

Yale Nursing Matters

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310 THE MOTHERS AND
TODDLERS PROGRAM



Yale Nursing Matters

Yale Nursing Matters is a publication of Yale University School of Nursing and Yale University School of Nursing Alumnae/i Association.

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This issue of *Yale Nursing Matters* covers events that took place from fall 2011 through spring 2012.



Yale SCHOOL OF NURSING

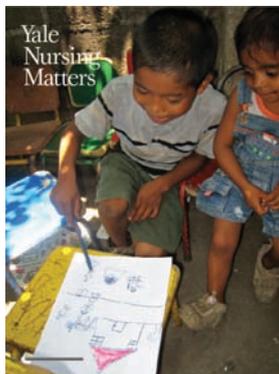
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We share your commitment to preserving our natural world. YSN is reducing the use of paper products by making greater use of electronic communication whenever possible. We are also proud to announce that, as of the fall 2008 issue, *Yale Nursing Matters* is produced through a Forest Stewardship Council (FSC) certified process. FSC Chain of Custody Certification assures that production of this publication has been documented as environmentally responsible, from forest management to manufacturing and distribution to print production. FSC maintains the forest's biodiversity, productivity, and ecological processes and supports the social concerns of local communities.

Yale librarian Janene Batten advises students and faculty of breaking developments in scholarly nursing and innovations in research tools. Read more on p. 16.



Cover: Monica Ordway MSN '97 PHD '11 is now a postdoctoral fellow at YSN, continuing her research on mother-child interactions and the concept of mentalization. On p. 8, Ordway describes her defining moment and how her research holds the possibility of fundamentally changing the clinician-family relationship.

mat-ter *n.* Something that occupies space and can be perceived by one or more senses; a physical body, a physical substance, or the universe as a whole. A subject of concern, feeling, or action. Something printed or otherwise set down in writing. *v.* To be of importance or value. Signify.

Leading the Future of Nursing



As I noted in the last issue, we at YSN have been engaged in an interactive, thorough, and inclusive process to develop a strategic plan for the next five years. With the support of the University, the development of this strategic plan began with a two-day retreat involving virtually each and every member of the YSN faculty and staff. After the retreat, work teams were formed, student representatives were involved, and an ambitious strategic plan for the future of the school was developed and approved.

Much has been written and discussed following the release of the *The Future of Nursing* report issued by the Institute of Medicine in the fall of 2010,¹ including my column in the previous issue. Our planning process was framed around this document and YSN's role in assuring the future of nursing. One of the recommendations from the report was to double the number of nurses with a doctorate by 2020. As a leading school of nursing, we committed to growing our leadership in doctoral preparation in nursing. This issue of *Yale Nursing Matters* focuses on doctoral education at YSN and our efforts to lead in health care in the United States and across the world.

You might ask why doctoral education is so important and why Yale should lead in the field when historically, our strength has been in master's education. We all know of the nursing shortage in the United States, and studies show that this will only grow. A lack of nursing faculty is forcing tens of thousands of bright and talented students to be turned away from nursing programs.² Growing doctoral education is an important way of ensuring that faculty are available to teach the next generation of nurses.

Our doctoral programs will help to address the faculty shortage and will develop leaders in research, health care policy, and clinical practice. In addition to our well-regarded PhD program, this fall we will launch our Doctor of Nursing Practice (DNP) program. Twelve students will be admitted, and along with six new PhD students, we will have tripled our doctoral enrollment. In this issue we interview the director of the DNP program, Dr. Margaret Moss.

To accommodate these new programs and students, we are "right-sizing" our MSN programs by focusing on those where we have the strongest applicants and can deliver the best programs. In addition, we are examining our curricula to make sure that the content is cutting edge and delivered by expert teachers. Financial aid for all of these programs is a great need. If you are worried about where the nurses of the future will come from, I hope you will help ensure that they exist when we need them.

A handwritten signature in black ink that reads "Margaret Grey". The signature is written in a cursive, flowing style.

Margaret Grey, DrPH, RN, FAAN,
Dean and Annie Goodrich Professor

1. Institute of Medicine, 2011. *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: National Academy Press.

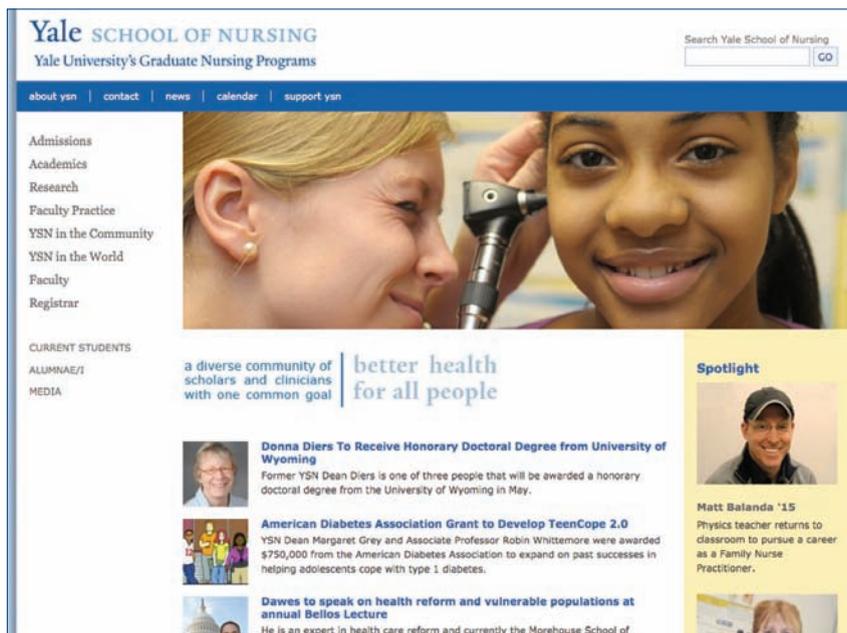
2. American Association of Colleges of Nursing, 2001. *Nursing faculty shortage*. <http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage>.

