Swiss Alps.

This unique experience, however enlightening, also came with a cost—a financial burden that makes many students quite apprehensive about studying abroad. Sengle and Hervitz paid for everything on their own. “We paid for our own food, which is more expensive there than in America; our own transportation, both flights and trains in Switzerland; and our own lodging,” Hervitz explains.

The School of Nursing wants to assist these future health care providers by making this type of hands-on learning accessible to all who are interested. By creating and endowing the Student International Travel Fund, we can help students to grow as future nurses by facilitating independence; provide them with new and different experiences in the nursing field; and give them a real-life opportunity to experience another country’s health care system, thus putting the American system in perspective.

For more information on how you can help to support the Student International Travel Fund, please contact Janice Devine, director of alumni relations and development, at 412-624-7541 or jad154@pitt.edu.



Lou Holtz Comes to Pitt!

Save the Date
June 13, 2013

Oakmont Country Club

Proceeds will benefit the Nancy Glunt Hoffman Memorial Fund to support an endowed oncology chair at the University of Pittsburgh School of Nursing.

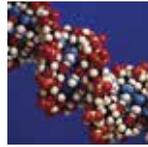
For additional information or to be added to the invitation list, please contact Janice Devine at 412-624-7541 or jad154@pitt.edu.

Active Grants (as of December 1, 2012)

\$5,000 or more

Catherine Bender

Long-term Trajectory of Cognitive Function Related to Anastrozole Use in Women
Agency: National Institutes of Health (NIH)/ National Cancer Institute (NCI)
Grant Code: R01 CA107408



Targeted Research and Academic Training of Nurses in Genomics
Agency: NIH/NINR
Grant Code: T32 NR009759-07

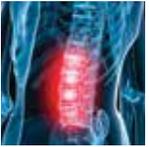
based Placental mRNA Candidates to Serum Protein Concentrations in Early Pregnancy to Predict Preeclampsia
Agency: Preeclampsia Foundation

Interdisciplinary Training of Nurse Scientists in Cancer Survivorship Research
Agency: NIH/National Institute of Nursing Research (NINR)
Grant Code: T32NR011972-03

Annette DeVito Dabbs

Phase III Trial of Pocket PATH: A Computerized Intervention to Promote Self-care
Agency: NIH/NINR
Grant Code: R01 NR010711-05

Feasibility Study of Preeclampsia Symptom Phenotype/Genotype in a Developing Collaborative Partnership
Agency: CRE



Betty Braxter

Doulas as Change Agents: My Doula and Me Project
Agency: University of Pittsburgh Central Research Development Fund (CRDF)

Quality of Life Technology Engineering Research Center (*with Cooper*)
Agency: Carnegie Mellon University
Grant Code: EEC-0540865

Nicole Hoh

Genetics of Neurological Recovery after Spinal Cord Injury: Acute Care Feasibility Study
Agency: CRDF

Nurse Practitioner Knowledge and Perceptions of PACAARDS
Agency: University of Pittsburgh School of Nursing Center for Research & Evaluation (CRE)

Self-management Interventions in Life-limiting Illness
Agency: Duke University
Grant Code: 203-1127

Marilyn Hravnak

Predicting Patient Instability Noninvasively for Nursing Care (PPINNC)
Agency: NIH/NINR
Grant Code: R01 NR013912-01

Lora Burke

Advancing Real-time Data Collection: Adaptive Sampling and Innovative Technology
Agency: NIH/National Heart, Lung, and Blood Institute (NHLBI)
Grant Code: R01 HL107370-02

Heidi Donovan

Web-based Ovarian Cancer Symptom Control: Nurse-guided vs. Self-directed
Agency: NIH/NINR
Grant Code: R01 NR010735-05



Julius Kitutu

Advanced Education Nursing Traineeship
Agency: Health Resources and Services Administration (HRSA)
Grant Code: A10HP25316

Jacqueline Dunbar-Jacob

Adherence and HRQOL: Translation of Interventions
Agency: NIH/NINR
Grant Code: P01 NR010949-05

Jennifer Lingler

Alzheimer Disease Research Center—Core E (*with Bukstein*)
Agency: NIH/National Institute on Aging (NIA)
Grant Code: P50 AG005133



Wearable eButton for Evaluation of Energy Balance with Environmental Context and Behavior (*with Sun*)
Agency: NIH/NCI
Grant Code: R01 CA165225

Sandra Engberg

University of Basel-Scientific Leadership
Agency: University of Basel

Objective Assessment of Interaction between Caregiving Dyads (*with Matthews*)
Agency: NIH/NINR
Grant Code: R21 NR013450-01

Denise Charron-Prochownik

Long-term Effects of Receiving Preconception Counseling in Early Adolescence
Agency: American Diabetes Association
Grant Code: 1-11-CT-10

Judith Erlen

The GAANN Fellowship Program: Preparing Nurse Educators
Agency: U.S. Department of Education
Grant Code: P200A120097

Faith Luyster

Enhancing Motivation for CPAP Adherence in Obstructive Sleep Apnea
Agency: NIH/NHLBI
Grant Code: K23HL105887-02

Yvette Conley

Epigenomics of Patient Outcomes after Aneurysmal SAH
Agency: NIH/NINR
Grant Code: R01 NR013610-01

Jonas Center for Nursing Excellence Scholarship
Agency: Jonas Center for Nursing Excellence

Technology Research in Chronic and Critical Illness
Agency: NIH/NINR
Grant Code: T32 NR008857-06

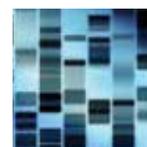
Ann Mitchell

SBIRT Training for Emergency Department Registered Nurses
Agency: HRSA
Grant Code: 6 D11HP22206-02-00

Genomic Variability and Symptomology after Traumatic Brain Injury
Agency: NIH/NINR
Grant Code: R01 NR013342-02

Sandra Founds

Biomarker Assay Development for Translation of Discovery-



SBIRT Training for Interprofessional Groups of Anesthesia Students (InGAS)
Agency: HRSA
Grant Code: D09HP25025

Lorraine Novosel

Primary Care Nurse Practitioner Barriers to Older Adult Depression Care
Agency: CRE

John O'Donnell

Nurse Anesthetist Traineeship
Agency: HRSA
Grant Code: 1A22HP24485-01-00

Linda Organist

Further Enhancing Nonpharmacological Therapy for Incontinence *(with Resnick)*
Agency: NIH/NIA
Grant Code: R01 AG020629-10