American Diabetes Association Grant to Develop TeenCope 2.0



YSN Dean **Margaret Grey**, DrPH, RN, FAAN, and Associate Professor **Robin Whittemore**, PhD, APRN, FAAN, were awarded \$750,000 from the American Diabetes Association (ADA) to expand on past successes in helping adolescents cope with type 1 diabetes. The research grant, entitled “Integrating Behavioral Care for Teens with Diabetes,” is funded through the ADA Sanofi-Aventis U.S. Award in Health Services Research in Clinical Care Delivery program, in support of research that examines clinical interventions and programs leading to improvements in care delivery, patient engagement, and self-management for diabetes. Grey and Whittemore developed TeenCope, an online forum using an eye-catching graphic novel format, to get adolescents talking to one another about managing diabetes. The new three-year project will enhance online participation through social networking and will integrate an online educational program aimed at problem-solving for teens with diabetes.

YSN Launches New Website



YSN’s Office of Public Affairs has worked with Yale Communications and ITS experts on a complete redesign of the YSN website, using Drupal, a content management system integrated throughout the Yale University campus. This redesign is a complete makeover of the current School website, including new and revised content, easier and more concise navigation, and a design that incorporates current Web “best practices.” In addition, YSN news is highlighted prominently on the homepage, and a new feature, *Spotlight*, is used to bring attention to the work of faculty, students, alumnae/i, and staff, on behalf of the profession.

YSN’s new website will also coordinate and tie into our social media communications—through Facebook, Twitter, YouTube, and other platforms—for a well-rounded and targeted means of sharing all of the news and work being done at YSN.

Theresa Brown, RN, Presented Poynter Fellowship in Journalism Talk



Last fall, YSN hosted a talk by Theresa Brown, RN, a 2011 Poynter Fellow in Journalism at Yale. Each year, the fellowship brings renowned journalists to campus. “Patients come to the hospital for nursing care—an obvious truth often overlooked,” Brown said. “Nurses must tell our stories to make our value clear.” Brown is a practicing nurse and a regular contributor to the *New York Times* “Well” blog and CNN.com. She recently published the book *Critical Care: A New Nurse Faces Death, Life, and Everything in Between*.

YSN Is Turning 90!



The year 2013 marks the 90th anniversary of the founding of YSN, the first university-based school of nursing in the United States. Since its founding in 1923, YSN has prepared nurses under an educational, rather than apprenticeship, program, an extreme innovation in its time.

A group is now forming to begin planning for this very special occasion. To be involved, please contact John Powers, YSN Director of Public Affairs, at john.powers@yale.edu or 203-737-2141.

Two YSN Students Awarded Prestigious Yale Law School Gruber Fellowships

YSN students Erin George '12 and Nichole Trumper '12 were named recipients of Yale Law School's Gruber Global Justice and Women's Rights Fellowships for academic year 2012–2013.



Nichole Trumper will spend her fellowship year with the Foundation for International Medical Relief of Children (FIMRC) in Limón, Nicaragua, as a pediatric nurse practitioner. Trumper's primary project will be to support the Pediatric Health Program through execution of acute and preventative patient care, the creation and distribution of health education materials, and streamlining data tracking and institutional memory practices. Secondary projects include designing and implementing community outreach activities focused on dental hygiene, water sanitation, and healthy habits.



Erin George will work with Partners In Health, in partnership with Haitian health care leaders, to build capacity among Haitian nurses and midwives. George will conduct needs assessments of nurses and midwives at Partners In Health sites and create clinical, education, and research partnerships between Haitian and American health organizations in hopes of strengthening the nursing and midwifery professions in Haiti.

In addition, George will take part in Yale University President Richard Levin's Public Service Fellowship, founded to provide expanded opportunities for Yale students to work on behalf of economic development, human development, and neighborhood revitalization with public sector and nonprofit organizations in the city of New Haven.

FACULTY RECOGNITION



Barbara Guthrie Selected for Institute of Medicine Committee

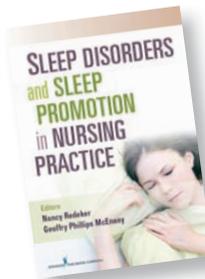
Barbara Guthrie, PhD, RN, FAAN, YSN Associate Dean for Academic Affairs, has been named to a committee formed by the Institute of Medicine, the health arm of the National Academy of Sciences, and the National Research Council. The committee was formed at the request of the U.S. Department of Justice to conduct a study of sex trafficking of children in the United States. The panel of experts will review relevant research and inform future policy and practices within law enforcement, human services, and health care agencies. In addition, Guthrie was recently appointed the Institutional Representative for Yale to the Connecticut Network for Women in Higher Education.

Ruth McCorkle Awarded the 2011 Yale Cancer Center Research Prize



YSN Professor Ruth McCorkle, PhD, FAAN, was presented the 2011 Yale Cancer Center Research Prize for her article "Healthcare Utilization in Women After Abdominal Surgery for Ovarian Cancer" in the January/February issue of *Nursing Research*. The award was part of Yale Cancer Center's Third Annual Conclave and Dinner Meeting on November 21. (l-r) YSN Professor Tish Knobf, McCorkle, Catherine Lyons, Director of Oncology Nursing at Smilow Cancer Hospital, and Thomas Lynch, Director of Yale Cancer Center.

Nancy Redeker's Textbook Awarded AJN Book of the Year



The *American Journal of Nursing* (AJN) named *Sleep Disorders and Sleep Promotion in Nursing Practice* a Book of the Year for 2011. The graduate-level nursing textbook was co-edited by Nancy Redeker, PhD, RN, FAAN, YSN Professor and Associate Dean for Scholarly Affairs. The award states, "This well-written book provides a thorough exploration of sleep disorders. It outlines nursing care and guidelines to assist in the workup for sleep disturbances." The AJN

judges also state that the book "provides information on a topic that's not always covered in curriculum but is relevant to all patients."

Pat Ryan-Krause Named Connecticut NAPNAP PNP of the Year



YSN Associate Professor Patricia Ryan-Krause, MS, RN, MSN, CPNP, has been awarded the Connecticut National Association of Pediatric Nurse Practitioners (NAPNAP) PNP of the Year award for 2011. The award is offered to the member who best exemplifies the mission of NAPNAP: promoting optimal health for children through leadership, practice, advocacy, education, or research. The award was presented at the third annual CT NAPNAP Conference.

Jacquelyn Taylor Received Top Nursing Research Honors



Associate Professor Jacquelyn Taylor, PhD, PNP-BC, RN, FAAN, was recognized by the International Society of Nurses in Genetics with the Outstanding Research Award for her studies of hypertension in African American families. In addition, Taylor was inducted as a Fellow of the American Academy of Nursing (AAN). Fellowship in AAN is awarded in recognition of outstanding contributions and achievements in the nursing profession.

YSN to Offer Doctor of Nursing Practice Degree



Beginning in the fall of 2012, YSN will admit its first class of students for the Doctor of Nursing Practice (DNP) degree. The DNP at YSN is the product of two years of work by a faculty task force, chaired by Margaret Moss, PhD, JD, RN, FAAN, who will serve as Director of the program. The DNP will enroll at least 12 students for the fall semester of 2012, and ramp up to 18 students by the third year of operation. What follows is an interview with Dr. Moss.

What was/is the motivation behind establishing a Doctor of Nursing Practice degree program at YSN?

We wanted to develop more ways for nursing to be “at the table,” and we especially wanted to develop a doctoral-level program that could build on the YSN master’s advanced practice specialties. And we wanted to “do DNP right”—not to do what many other schools were doing, eliminating their master’s programs and creating direct BSN-to-DNP options. We believed that with a firm grounding in advanced practice, and with our experience in the Nursing Management, Policy, and Leadership specialty, we could produce a program that would attract people who want to shake up the world.

What is the difference between the PhD in nursing and the DNP?

A PhD degree in nursing is an academic degree. It is focused on discovery, new knowledge and disseminating that knowledge for use in practice and policy. The PhD-prepared nurse often goes into an academic teaching or research position. The Doctor of Nursing Practice (DNP) degree is a professional degree. Students will learn how to scan the environment for new knowledge, thinking, and ideas and evaluate their uses. Although some may be involved in research in some capacity, they will be armed to carry the knowledge generated into the practice, program, and policy arenas. They will help shape practice and patient outcomes.

What kind of students do you expect the DNP program at YSN to attract?

The YSN DNP focuses on mid-career to senior nurses ready to take the next step in obtaining a terminal degree in their field. These are post-master’s nurses who may hold a variety of graduate degrees, bringing a wide range of diversity in thought and experiences to the program. They will be from clinical practice, academia, industry, policy, and other areas.

What are the benefits for a person to pursue a DNP? How would a person completing this program differ from an MSN?

After completing YSN’s coursework, the DNP nurse will be well versed in the business, ethics, policy, and leadership spaces affecting health care. This post-master’s degree program requires application hours where didactic learning is enhanced with experiences outside of the classroom. The opportunities for positions in and around health care will open for those nurses holding a terminal degree in their field.

Can you describe how the DNP program will work at YSN?

What are some highlights people should know about?

The DNP program was conceived to be accessible to those students who wanted or needed to continue in their work-life positions. In the first year, 2012, the program will be offered part time, and then in 2013 and thereafter, there will be the option of full or part time. Four courses will be online hybrids where students enroll in traditional 15-week semesters, and coursework is mostly completed online with monthly on-campus sessions.

Five courses will be “intensives,” where students come to campus for a week between semesters to take a course. And the capstone will take place where the student resides in the last year as they put a project into place.

What makes the DNP program at Yale unique compared with other programs?

There are several things setting the YSN DNP apart. Yale, as a top-tier U.S. university, affords the student access to world class faculty, libraries, museums, and other resources, all lending to Yale’s undisputed reputation as a leader in higher education. Second, at YSN, DNP applicants can hold a master’s or other graduate degree (JD, MBA, etc.) in a related field to the foci of the program. This opens up



the experiences of all students. And finally, this is a post-master’s program focusing on strengthening nursing’s presence at the table and being able to shape health care in this era of change and reform.

What do you envision for the future of the DNP program at YSN?

As the program grows, I envision our partners and alumni to grow and make inroads into the program itself, as well as policy, programmatic, and systematic changes widely.

How will the DNP at Yale affect health care in general? Does it fit into the health care trends in Washington and with insurance companies?

In Washington, DC, the Affordable Care Act (ACA) has set into motion change and reform in health care. Over the next few years, thousands of resulting regulations will roll out of the executive agencies. States will be affected greatly and will in turn shape how the ACA will look in practice. Having doctorally prepared nurses specifically educated in how business, data, ethics, evidence, and policy shape these changes is answering the call to lead reform and shape the future of nursing. More effective delivery of care will be the outcome.

Holding Up a Mirror to Mothering

BY ZOE KELLER

“A child’s first mirror is the mother’s face.” Monica Ordway, PhD, APRN, reflected on the suggestion of noted pediatrician Donald Winnicott that, when a baby looks at his mother, he sees himself.

According to Ordway, this early concept of mirroring marks the beginning of the child’s emotional development as an individual. This idea is also the impetus for Ordway’s commitment to enhancing parent-child relationships. Ordway is a postdoctoral fellow at YSN, adding to the body of research she developed toward her PhD at YSN.