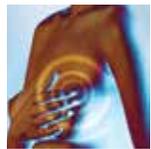
Na Jin Park

Adjuvant Therapy, Inflammation, and Cardiovascular Risk
Agency: University of Pittsburgh University Research Council

Clinical and Translational Science Institute (Clinical Research Scholars Program)
Agency: NIH/National Center for Research Resources

Kathryn Puskar

Interprofessional Collaborative Practice Targeting Substance Abuse in Rural Populations
Agency: HRSA
Grant Code: UD67HP25060



Margaret Rosenzweig

The ACTS Intervention to Reduce Breast Cancer Treatment Disparity
Agency: American Cancer Society

Adult Cancer Care: An Educational Program for Nurse Practitioners in Oncology
Agency: NIH/NCI
Grant Code: R25CA148050-01

Targeted Educational Materials for African American Breast Cancer Survivors
Agency: Susan G. Komen for the Cure

Tonya Rutherford-Hemming

Impact on Learning Transfer in Nurse Practitioner Students
Agency: Sigma Theta Tau International

Susan Sereika

Biobehavioral Studies of Cardiovascular Disease *(with Manuck)*
Agency: NIH/NHLBI
Grant Code: P01 HL040962



Management of Distractions and Interruptions During Nursing Care in the ICU (Subcontract)
Agency: Ohio State University

Pathophysiology of PTH-related Protein 1-36 in Humans *(with Stewart)*
Agency: NIH/National Institute of Diabetes and Digestive and Kidney Diseases
Grant Code: R01 DK051081-15

Paula Sherwood

Determining Genetic and Biomarker Predictors of DCI and Long-term Outcomes after SAH
Agency: NIH/NINR
Grant Code: R01 NR004339-13

Identifying Underlying Mechanisms of Intracellular Changes in Response to Caregiver Stress *(with Flint)*

Agency: NIH/NCI
Grant Code: R03 CA168400-01

Patient and Health Care System Outcomes following EEA
Agency: NIH/NINR
Grant Code: R01 NR011044-05

Paula Sherwood and Heidi Donovan

SmartCare: Innovations in Caregiving Interventions
Agency: NIH/NINR
Grant Code: R01 NR013170-01

Cecelia Yates-Binder

Dermal-Epidermal Communication during Wound Healing *(with Wells)*
Agency: NIH/National Institute of General Medical Sciences
Grant Code: R01 GM063569

Chao Hsing Yeh

Auricular Point Acupressure to Manage Chronic Low Back Pain in Older Adults
Agency: Aging Institute of UPMC Senior Services and the University of Pittsburgh

Research Collaborators

For more than 50 years, researchers at the University of Pittsburgh School of Nursing have helped redefine the science and practice of nursing through multidisciplinary and multi-institutional translational research. Research collaborators include the following:

University of Pittsburgh Collaborators

- Alzheimer Disease Research Center
- Clinical and Translational Science Institute
- Department of Psychology
- Graduate School of Public Health
- School of Dental Medicine
- School of Education
- School of Health and Rehabilitation Sciences
- School of Information Sciences
- School of Medicine
 - Department of Physical Medicine and Rehabilitation
 - Department of Neurological Surgery
- School of Pharmacy
- School of Social Work
- Swanson School of Engineering
- University Center for Social and Urban Research
- University of Pittsburgh Diabetes Institute
- Western Psychiatric Institute and Clinic

Outside Collaborators

- Birmingham City University
- Carnegie Mellon University
- Children's Hospital of Pittsburgh of UPMC
- Duke University
- Emory University
- Health Research, Inc.
- Institute for Research, Education, and Training in Addictions (IRETA)
- Michigan State University
- Mount Sinai Hospital
- Ohio State University
- Saint Mary's Hospital
- Thomas Jefferson University
- University of Basel
- University of California Irvine
- University of Hawaii at Manoa
- University of Michigan
- University of North Carolina at Chapel Hill
- University of Pennsylvania
- University of Pittsburgh Medical Center (UPMC)
- University of Washington

Behind-the-Scenes SUPPORT

The University of Pittsburgh School of Nursing provides a wide range of resources, services, and personnel to support academic, research, service, and international activities for students and faculty members.

Support Departments and Offices

Advancement and External Relations

With responsibility for alumni relations, development, and external communications, the Advancement and External Relations (AER) team at the University of Pittsburgh School of Nursing frequently serves as the outside face or voice of the school. AER plans events and is responsible for promoting the School of Nursing through public relations; the Web site; and a variety of print and electronic marketing communications, including publication of the semiannual *Pitt Nurse* magazine. All aspects of alumni relations, gift development, and fundraising are also handled by AER staff, including scholarship, memorial, and class gift donations. The school is currently at 110 percent of its capital campaign goal and is making great strides toward endowing a chair in nursing oncology. In addition, the department raised \$1.4 million in support of scholarships and research in the past fiscal year. As the primary contact point for alumni, the department is also an important source of data about where our graduates go and what they are doing.

Janice Devine (left), director of alumni relations and development, and Jennifer Fellows, director of advancement and external relations



Center for Research and Evaluation

The Center for Research and Evaluation (CRE) was established in 1987 to help meet the school's growing commitment to research. Not only does the School of Nursing have a full complement of biomedical and data laboratories stocked with state-of-the-art equipment, but CRE is staffed by statisticians, systems analysts, and programmers who are available to provide network and system support as well as data management and programming services. The School of Nursing has more than \$7 million in funding from 70 active grants—31 from the National Institute of Health (NIH) and 39 from other external sources. The school is currently ranked third in NIH dollars and has 12 R01 research project grants, two R21 exploratory/developmental grants, three T32 training grants, and one P01 research program/center grant. CRE also supports nurse researchers at the University of Pittsburgh Medical Center.

Susan Sereika, director



Continuing Nursing Education

Recognizing the importance of lifelong learning for professional nurses, the Department of Continuing Nursing Education (CNE) provides a variety of high-quality live and enduring/online educational activities focusing on advanced practice, education, leadership, and reentry into practice. To accommodate a broader audience, CNE uses high-definition distance education by using the school's state-of-the-art Web conferencing technologies as well as high-definition teleconferencing. In the past year, CNE collaborated with 13 organizations to provide learning activities. In addition, CNE offered 12 online and 23 on-site educational activities. A total of 3,081 nurses were awarded 17,493 contact hours. Accredited by the American Nurses Credentialing Center, CNE is dedicated to providing learner-focused activities on timely evidence-based topics, now and in the future, by consistently assessing the learning needs of our alumni and CNE participants to guide future planning.