Ordway is working to help mothers receiving mental health services to understand their unique, irreplaceable role in forming young minds. When it comes to a chaotic home environment, “many mothers are at risk for believing that young children do not experience stress and trauma in the same way as older children or adults. They may think, ‘He won’t remember, he’s only one year old,’” Ordway explained. “But we now know that children who grow up in stressful environments are at risk for emotional and physical problems. It will affect whether a child has a secure attachment to his or her mother, and may change the long-term outcomes.”

New research shows that long-term stress in childhood leads to tangible, physiological illnesses. Terming the condition “toxic stress,” the American Academy of Pediatrics (AAP) has released a policy statement calling on pediatricians to help reduce the effects of toxic stress, defined as “excessive or prolonged activation of the physiologic stress response systems.”

The “architecture of the developing brain” is forever altered by continual stresses caused by, for instance, traumatic events, parents with substance abuse and mental health issues, and hunger. These concerns have come to the forefront of policymaking, as the latest U.S. Census reports that one in five children now lives in poverty, with a steady increase over the past decade.

It comes as no surprise that continual stressors in childhood would lead to behavioral problems, but strong links now have been drawn to physical illness as well. Research



shows that a healthy mother-child bond helps mitigate the effects of difficult home environments.

Ordway is working to lessen the negative consequences of toxic stress by helping mothers create secure, stable relationships with their children. Her research is based on the idea of reflective functioning, or mentalizing, defined by psychology leaders Peter Fonagy and Arietta Slade as the capacity of the mother to envision her own mental states—her thoughts, feelings, and intentions—as well as those of her child.

Ordway’s research interests grew out of her own ten-year practice as a nurse practitioner and as a mother of two boys. A 1997 graduate of YSN’s Graduate Entry Prespecialty in Nursing (GEPN) program, Ordway’s work as a pediatric nurse practitioner (PNP) and a lactation consultant led her to consider how clinicians can use their role as a trusted provider to strengthen the mother-child bond. “I was interested in patterns I saw in parent-child relationships, but I didn’t know anything at the time about mentalization,” she recalled.

Although she was happy in the practice, Ordway was unfulfilled by what felt like a medical model. She pursued doctoral research as a path to examining the parent-child relationship. After ten years of practice, Ordway returned to YSN and completed her PhD in 2011.

As a doctoral student, she worked with YSN Professor and Assistant Dean Lois Sadler, PhD, PNP-BC, FAAN, on “Minding the Baby,” a home visiting program for young first-time mothers. Ordway’s research examined the ongoing impact of the program on families, one to three years after they completed the program. She found that mothers who participated in the home visitations reported significantly fewer child behavior problems compared with mothers receiving routine pediatric care. These mothers also reported a reduction in parental stress, even years later.

“When I started working with Dr. Sadler, a light bulb went off,” Ordway said. “This fits what I’d been working on and wondering about, and now I had the vocabulary to describe it.”

Giving a practical example of how a provider can support a healthy bond during a routine pediatric visit, Ordway described an interaction she had as a PNP while administering vaccinations to a four-month-old infant. “The mother was sitting across the room. It struck me that she wasn’t sitting with the child. Instead of just asking her to come over, I took this as a teaching moment.”

Ordway told the mom, “She’s going to get these shots and think ‘Ow, ow ow! That hurt!’ and be scared. If you’re close by, she’s going to see your face showing concern, but at the same time your calmness will let her know that it’s going to be okay.” This is an example of the mother’s ability to mirror her child’s affect that contributes to the process of the child’s developing mind and sense of self.

Now a postdoctoral fellow at YSN, Ordway looks back and defines this moment in practice as “taking a mentalizing stance. Mentalizing involves curiosity, openness, and understanding—understanding that we won’t always know what’s going on in another person’s mind, but we remain curious about it,” she elaborated.

Mentalizing applies to the clinician as well as to the parent. The clinician can become aware of her own thinking, and how her outward affect can impact the relationship with the patient, while also serving as a behavioral model.

A trusting attitude is key to mentalizing. Ordway remarked that when trying to consider another’s mental state, “We’re not always going to get it right. If we get it wrong, it doesn’t mean the end of the relationship. We can trust that even in the presence of a miscue, our relationship can survive,” she observed. “It is especially difficult for those with mental illness to trust in that relationship after something has gone wrong. A miscue may result in paranoia or fear.”

Ordway is now continuing her program of research as a postdoctoral fellow at YSN, investigating ways to bring

“You’re not always going to get it right. If I get it wrong, it doesn’t mean the end of the relationship.”



Therapists involved in the study discuss the theoretical aspects of mentalization and how to apply the techniques in therapy session. (l-r) Arietta Slade, Monica Ordway, Cindy DeCoste, Nancy Suchman, and Susan Bers.

the lessons of mentalizing to a broader audience, with the support of two mentors. YSN Associate Professor Robin Whittemore, PhD, APRN, FAAN, provides expertise in developing and evaluating interventions, and is helping Ordway structure her time as a postdoc strategically.

“The purpose of a postdoc appointment is establishing a program of research before assuming a faculty position,” Whittemore explained. “Faculty have many other responsibilities that go with teaching, so a postdoc position provides a great opportunity to look at the potential trajectory of her research, and to move forward after the dissertation.”

Nancy Suchman, PhD, Associate Professor of Psychiatry at the Yale School of Medicine, is also providing key mentorship, but in a clinical setting. Working with Suchman, Ordway is applying a short-term intervention based in mentalization to mothers receiving services at the West Haven (Conn.) Mental Health Clinic.

The 12-week program, called “Mothering from the Inside Out” (MIO), was originally developed by Suchman and her research team. The program is currently being tested among mothers enrolled in an existing substance abuse rehabilitation program. During her postdoctoral fellowship, Ordway is working with Suchman to adapt MIO for mothers involved in mental health services and testing the feasibility of implementing the intervention in a local community mental health clinic.

With each phase of her research, Ordway works to make her research more readily applicable in real-world situations. She hopes to make mentalizing a routine part of pediatric primary care, within the confines of a brief office visit.

The AAP policy statement calls for fundamental changes in primary care to address widespread societal issues. Ordway’s goal is to create teaching tools to help all clinicians who work with families to watch for clues about vulnerable home environments and find opportunities to support mothers most at risk.



Ordway interviews mothers receiving mental health services to measure their capacity for reflective functioning.

Yale Nursing to Triple the Number of Doctoral Students

BY JOHN POWERS

YALE Bulletin & Calendar

May 18-June 1, 1998 Volume 26, Number 32 *THE WEEK END*

COMMENCEMENT 1998

A look at a few of the innovations and outstanding individuals highlighting this year's graduation ceremonies.

School of Nursing graduates first doctoral students

President at the heart of Commencement, but the year's ceremony on Monday, May 25, will mark a major milestone for the School of Nursing, with graduation of the first class of doctoral students. The Doctor of Nursing Practice (DNP) program is designed for advanced nursing practice and research, according to Margaret Gray, assistant dean for research and doctoral studies. Candidates choose one paper to present and one paper to defend. "The School of Nursing began this doctoral program four years ago as a result of a number of studies of graduate nursing education," says Gray. "A few groups of doctoral students truly represent what is in our tradition. They have advanced science while being the generalists the profession that will have real results for patients, particularly the patients who underserved by the traditional health professions."

Systemen Stern will speak at Graduate School convocation.



This building houses bookshelves on the daily campus tour on the West Branch Library and the Thomas F. Yarnall.

Yankee travel guide's advice to tourists: Don't miss Yale campus

Tourists in the region, be advised: The Yale campus is one to be visited often, according to the 1998 "Yankee Magazine Travel Guide to New England."

"The Yale guide provides readers with comprehensive reviews of planning and daily activities. In fact, for the past 23 years, it has been the most widely distributed and best-selling guide to the New England region."

"It's not an overstatement, being made famous by 'Roadside' in each state, when the best time to visit the city's attractions, food, shopping and dining, and designed them as places that are 'not to be missed'."

"We are delighted to see the Yale University magazine as one of the best in 'Yankee's Guide,'" says Hal Allen, editor-in-chief of the Yale travel guide. "With an easy-to-use, and always up-to-date, it's the best guide to Yale University."

The magazine offers the greatest walking tour of campus daily. The magazine, which can be found at www.yale.edu.



As YSN prepares to launch its Doctor of Nursing Practice program in the fall, it is interesting to look back at the history of doctoral nursing education at Yale.



The first doctoral students to defend the Doctor of Nursing Science Degree (DNSc) in 1998 were (l-r) Wantana Linkulpong and (Carol) Wenn Hueyschieh, pictured with Dean Margaret Grey and doctoral students Sharon Eck and Robin Klar.

As the School of Nursing welcomes its new class of students this August, among them will be 12 entering as the first class in the Doctor of Nursing Practice (DNP) program. This tripling of the number of doctoral students at YSN (six entering PhD students along with the 12 in the DNP) represents a commitment by the School to move to the forefront in doctoral education, producing future faculty members as well as those who will shape policy, clinical practice, and research initiatives.

The path to establishing doctoral nursing education as a priority in the strategic plan of YSN is not new; in fact, this can be traced as far back as the late 1950s. Dean Florence Wald wrote in 1959 of the need to investigate doctoral study in nursing, and in 1964, the faculty of YSN listed a doctoral program as one of its three priorities. This idea was continually proposed and presented in various iterations over the next two decades. When she assumed the deanship in 1985, Judy Krauss once again declared it a top priority to establish a doctoral program at YSN. She announced that she had persuaded Katherine Nuckolls '41 to lead a Doctoral Planning Project for the 1986-87 academic year, with the intention of presenting the recommendations to President Benno Schmidt as part of the next strategic plan. It was during what were arguably some of the darkest times for Yale School of Nursing and Yale University as a whole that the program finally became a reality.

During the mid- to late 1980s, Yale University faced soaring budget deficits due to a number of factors, which led to things like deferred maintenance and reviews of many University programs, as well as all graduate and professional schools, including YSN. The School's strategic plan was submitted in 1990 and included the recommendations of the Nuckolls task force to increase programs of research and the number of doctorally educated faculty at YSN in preparation for a new Doctor of Nursing Science (DNSc) program.

In response to this strategic plan, President Schmidt formed a committee to advise him on the "present condition and future potential of Yale School of Nursing," including possible closure of the School. He wanted the review to

“They needed to ask the question, ‘Should a School of Nursing exist at Yale in the absence of a doctoral program and a research active faculty?’”

take place prior to considering the School’s strategic initiatives. Dean Krauss convinced him that the review should consider all options, including the development of a much-needed doctoral program.

“The University was facing huge deficits and looking for all ways to help the bottom line. It was important for President Schmidt and the review committee to evaluate YSN in context as part of a leading research institution like Yale,” commented Dean Krauss. “They needed to ask the question, ‘Should a School of Nursing exist at Yale in the absence of a doctoral program and a research active faculty?’ This way they were presented with the opposite end of the continuum of potentially closing the School—a YSN with a doctoral program that would be given a means to grow.”

After a tremendous amount of negotiation, convincing, and presentations by Dean Krauss to President Schmidt, various committees, and the



nursing were presented to three students at the 1998 commencement.

“Margaret Grey came to YSN as a prolific researcher and scholar who would mentor other faculty,” Krauss continued. “I encouraged a number of our younger faculty to pursue a doctorate while remaining on faculty with the hope of building research resources from within the School as opposed to just recruiting from other schools of nursing.”