Mary Rodgers Schubert, director



Educational Technology and Innovation

The Office of Educational Technology and Innovation (ETI) provides infrastructure, resources, instructional support services, and Web site development to the school's faculty members, staff, and students. An innovative help desk response system enables experienced specialists who are trained in information technology and programming to quickly and efficiently respond to technology problems. ETI includes a cluster of teaching and learning environments, including three computer labs; an interactive biological sciences lab; and a state-of-the-art video recording and editing studio where faculty can professionally record online course lectures, clinical procedure tutorials, interviews, and promotional content. In addition to campus audio-visual support for classes, conferences, and meetings, ETI supports both online and high-definition distance education using Web conferencing technologies such as Cisco WebEx and Microsoft Lync as well as high-definition teleconferencing.

Scott Coulson, associate director



Office of Community Partnerships

The new Office of Community Partnerships (OCP) collaborates with University and community partners to create innovative models of clinical care and service learning as well as community-based research to identify and address high-priority health care needs in the community. OCP helps us to meet the health care needs of vulnerable and underserved individuals in the community by building a culture of service and partnership. At the same time, it enriches the academic experience of our students, preparing them to be creative, empathetic, and transformative health care leaders.

Heidi Donovan, director



Office of the Dean

The buck doesn't just stop here; it starts here. The Office of the Dean is responsible for setting, managing, and meeting the school's mission, goals, and objectives. The dean and associate and assistant deans oversee academic programs, accreditation, evaluation, faculty practice, and the activities of the Office of Educational Technology and Innovation as well as the Center for Research and Evaluation; manage the key administrative functions of the school, including financial and grants administration, space and personnel management, and administrative support; oversee academic and nonacademic support services for students; and have overall responsibility for continuing nursing education and advancement and external relations goals. In addition, a variety of support personnel are available to assist faculty, staff, students, and University offices with academic and administrative issues.



(left to right); Cynthia Allshouse, assistant dean for administration; Sandra J. Engberg, associate dean for clinical education; Susan A. Albrecht, associate dean for external relations; Jacqueline Dunbar-Jacob, dean; and Julius Kitutu, assistant dean for student services

Student Services

The Office of Student Services is more than “one-stop shopping” support for current and prospective students. A diverse staff that includes nurses from international and underrepresented populations is able to relate to students from a wide variety of backgrounds, help students at every program level, and provide guidance on issues related to personal and academic situations. The office is involved with student recruitment, admission, progression, and graduation as well as with scholarship assistance, course scheduling, and student development. It is also a data resource for administrators, faculty and students. The department includes a systems analyst who is able to organize student data, both in house and from the University, to produce user-friendly reports to aid decision making by the school's administration and other data consumers.

Julius Kitutu, assistant dean



Academic Departments

Acute/Tertiary Care

Faculty members in the Department of Acute/Tertiary Care have expertise in care delivered in acute and critical care settings. This department provides undergraduate courses in medical-surgical nursing, foundations, and transitions. The department is responsible for master's- and Doctor of Nursing Practice-level areas of concentration in acute care nurse practitioner, adult medical-surgical clinical nurse specialist, nurse anesthesia, and nursing administration as well as the master's-level clinical nurse leader specialty role.

Alice Blazeck (left), vice chair for administration; Annette DeVito Dabbs, chair; and Paula Sherwood, vice chair for research (not shown)



Health and Community Systems

Faculty members in the Department of Health and Community Systems (HCS) have expertise in both inpatient and community settings. This department provides undergraduate courses in community health, gerontology, and psychiatric/mental health. HCS also oversees the RN Options and accelerated second degree tracks in the BSN program. Additionally, HCS is responsible for the master's and Doctor of Nursing Practice areas of concentration in psychiatric/mental health clinical nurse specialist and psychiatric primary care nurse practitioner. In addition, HCS includes several advanced specialty role areas of concentration at the master's level: nursing education, nursing informatics, and nursing research.

(left to right); Carol S. Stillely, vice chair for research; Ann M. Mitchell, vice chair for administration; and Judith A. Erlen, chair



Health Promotion and Development

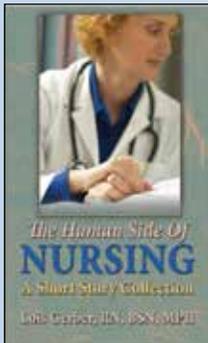
The Department of Health Promotion and Development provides undergraduate courses in maternity, pediatrics, anatomy and physiology, genetics, and nutrition. The department is also responsible for the master's and Doctor of Nursing Practice areas of concentration in family (individual across the life span), pediatric primary care, neonatal, and adult/gerontology primary care nurse practitioner roles.

(left to right); Denise Charron-Prochownik, chair; Donna G. Nativio, vice chair for administration; and Yvette Conley, vice chair for research



ALUMNI NEWS + NOTES

1960s



Lois Gerber (BSN '62), MPH works in community health nursing direct care, teaching, and consulting. Gerber wrote an e-book, *The Human Side of Nursing*, about her nursing

experiences. The book includes 15 short stories about nurses, families, relationships, and how people and their caregivers deal with illness.

Janice Chaiken Selekmán (BSN '69) recently published the second edition of the nationally acclaimed *School Nursing: A Comprehensive Text*. Selekmán also was inducted as a fellow of the National Academy of School Nursing.

1980s

Monica Timko-Progar (BSN '83) was recently promoted to corporate director of wound care for Amedisys. Amedisys is the largest home health care company in the United States.

1990s

Lori Massaro (BSN '83, MSN '93) was honored with the American Heart Association's Mary Ann Scully Excellence in Nursing Award in recognition of her efforts to educate and restore health in the fight against heart disease, the number-one killer of Americans.

2000s

Theresa Brown (BSN '07) is working on her second book, which was bought by Algonquin Books in October 2012. Titled *The Shift*,



Theresa Brown

this book is about one day at the hospital, start to finish, with mental excursions to relevant memories; pressing fears; policy issues; other patient stories; hopes and dreams; and the ever-pressing question, "Will I get to eat lunch?" *The Shift* is due to be published in 2014.