Because Krauss herself was not doctorally prepared, she felt she was in a unique position to advise faculty members at YSN to pursue the degree. “I knew for the future growth of the School and their own careers as nursing faculty, it was crucial to develop a critical mass of doctorally prepared faculty from within. Yale School of Nursing has a unique mission, and we wanted to preserve and build on that.”

YSN did move from the DNSc to a PhD program in nine years (instead of the ten years set as a goal) under the leadership of current Dean Margaret Grey. The first PhD graduates in Nursing received their Doctor of Philosophy degrees from the Graduate School of Arts and Sciences in 2008.

And with that history behind her, what does Dean Krauss think about the new Doctor of Nursing Practice program beginning at YSN in the fall of 2012?

“The Yale DNP will prepare nurses to work in settings that are shaping health care policy. This includes think tanks, high-level government appointments, and executive positions in large hospitals, and our graduates will change the way nurses practice and health care is delivered,” Krauss concluded. “Research has become so much more complicated and sophisticated. While the nursing PhD is producing research-ready faculty, the Yale DNP will produce practitioners that can translate research to change practice and influence policy.”

As Master of Yale University’s Silliman College, former YSN Dean Judy Krauss oversees the intellectual, social, athletic, and cultural life of undergraduates. She serves as a mentor and adviser, and hosts events and distinguished guests.



Yale Corporation itself, the YSN Academic and Strategic Plan, which included the establishment of a doctoral program, was formally endorsed by the Yale Corporation in April of 1992.

The BPO and Executive Committee decided to begin with a Doctor of Nursing Science (DNSc) program at YSN. “We picked the DNSc because it emphasized the dual nature of practice and research. From the outset, we designed the program as a serious research degree, not a professional degree,” Krauss added. “Our goal was to convert the DNSc to a full PhD program within ten years.”

To build the research program in preparation for a move to a PhD program, Krauss recruited Margaret Grey ’76 to become the new Associate Dean for Research and Doctoral Studies. The first DNSc class of seven students began studying at Yale in the fall of 1994, and the first Yale doctoral degrees in

The following received scholarships, fellowships, and grants for this academic year. We gratefully acknowledge the generosity of the many donors and organizations who have made these scholarships possible.

1988 Nursing Scholarship Fund

Molly Ludwig
Shelly Wong

1989 Nursing Scholarship Fund

Caroline Briggs
Lauren Pellegrino

1991 Reunion Scholarship

Kyle Chaplic
Alix DeTullio
Alison Warcup

1992 Scholarship Fund

Deborah Bryant
Kari McKinley

Albert Penick Scholarship

Jonathan Ingram
Sarah Morse
Robert Swan
Matthew Tirelli
Marisa Winthrop

Annie Coffin Scholarship

Jessica Almonte
May Cao
Elizabeth Farrington
Matthew Young

Arthur Morse Scholarship

Nicole Kuchyt
Eddie Mark

Barbara Landauer Scholarship

Arian Solomon

Charles King Memorial Scholarship

Viktoriya Pasechnik
Hui Wu
Emily Yeast

Class of 1937 Memorial Scholarship

Angela Ballas
Kirsten Eckert
Mary Gallagher
Max Greger-Moser
Kandice Jones
Kathryn Leach

Class of 1990 Scholarship

Richard Arthur
Vera Belitsky
Lauren Bradley

Dorothy Sexton Scholarship

Jessica Jang

Eleanor Weisser Memorial Scholarship

Hannah Garrett
Kristen Glover
Andrew Henning

Elizabeth Robb Merit Scholarship

Angela Ballas
Joy Cheng
Jessica Early
Sarah Elgart
Miika Fukuwa
Erin George
Kristen Glover
Sabina Hossain
Noelene Jeffers
Mary Jepson
Darcy Jones
Molly Ludwig
Susan Marchitto
Sara Paredes
Kimberley Ramjattan
Kersti Ribb
Lara Sabourin
Ashleigh Smith
Ellen Thompson
Catherine Underwood

Evelyn K. Jones Scholarship

Jaime Hensel
Amanda Strauss

Florence Blake Scholarship

Lucy Bermudez
Nichole Buswell
Courtney Darcy
Meghan Eaton
Monica Garty
Margo Hanlan
Heather Jacobs
Amanda Lee
Alisa Perry
Nichole Trumper
Lauren Uscinski
Lauren Wilson

Fuld Trust Scholarship

Tabassum Ali
Matthew Baland
Vera Belitsky
Shirley Birch
Danielle Brown
Aislyn Cangialose
Rebeca Hernandez
Noelene Jeffers
Diana Michel

Gertrude H. Parkhurst Scholars

Stephanie Tillman
Lisa Weinstein

Gustafson Family Scholarship

Tracey Urso

Helen E. Hallifors Scholarship

Christine Eaccarino
Lisa Fishlin
Pollee Hruby
Samantha Hyacinth
Lidia Lopez
Nicole Shunamon