Jessica (Hennen) Patrus (BSN '04, MSN '09) is working as a clinical administrator at Western Psychiatric Institute and Clinic (WPIC) in Pittsburgh. Patrus previously held the position of nurse clinician at UPMC Shadyside, where she worked for 10 years. In 2010, Patrus worked with Sandra Rader, Chief Nursing Officer and Vice President of Patient Care Services, to start a loaned faculty program at UPMC Shadyside as part of an academic service partnership with the University of Pittsburgh School of Nursing. Before taking

her new job at WPIC, Patrus was able to successfully recruit and mentor a second nurse clinician to continue the loaned faculty program. "I absolutely loved the teaching experience," she says. "I don't think I could have left if I wasn't able to 'pass the baton' and keep the program moving forward."

Renee Thompson (BSN '01, MSN '04), a professional development and communication expert released her first book titled: *"Do No Harm" Applies to Nurses Too! Strategies to Protect and Bully-proof Yourself at Work*.

2010s

Brandy Smith (MSN '11) was promoted to clinical director of emergency and surgical services at UPMC Bedford Memorial. UPMC Bedford Memorial is an acute care general hospital with units for medical, surgical, obstetric, intensive care, coronary care, and telemetry services and offers a variety of diagnostic capabilities.

Three Alums Receive Prestigious RWJF Honors

Taura Barr (BSN '04, PhD '09) and **Matthew Gallek** (BSN '01, PhD '08) were among 12 talented junior nurse faculty members selected as 2012 Robert Wood Johnson Foundation (RWJF) Nurse Faculty scholars.

Suzan Ulrich (MN '78), DrPH '91, associate dean of midwifery and women's health at Frontier Nursing University in Kentucky, was named one of only 20 RWJF Executive Nurse fellows from across the country for 2012. Ulrich joins a select group of nurse leaders chosen to participate in this three-year world-class leadership development program that is enhancing nurse leaders' effectiveness in improving the nation's health care system.

Ulrich has served in many capacities at Frontier Nursing University in the past 12 years and was active on the leadership team that achieved regional accreditation by the Southern Association of Colleges and Schools Commission on Colleges as a stand-alone graduate nursing university in 2005. As chair of the admissions committee, Ulrich tripled admissions from fewer than 200 students in 2005 to more than 600 students in 2011. She is a fellow of the American College of Nurse-Midwives and a member of Sigma Theta Tau International Honor Society of Nursing and Delta Omega Honor Society in Public Health. Ulrich is an advocate of birth centers and served as the director of the North Shore Birth Center in Beverly, Mass., from 1991 to 2000. She is past director and vice president of the Board of Directors of the American Association of Birth Centers.

In Memoriam



Dorothy Drake Brooks (above) (BSN '64, MNEd '67) died on September 9, 2012. In the 1970s, Brooks was a School of Nursing faculty member in the former Department of Psychiatric Mental Health Nursing and taught group and individual therapy in psychiatric mental health nursing in the Master's program. She generously funded the Dorothy Drake Brooks Endowed Scholarship in 1999 to provide assistance to graduate students.

"I have very fond memories of Dorothy as a teacher," recalls Rose Constantino (MN '71, PhD '79), associate professor in the Department of Health and Community Systems. "She treated her students with respect and fairness. She tried to understand where we were individually in the learning process."

Carolyn Carter, (BSN '58, MNEd '66), PhD '81, died on September 14, 2012. Carter graduated from Monessen High School, about 30 miles south of Pittsburgh, and earned her registered nursing degree at St. Francis Hospital, where she would later become one of the first African Americans to serve as head nurse. Working full time, Carter continued her education, earning a Bachelor of Science in Nursing degree, a Master of Nursing Education degree with a specialty in psychiatric nursing, and a PhD in higher education administration at the University of Pittsburgh.

Throughout her busy career, Carter dedicated herself to mentoring young African Americans, urging them to pursue careers in nursing and medicine in both formal and informal roles. Her work culminated as an assistant dean of student affairs and special projects at the University of Pittsburgh School of Medicine, a position she took in 1981. In that role, she dedicated herself to increasing the enrollment of African American students in

the medical school, recruiting candidates from across the country. She also developed a mentoring program for high school students in Pittsburgh that allowed them to shadow doctors throughout the summer, a program funded through a federal Health Careers Opportunity Program grant. An iteration of that program, the Summer Premedical Academic Enrichment Program, still runs today.

Susan Bruce Edelstone (BSN '08) died on January 30, 2013, following a long battle with breast cancer. Edelstone earned her associate's degree in nursing in the 1970s and worked in the labor and delivery unit at Magee-Womens Hospital of UPMC, where she met her husband, Daniel Edelstone, an obstetrician, in 1990. Susan Edelstone always longed to earn her baccalaureate degree in nursing, and Pitt's RN Options program seemed like the answer. Her first bout of cancer was in 2001. It was in remission for several years, but when the cancer recurred in 2006, Edelstone decided there was no better time than the

present to get her degree. She entered the RN Options program in 2007 at the age of 57 and—even as she underwent chemotherapy—completed her BSN in 2008 with program honors. Edelstone loved the program and the school and was incredibly proud of her degree. She especially cherished her role as a mother figure in the classroom. She started to take classes for her master's in nursing but, due to her illness and the rigorous treatment schedule, was unable to complete the program.

Ruth Ann Cuomo Miller, (MNEd '76), PhD '83, died on November 8, 2012, at LifeCare Hospitals of Pittsburgh Suburban Campus in AGH Suburban. Miller was a professor of nursing at the University of Pittsburgh and Slippery Rock University of Pennsylvania as well as a member of the Christian Assembly of Follansbee, W.Va.

Four Alumni Named 2012 FAANs

The following alumni were inducted as fellows of the American Academy of Nursing in October 2012 in Washington, D.C.:

Patricia Horoho (MSN '92), Office of the Surgeon General, U.S. Army

Donna Martsof (PhD '91), University of Cincinnati

Andrea Schmid Mazzoccoli (PhD '06), Bon Secours Health System

Cheryl Schmidt (PhD '99), University of Arkansas for Medical Sciences

School of Nursing Highlights

7

The School of Nursing ranks seventh in U.S. News & World Report's 2011 America's Best Graduate Schools.

This ranking is updated every three years. Schools of nursing were last ranked in 2011, so the school will retain this ranking until 2014.

2012 Alumni Award Recipients

The University of Pittsburgh School of Nursing proudly salutes its 2012 Alumni Award recipients.