Helen Langdon Clark Scholarship

Leah Ottinger

Jacqueline French Scholarship

Monica Cluff
Jeremy Ho

John and Dora Bennett Scholarship

Kathleen Fentress

Jonas Scholarship

Maura Murphy
Rose Nanyonga
Monica Roosa Ordway
Leonie Rose

Komen Foundation Grant

Ismaele Jacques
Adomah Opong

Kurtz-Puzak Scholarship

Marie Schwartz

Margaret Pearce Scholarship

Eleanor Miller
Rachel Popick
Katelynn Rei

Mary Ann Lillie Scholarship

Casey Giebank

McLeod-Blue-Skye Nursing Scholarship

Ulrike Muench

Milton and Anne Sidney Prize

Kaitlyn Adams

Nursing Yellow Ribbon Scholarship

Allison Dussault
Siobhan Gordon
Molly Ludwig

Prosser/Porter Scholarship

Kaitlin Anderson
Caitlin Myers
Ellen Thompson
Kelly Washburn

Richard D. Frisbee III Foundation Scholarship

Maureen Guiney

Ruth Warren Pearson Scholarship

Marissa Boardman
Karlyn Nieland
Shawntel Payton
Fabiola Ramirez

Shannon Eileen Richards Scholarship

Pamela Scharidin

Susan K. Lamar Scholarship

Madelyn Rubin

Tabitha C. Rossetter Scholarship Fund

Alyson Adler
Gwen Cassidy
Jamie Grace
Joyce Lin
Emily MacLaury

Tudor Foundation Scholarship

Olivia Ackerman
Ryan Dillon
Pamela Emery

Yale Annual Fund Scholarship

Katherine Hofstetter
Anne Kearing
Rachael Mebus
Tamar Siracusa
Sarah Taylor

Yale Club of New Haven Scholarship

Meredith Chittenden
Ryan Dillon
Allie Indeck
Heather Standish
Alana Testa
Lauren Uscinski

Jonas Center for Nursing Excellence Tackles the Nurse Faculty Shortage

BY ALISON ZIZZAMIA

Barbara and Donald Jonas knew they wanted to make a profound difference in a field that needed vocal, visible champions, and their considerable research led them to nursing. With the 2006 launch of the Jonas Center for Nursing Excellence—funded through a Christie’s auction of 15 of their abstract expressionist artworks—they set out to work with academia, clinical sites, legislators, and businesses in tackling what seemed to be intractable problems.



Donald Jonas, YSN Dean Margaret Grey, and Barbara Jonas.

Since then, the Jonas Center for Nursing Excellence has led novel programs designed to advance the nursing profession. With a mission to create outstanding faculty, advance scholarship, and spark new and innovative practice, the Jonas Center has awarded 90 grants totaling \$8.5 million since its inception.

But along the way, it became clear to the Jonases that the persistent shortage of nursing faculty, which forces schools to turn away tens of thousands of qualified applicants annually, was among the most pressing and neglected issues. In a prescient move, the Jonas Center evolved its focus and today concentrates its efforts in the area of nursing faculty.

“All of us will one day be in a nurse’s care, so it is imperative that there are enough programs and educators to prepare the next generations of nurses for the changing policy and clinical complexities of our health care system,” said Barbara Jonas.

Thus was born the Jonas Nurse Leaders Scholar Program, the largest initiative of its kind addressing the nurse faculty shortage by training doctorally prepared nurses to grow the nation’s cadre of educators. Starting with just six Jonas Scholars in 2008, this year the Jonas Center will have more than 200 scholars at nearly 85 universities in all 50 states.

The Jonas Center works closely with a number of collaborators in order to achieve its goals.

“We have forged wonderful relationships with our clinical and academic partners, such as Yale, but we can’t do this alone, so one of our main goals is to engage potential supporters from the philanthropic, policy, and business communities in advancing our cause,” Donald Jonas said. “The state of the nursing profession is one of the most important elements of improving our health care system, and its future cannot be left to chance.”

In the past year, the Jonas Center supported four scholars and will support five new scholars in the fall of 2012. This year’s Jonas Scholars at YSN include the following PhD students:

Maura Murphy, BS, MSN, is conducting research on the biological side effects of pediatric cancer care.

Rose Nanyonga, BSN, MSN, is researching the quality of care for people living with HIV/AIDS. Nanyonga also serves on the Board of Directors at International Medical Group.

Monica Roosa Ordway, MSN, PNP-BC, IBCLC, is conducting postdoctoral research on the importance of mother-child interactions (read more on page 8).

Leonie Rose, BS, MSN, is currently writing a study proposal to assess the feasibility and clinical efficacy of continuous bedside ST-segment monitoring in the emergency department. She is also investigating whether this type of therapy leads to improved patient outcomes.

“The Jonas Nurse Leaders Scholars Program is among our greatest achievements to date,” Donald Jonas added. “We are especially proud to count Yale School of Nursing among our partners in this expanding endeavor to not only increase the ranks of doctoral-level nurses, but also to ensure that they are prepared to sit at the health policy table, spearhead influential research, and reshape nursing practice to improve quality of care in ways that are in line with our changing health care system.”

What I Know for Sure About Doctoral Education at YSN



SUSAN SULLIVAN-BOLYAI, DNSc '99, CNS, RN
ASSOCIATE PROFESSOR OF NURSING AND DEPARTMENT
OF PEDIATRICS AT UMASS WORCESTER

When I think back to my doctoral and postdoctoral education at YSN, there are some invaluable guiding principles that I learned from my professors and classmates. I use these every day in my own work and try to instill them in the PhD students I work with.

- Embrace new ways of thinking and doing.
- Be transparent with your work.
- Be generous with knowledge.

Embracing new ways of thinking and doing is pivotal to doctoral education. I was in the second class of the DNSc program (precursor to the present PhD program) at YSN. It was an extraordinary gift to be at a school where the voice of nursing was about both the *thinking* and the *doing* (not just doing because that is how it was always done). It was life altering to be at an institution whose history included brilliant professional women like Virginia Henderson, Florence Wald, Madeline Weidenbach, Retaugh Dumas, and Donna Diers. They pondered what nursing was, and why we do what we do as nurses. They were always nursing focused but pragmatic, and wanted nurses to be on an even playing field with other professions (well before interdisciplinary teams were in vogue). But they never lost sight of who we are and what we offer as nurses. YSN faculty, staff, and students have an esprit de corps (to quote one of my PhD students) that is palpable, infectious, and what makes YSN and our alumni so special. Doctoral studies gave me the opportunity to be immersed in new knowledge and to be surrounded by people who were both well-funded researchers and expert clinicians, dispelling the ivory-tower image of nurses in academia. They taught us to question everything. Many of us came into our doctoral program with years of clinical expertise. It is still very humbling to try to answer a question without relying on

what you *think* you know or have experienced clinically, rather than based on empirical literature. One of our faculty at YSN described it as “breaking horses.” Later, some of us, beginning with limited findings on which to base our research, were encouraged to pursue knowledge at the discovery level and to keep an open mind for serendipity. Creativity was always encouraged; pragmatism was embraced.