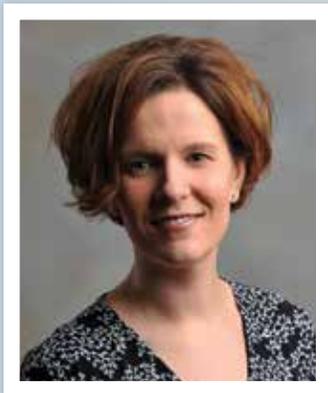


2012 Distinguished Alumni Awardee

Catherine Dischner (BSN '73), MSN

Assistant Deputy Undersecretary for Health for Organizational Integration, Veterans Health Administration, at the U.S. Department of Veterans Affairs Central Office, Washington, D.C.

Catherine Dischner oversees the health care needs of millions of veterans enrolled in the Veterans Health Administration (VHA), the nation's largest integrated health care system. Since joining VHA in 2001, she has held the positions of deputy director, Office of Healthcare Transformation; clinical director of nursing for primary care, VA Medical Center, Washington, D.C.; and director of clinical support, Office of the Chief Officer for Patient Care Services, Veteran's Administration Central Office. Prior to joining VHA, Dischner worked for Kaiser Permanente, where she held positions of increasing responsibility as a nurse clinician and leader. She retired from the U.S. Navy Nurse Corps with the rank of captain.

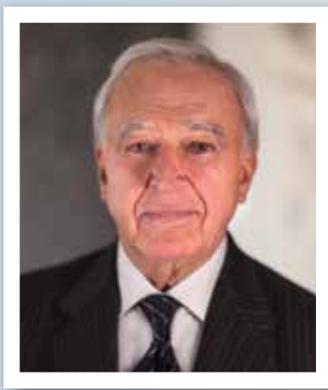


2012 Outstanding Young Alumni Awardee

Lauren M. Broyles (PhD '08), MSN

Research Health Scientist, Center for Health Equity Research and Promotion, at the VA Pittsburgh Healthcare System, and Assistant Professor of Medicine, University of Pittsburgh School of Medicine.

Lauren Broyles has extensive clinical and research experience in mental and behavioral health. Her clinical background is in HIV/AIDS and substance abuse. She is recognized for her many contributions in the areas of addiction and substance abuse in vulnerable populations. She received a five-year Career Development Award from the U.S. Department of Veteran's Affairs' Health Services Research and Development Service for research focused on improving the detection and management of alcohol misuse among hospitalized patients. She was the 2009 Council for the Advancement of Nursing Science/American Nurses Foundation scholar and has been recognized for her research by the Association for Medical Education and Research in Substance Abuse.



2012 Honorary Alumni Awardee

John G. Conomikes, BA '58

Emeritus Trustee of the University of Pittsburgh

John G. Conomikes is an alumnus and emeritus trustee of the University of Pittsburgh, a friend of the School of Nursing, and a pioneer in the broadcasting industry. He began his broadcasting career in 1955, joined Hearst Station Inc. WTAE-TV in Pittsburgh in 1959, and became president of Hearst Broadcasting in 1981. Under Conomikes' leadership, Hearst Television expanded into one of the country's largest and most successful television companies. He currently serves as a director of the Hearst Corporation and a trustee of the trust established by the will of William Randolph Hearst. He also serves on the board of the Hearst Foundations and is a member of the management committee of A&E Television Networks, LLC.

Call for 2013 Distinguished, Honorary, and Outstanding Young Alumni Nominees

Our alumni represent the University of Pittsburgh locally, nationally, and internationally through their work as nursing professionals. The school annually selects one or more Distinguished and Honorary Alumni awardees to be recognized during its annual alumni program.

Nominations for the 2013 Distinguished and Honorary Alumni Awards will be accepted through July 1, 2013. Awardees will be formally honored during the 2013 alumni program on September 27, 2013.

Visit our Web site for more information and to make a nomination.

Continuing Nursing Education

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

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

LIVE LEARNING ACTIVITY

SUMMER INTENSIVE PROGRAM FOR NURSE EDUCATORS

June 3–14, 2013

The Department of CNE will offer How to Incorporate Effective Clinical Practice Experiences into the Curriculum at the School of Nursing this summer. The purpose of the program is to explore how incorporating effective clinical practice experiences into the curriculum will enhance student outcomes. This program will be especially beneficial for faculty members around the world who want to enhance the clinical practice experiences in their curriculum.

Program Fee: To be determined

CNE Contact Hours: 60

PHARMACOLOGY AND CLINICAL PRACTICE UPDATE SERIES—NOW AVAILABLE VIA WEBEX

May 4, and June 8, 2013

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

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

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

CNE Contact Hours: 3 per session

SPEAKERS BUREAU

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

NEW ENDURING/ONLINE ACTIVITIES

Realizing the hectic work schedules of professional nurses and the need to meet state CNE licensure requirement, the University of Pittsburgh School of Nursing continues to expand its enduring CNE offerings. These self-paced educational activities are designed to permit participants to complete them when it best fits into their schedule. To receive a personalized certificate for the contact hours awarded for the activity, registered participants will need to review all the activity content, achieve 80 percent on the postactivity quiz/quizzes, and complete an activity evaluation. Please review our current list of enduring activities. A full description of each activity and registration information can be found at www.nursing.pitt.edu; click on the link for continuing nursing education and then select "Enduring/Online Activities."

Title	CNE Contact Hours	Program Fee
Advanced Informatics: Collecting, Accessing and Using the Data	2.5	\$50
Advanced Telemedicine Topics*	2.5	\$50
Addiction Training for Nurses (SBIRT)	1.5	\$30
Best Practices in Evaluating Online Learning	2.5	\$50
Best Practices in Online Communication	2.5	\$50
Clinical Ethics for Nurses	2	\$40
Emerging Technologies for Nurse Educators*	2	\$40
Introduction to Nursing Informatics for Nurse Educators	2.5	\$50
Moving the Classroom into the 21st Century	4	\$80
Nursing Preceptor Program	6.5	\$130
Practical Understanding of Function in Rheumatoid Arthritis	1.5	FREE
Preconception Counseling for Adolescent and Adult Women with Diabetes	4	\$80

*Indicates a new offering

ALUMNI LEARNING NEEDS ASSESSMENT

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

Faculty Honors



Brenda Cassidy

Brenda Cassidy (MSN '86, MSN '97, DNP '11), assistant professor in the Department of Health Promotion and Development, was selected to represent the National Association of Pediatric Nurse Practitioners (NAPNAP) on the U.S. Preventive Services Task Force. NAPNAP is an organizational partner of this national task force. Cassidy also received the 2013 American Academy of Nurse Practitioners Pennsylvania Advocate State Award for Excellence. This award is given annually to a dedicated nurse practitioner advocate in each state who has made a significant contribution to increasing awareness and acceptance of the nurse practitioner role.



Denise Charron-Prochownik

Denise Charron-Prochownik, BSN, MSN, PhD, FAAN, professor and chair of the Department of Health Promotion and Development, was asked to chair a newly created American Diabetes Association committee called Women in Diabetes.



Rick Henker

Linda Garand, BS, MS, PhD, assistant professor in the Department of Health and Community Systems, received the Springer Award in Geriatric/Gerontological Nursing for her article, "Incidence and Predictors of Advance Care Planning among Persons with Cognitive Impairment," which appeared in *The American Journal of Geriatric Psychiatry*. The article was called a significant contribution to the field. She will receive this award at the Gerontological Society of America annual conference in November.

Rick Henker (MSN '02), PhD, FAAN, international education coordinator and professor in the Department of Acute/Tertiary Care, was named chair of the Health Volunteers Overseas steering committee of the American Association of Nurse Anesthetists.

Irene Kane (MSN '80), BS, PhD, RN Options program coordinator and assistant professor in the Department of Health and Community Systems, was 2013 Cameos of Caring Nurse Educator Awardee for the School of Nursing and was a podium presenter at the Professional

Nurse Educators Group 39th Annual National Conference, Nurse Educators: On a Journey of Excellence for RNs—Sharing a Journey of QSEN Excellence.

Kathy Magdic (MSN '92, MSN '95, DNP '10), FAAN, assistant professor and coordinator of the acute care nurse practitioner area of concentration in the Department of Acute/Tertiary Care, was selected as vice chair of the newly formed American Nurses Credentialing Center Appointments Committee. This committee is responsible for selecting members for the organization's content expert registry. Out of this registry, members are selected to serve on content expert panels.

Kathryn Puskar (MN '71), MPH, DrPH, FAANP, professor and coordinator of the psychiatric mental health clinical nurse specialist area of concentration in the Department of Health and Community Systems, was honored for the best veteran paper published in the *Journal of Military and Veterans' Health* for her article, "Assessing Suicide Risk in Veterans: The Role of the Nurse Practitioner," on behalf of the Australasian Military Medicine Association and the Repat Foundation Incorporated.

Margaret Rosenzweig (MSN '86, PhD '01), associate professor in the Department of Acute/Tertiary Care, was presented with the Nurse Educator-Academia award at the 2012 Nightingale Awards of Pennsylvania.



Kathy Magdic



Kathryn Puskar



Margaret Rosenzweig

Grants after December 1, 2012

Lorraine Novosel, PhD, assistant professor in the Department of Health Promotion and Development, and **Tonya Rutherford-Hemming**, BSN, MSN, EdD, assistant professor in the Department of Health and Community Systems, received a grant from the Nurse Practitioner Healthcare Foundation/Astellas Promoting Heart Health Across the Age Span Awards program for their project, Depression and Cardiovascular Disease in Older Adults: Do Nurse Practitioners Recognize the Association?

Barbara M. Usher PhD, GCNS-BC, adjunct assistant clinical professor in the Department of Acute/Tertiary Care, received funding for Comfort and Dignity at End of Life: A Peer Coach Nursing Quality Improvement Project from the Beckwith Institute Innovation Award Program. **Zhan Liang**, BSN, CNSc, PhD, in the Department of Acute/Tertiary Care, is coinvestigator on this project.



Lorraine Novosel

School of Nursing Highlights

13

13 School of Nursing faculty members are funded for geriatric research.

Degrees



Laura Palmer

Becky Faett, PhD, assistant professor in the Department of Acute/Tertiary Care, successfully defended her doctoral dissertation "Remote Delivery of a Standardized Educational Protocol for Self-management of Chronic Swelling of the Lower Limbs in Individuals with Limited Mobility," on August 29, 2012.

Laura Palmer (BSN '73, MNEd '82, DNP '12), assistant director and assistant professor in the Department of Acute/Tertiary Care, successfully presented her Doctor of Nursing Practice capstone project, Comparison of Nurse Anesthesia Student 12 Lead EKG Knowledge, Attitude, and Interpretation Skill (KAS): Traditional Instruction vs. Asynchronous Online Video Lecture.

Weiwen Wang (BSN '06, MSN '09, DNP '12), assistant professor in the Department of Acute/Tertiary Care, successfully presented her Doctor of Nursing Practice capstone project, the Impact of SmartRoom Technology on Readmission Rate, Length of Stay, and Patient Satisfaction in the Orthopaedic Spine Population.



Weiwen Wang



(left to right; Rick Henker; Manila Prak, director of external projects for Angkor Hospital for Children, and Heidi Donovan.

Rick Henker (MSN '02), PhD, FAAN, international education coordinator and professor in the Department of Acute/Tertiary Care, help put together talking points to persuade the Ministry of Health to adopt a Code of Ethics (COE) for Nurses in Cambodia then invited back to present an ethics

workshop where Heidi Donovan served as an ethics resource.

The COE for Nurses was introduced by the chief of nursing and midwifery in the Ministry of Health, and Thir Kruey, secretary of state for the Ministry of Health, supported many of the concepts, including: nurses as patient advocates, principles of informed consent, patient autonomy, clinical communication, and the need for nurses to speak up.

Transitions

Christine Curran, BSN, MSN, PhD, joined the school as a professor, nontenure stream, in the Department of Acute/Tertiary Care.

Jason (Jake) Dechant (PhD '12), MA, was promoted to assistant professor in the Department of Health Promotion and Development.

Heidi Donovan, MS, PhD, associate professor in the Department of Acute/Tertiary Care, was named director of the school's new Office of Community Partnerships.

Becky Faett (PhD '12), MSN, MBA, was promoted to assistant professor in the Department of Acute/Tertiary Care.

Kathryn Gaylord, PhD, joined the school as a part-time assistant professor, nontenure stream, in the Department of Health and Community Systems.

Alice Jane Haines (MSN '89, DNP '12), MSN, was promoted to assistant professor in the Department of Acute/Tertiary Care.

Laura Palmer (BSN '73, MNEd '82, DNP '12) was promoted to assistant professor in the Department of Acute/Tertiary Care.

Patricia Tuite (BSN '85, MSN '92), PhD, was promoted to assistant professor in the Department of Acute/Tertiary Care and named coordinator of the clinical nurse specialist area of concentration.

Weiwen Wang (BSN '06, MSN '09, DNP '12) was promoted to assistant professor in the Department of Acute/Tertiary Care.

Cecelia C. Yates-Binder, MEd, joined the school as an assistant professor, tenure stream, in the Department of Health Promotion and Development.

Gretchen E. Zewe (BSN '73, MNEd '80), PhD, was promoted to assistant professor in the Department of Acute/Tertiary Care.



Jason Dechant



Patricia Tuite



Gretchen E. Zewe

School of Nursing Highlights

93%

93 percent of School of Nursing faculty members are doctorally prepared.

Leslie Hoffman Confirmed as Professor Emeritus

On December 31, 2012, Leslie Hoffman, PhD, FAAN, was confirmed as Professor Emeritus. Emeritus status is conferred by the University of Pittsburgh Board of Trustees upon the retirement of full-time tenured faculty members who have served for at least 10 years and who have made meritorious contributions to the educational mission and programs of the University.

Hoffman was recruited to the University of Pittsburgh School of Nursing in 1973. She advanced up the academic ladder from instructor to assistant professor, associate professor, and full professor and was awarded tenure in 1986.

In 1992, when the school was reorganized into the present three-department configuration, Hoffman was named chair of the Department of Acute/Tertiary Care, a role she held until 2010. In 2011, she took on a secondary appointment at the Clinical and Translational Science Institute (CTSI) at the University of Pittsburgh.

On a national level, Hoffman has served as a member of the Nursing Research Study Section for the Department of Research Grants, now the Center for Scientific Review, at the National Institutes of Health and as an ad hoc member of study sections reviewing research training grants, including CTSI awards. Within the American Thoracic Society, she served as chair of the Nursing Assembly and as a member of the Research Priorities Task Force.

In addition, she is an associate editor of *Critical Care Alert* and a member of the Research Grant Review Committee of the American Lung Association.

On her 60th birthday, former and current students, along with colleagues, honored Hoffman's commitment to the School of Nursing by creating a research scholarship in her name: the Leslie A. Hoffman Endowed Acute Care Nursing Research Fund. The fund supports doctoral student and nursing alumni research. Through this fund, students at the School of Nursing have the financial support necessary to achieve their academic goals today and to make a difference as health care professionals tomorrow. To date, the fund has awarded more than \$18,000 in research grants.

In honor of her many years of service, Hoffman was presented with a chair signed by her friends and colleagues at the School of Nursing and a silver commemorative bowl by the University.



Catherine Bender Named PhD Program Director

Catherine M. Bender, PhD, FAAN, assumed the position of director of the PhD program effective February 1, 2013. Bender earned her Bachelor of Science in Nursing degree at the University of Akron and her Master of Nursing and Doctor of Philosophy degrees at the University of Pittsburgh School of Nursing.

She has been a faculty member at the School of Nursing since 1986, teaching at all levels.

She was awarded tenure in 2006 and named a full professor in 2011. In 2012, Bender was named eighth in "75 Nursing Professors You Would Be Lucky to Have Teach Your Classes" by CNA Thrive.

Bender has published numerous articles and held leadership positions in a number of national professional and scientific societies, including the American Cancer Society and Oncology Nursing Society. Her research focuses on cognitive function associated with cancer and cancer therapy and on adherence to cancer therapy. She has been continuously funded since 1993 by sources that

include the National Institutes of Health (NIH); American Cancer Society; U.S. Department of Defense; Oncology Nursing Society Foundation; and Schering, Inc. Bender's funded research includes two RO1 research project grants and a T32 (T32 NR011972) training grant from NIH.

Her research contributions to improve health care have multiplied through her mentorship of graduate nursing scholars. Bender has chaired 20 master's thesis committees and has been a member on 26 more. In addition, she has chaired four PhD dissertation committees and been a member of seven more. She also has served on the capstone project committees of several Doctor of Nursing Practice candidates and mentored a number of other postdoctoral fellows and junior faculty members.

Judith A. Erlen (BSN '66), MSN, PhD, FAAN, who had held the position of director of the PhD program since 1999, stepped down to focus more time on her research. Erlen has been a member of the faculty at the University of Pittsburgh since 1983 and was awarded tenure in 1999. She currently serves as professor and chair of the Department of Health and Community Systems, with secondary appointments in the Center for Bioethics and Health Law and at the Clinical and Translational Science Institute. Erlen also serves as director of the school's T32 in technology, Technology: Research in Critical and Chronic Illness (T32 NR008857).

Student Awards and Honors



Anthony Chao

Anthony Chao (BSN '12), a RN Options graduate, won the 2012 Student Health Care Entrepreneurship Competition at the "First Look" Technology Showcase, hosted by the Office of Enterprise Development. Working with Steven Benso, a brain trauma research nurse in the neurological surgery department at UPMC Presbyterian, and Ric Fera, information technology coordinator in the Office of Educational Technology and Innovation at the school, Chao developed an application for managing and streamlining continuing education credits for health care professionals using OCR and QR scanning. Chao and Benso, founders of the mobile software company CE Agent, received \$10,000 to further develop the app.

Mentored by Irene Kane (MSN '80), PhD, assistant professor in the Department of Health and Community Systems, Chao previously designed and implemented a computerized shift report system to help increase patient safety while he was a student in Kane's Professional Development and Practicum 1 and 2 classes. The results of the use of this staff-driven quality improvement tool were published in the November issue of *Nursing Critical Care 2011*, and the software has been adopted at select ICUs at UPMC Presbyterian. Chao, who earned his first Bachelors' degree in industrial design, started the nurse anesthesia program in January 2013.

Mary Rodgers Schubert, MPM, director of continuing nursing education and a student in the Doctor of Nursing Practice program, was named a 2013 Tribute to Excellence honoree by the Allegheny Division of the American Liver Foundation in recognition of the many contributions she makes to the community with respect to liver health awareness and support. The Tribute to Excellence honors individuals and organizations that have demonstrated the highest levels of dedication and commitment; have devoted their time, talent, and treasure to the American Liver Foundation in a meaningful way through advocacy, education, and fundraising; and have forged paths of leadership for others to follow in the fight against liver disease.

Linden Wu, a junior nursing and University Honors College student, was awarded a spring 2013 honors college Brackenridge Research Fellowship for her research through the School of Nursing. Her research focuses on teen dating violence. Wu's mentors on this project are Willa Doswell, PhD, FAAN, associate professor in the Department of Health Promotion and Development, and Betty Braxter (PhD '03), BSN, assistant professor in the Department of Health Promotion and Development.



Mary Rodgers Schubert



Seventeen students from the University of Pittsburgh School of Nursing attended the 2012 Student Nurses' Association of Pennsylvania (SNAP) Annual Convention. Five of the students had an opportunity to serve as delegates.



AACN Appoints Teresa Hagan to the Leadership Council of the New Graduate Nursing Student Academy

The American Association of Colleges of Nursing (AACN) has appointed **Teresa Hagan** (BSN '10) to serve on the newly formed Leadership Council of the Graduate Nursing Student Academy (GNSA). Hagan, a graduate of the accelerated second-degree program, is a predoctoral scholar in the Department of Acute/Tertiary Care.

Last fall, AACN launched GNSA to provide high-value programs, services, and resources to the more than 110,000 nursing students enrolled in master's and doctoral programs in the United States. Open to all graduate students enrolled in AACN-affiliated schools, GNSA will help to serve the professional development needs of graduate nursing students as they prepare for future careers as faculty members, researchers, advanced practice nurses, policy experts, health care administrators, and other roles in nursing leadership.

The GNSA Leadership Council will help to set priorities for this new student group and will provide advice on future services and programming. The newly appointed council includes seven doctoral students—five PhD and two Doctor of Nursing Practice students—and three students enrolled in master's programs. Council members represent all regions of the country, with seven enrolled at public institutions and three enrolled at private schools.

Hagan also received the 2012–13 Sigma Theta Tau International/Rosemary Berkel Crisp Research Award for her research proposal, Development of the Reliability of the Self-advocacy in Cancer Survivorship Scale. Hagan's mentor is Heidi Donovan, MS, PhD, associate professor in the Department of Acute/Tertiary Care.

Upcoming Events

Spring Graduation Ceremony

Friday, April 26, 2013
4 p.m.
David L. Lawrence Convention Center
Exhibit Hall C
1000 Fort Duquesne Boulevard
Pittsburgh, PA 15222
Reception immediately following

Summer Graduation Ceremony

Friday, August 9, 2013
6 p.m.
University Club, Second Floor Ballroom
123 University Place
Pittsburgh, PA 15260

Homecoming Reception and Convocation

Friday, September 27, 2013
Classes ending in 3 and 8 will be honored.
More information to come

For the latest event information, visit www.nursing.pitt.edu and click on Events in the sidebar.



Cassandra Tavares (left), a junior nursing student, and **Kathleen Hopkins** (right), a teaching fellow in the Department of Acute/Tertiary Care, with Chancellor **Mark A. Nordenberg** at the annual honors convocation

School of Nursing Highlights

6

This is the sixth consecutive year the school has ranked in the NIH's top five list of total dollars received and the 14th consecutive year in the top 10.

Walk a Mile in Another's Shoes: School of Nursing Conducts Poverty Simulation

On Monday, January 28, 2013, 100 participants, including 80 senior nursing students at the University of Pittsburgh School of Nursing who are enrolled in community nursing classes, participated in the fourth annual Community Action Poverty Simulation. School of Nursing faculty members included Heidi Donovan, MS, PhD, associate professor in the Department of Acute/Tertiary Care and director of the Office of Community Partnerships; Kyeongra Yang, MPH, PhD, assistant professor in the Department of Health and Community Systems; and Gail Ratliff Woomer (MN '79), instructor in the Department of Health and Community Systems. Lynne Williams, MD, PhD, clinical director of the Southwest Pennsylvania Area Health Education Center, helped to coordinate this role-playing event.

During the simulation, participants role-played the lives of low-income families, from single parents trying to care for their children to senior citizens trying to maintain their self-sufficiency on social security. The task of each family was to acquire food, shelter, and other basic necessities while



University of Pittsburgh seniors (from left), Kelsey Buchanan, Chelsea Seely, and Iman Miles joke with one another while participating in a poverty simulation conducted by the School of Nursing. Copyright ©, *Pittsburgh Post-Gazette*, 2013, all rights reserved. Reprinted with permission.

interacting with various community resources staffed by faculty and community volunteers. Families were able to use community resources such as the "quick cash" employee, banker, grocer, social worker, teacher, WIC employee, child care provider, welfare benefits representative, faith-based outreach worker, and health care provider.

At the conclusion of the event, students discussed their reactions to the simulation and heard insights and

personal experiences from the participating faculty, staff, and preceptors.

The goal of this simulation is to educate future health care professionals about the challenges and concerns that arise in underserved populations. The simulation aims to promote an understanding of poverty and its impact on day-to-day lives as well as health.

Catherine Dischner Named a 2013 Distinguished Alumni Fellow

At the 2013 University of Pittsburgh Honors Convocation, **Catherine U. Dischner** (BSN '79), assistant deputy undersecretary for health for organizational integration in the U.S. Department of Veterans Affairs, was named a Pitt Distinguished Alumni Fellow. She is shown at right with the two other honorees, Tom R. Slone (CGS '88, left), chair and CEO of Touchstone Communications, and Johanna M. Seddon (A&S '70, MED '74), professor of ophthalmology at Tufts University School of Medicine and director of the Ophthalmic Epidemiology and Genetics Service at the New England Eye Center.



Can you identify the year and the faces below?



If so, contact Janice Devine at 412-624-7541 or jad154@pitt.edu. We will publish your answer in the next issue of *Pitt Nurse*.

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



Remember When? Photo from Fall 2012 Issue

Sallie Zoerb (BSN '47) and Mary Ellen (Folkenroth) Zurcher (BSN '47) called to identify themselves (center and right, respectively) in the photo that appeared in the fall 2012 issue. They both also identified Janet Utz (BSN '48) on the left and explained that the three were classmates in the Class of 1947. Utz stayed at Pitt to take additional courses that were required for certification in California at that time and graduated with the Class of 1948. Utz, who died in 1998, was the mother of Catherine Utz Dischner, the School of Nursing's 2012 Distinguished Alumnus. You can read more about Dischner's accomplishments on page 32 of this issue.

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What's Happening?

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

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

Degree(s) and Year(s) of Graduation

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