Being transparent about what was known (as determined with a critical eye), finding the gaps in knowledge and the ever important “so what” question (i.e., it may be interesting, but will it make a difference for our patients and their families?) dictated our research process. As I repeatedly ask my current PhD students, “What do you know?,” “Where are the gaps?,” and “So what?” When they run dissertation topics past me, I giggle, and have a YSN déjà vu moment. Yet, could there be anything more important than instilling transparency into one’s research endeavors? Transparency was framed as “there is no perfect study,” which allows for exploration of not only what worked but what didn’t, and why. To quote Dean Margaret Grey: “A good study is one where you come away with more questions than answers.” We learned to embrace nonsignificant findings as much as $p=0.0000$. . .

Being generous with knowledge is perhaps the most important element of the YSN doctoral experience. Several examples come to mind. The first person I approached to interview for my dissertation, who immediately offered “whatever I can do to help you,” was a YSN alum. If it weren’t for her generosity, I don’t know if I would have found the confidence to approach other families. I will never forget her impact on my research.

My first year at YSN, Dean Grey spent her spring break helping me write my first grant (F31) during the days when email attachments didn’t exist. Back and forth, version after version, until it was done. Mentoring was in abundance at YSN (Dorothy Sexton’s door was always open). Ruth McCorkle once told me you have to be free and generous with your knowledge and ideas in order to grow. This is ever so true, from generous classmates who became kindred spirits (Linda Juszcak), to lifelong colleagues (Carol Bova) who exemplify excitement for learning, transparency, and generosity. We now collaborate on our research projects at UMass Worcester, and we try to give our PhD students experiences based on these guiding principles that we learned at YSN and that were freely shared and modeled at a very special school with a very special history.

Could I have learned and experienced all these principles in another academic setting? Maybe. Would I have wanted to have gone elsewhere? Absolutely not. *That I do know for sure!*



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65	5.5%	8.5%	14.5%
70	7.0%	13.0%	15.0%

Contact Steve Varley, YSN Director of Development, at steve.varley@yale.edu.

* Minimum gift annuity is \$10,000. These rates are for illustration purposes and may vary depending on the timing of your gift. Annuity rates for two individuals are also available.

BY ZOE KELLER

“If I don’t know, I’ll find out.”

This is the pledge of Yale School of Nursing’s librarian, Janene Batten, who keeps a keen eye out for breaking developments in the field of scholarly nursing and innovations in research tools.



“We can’t afford to be sitting in the stacks waiting for students to come to us. We have to go to them,” she said. YSN students have their personal librarian introduced to them on the first day of orientation. Batten then follows students through their careers, teaching search skills and citation management as part of the student’s curriculum, and maintains a close relationship with the faculty and students. Batten reports that the students and faculty who seek her help are always very grateful, “which is surprising because it’s my job.”

The Medical Library serves the entire Yale medical campus, which includes the Yale-New Haven Hospital and affiliated clinics, as well as the Yale Schools of Nursing, Medicine, and Public Health, and the physician assistant program. Batten credits medical campus librarians for a progressive model of service. “In many ways, the medical library has led innovation because its students need the results now of research that will be published next month.”

Eight years ago, the Harvey Cushing/John Hay Whitney Medical Library “realized that the future was in ensuring that as much as possible was available electronically,” Batten recalled. “The people we’re serving want the information available to

them on their desktops rather than having to go to the library to find it.” As a result, the Medical Library carries thousands of journals and books in digital form, as well as a multitude of on-line access points to information.

Batten also teaches nurses at Yale-New Haven Hospital. The class, team-taught with nurse educators using evidence-based practice, is essential for the hospital’s magnet status. “Your librarian is an expert in finding information to support clinical practice. It’s vital for clinicians to know where to find current best evidence,” she explained.

Her perspective is uniquely valuable, as her role provides a view of both the proverbial forest and the trees. Batten advises on several senior leadership initiatives at YSN, including curriculum, strategic planning, technology, and academic integrity. “If you’re involved at that level,” she explained, “you have an understanding of the organization you’re trying to support.”

“I love that first day when the students are back—that vibrant energy,” Batten said. “I’m always amazed at how clever they are. They’re brilliant in their own right, even before they get here. I can only imagine what they will do after graduation.”

YALE SCHOOL OF NURSING Doctoral Researchers

Recent PhD in Nursing Graduates

Susan Caplan, 2010

Casual Beliefs and Perceptions of Depression Among Latino Immigrants in Primary Care

Nicholas R. Nicholson, Jr., 2010

Predictors of Social Isolation in Community Dwelling Older Adults

Anna-Leila Williams, 2010

Barriers to Meditation Among Cancer Family Caregivers

Christine Ceccarelli, 2011

Factors Affecting State Policies for Home-Based Long-Term Caregivers

Moira O’Neill, 2011

Pulling Back the Curtain: State Children’s Ombudsmen at Work

Cynthia O’Sullivan, 2011

Psychological Distress During Ovarian Cancer Treatment

Monica Ordway, 2011

Effects of an Ongoing Parenting Program on Parental Reflective Functioning and Early Child Behavior Outcomes

PhD in Nursing Graduates

MAY 2012

Ulrike Muench

Generic Medication Use in Primary Care: Does Type of Provider Matter?

Catherine Sumpio

An Exploratory Study of Treatment Complexity, Optimism, and Self Efficacy in Relationship to Mood and Coping in Persons with Advanced Stage Cancer Diagnoses

Christine Tocchi

Development of a Frailty Measure for Older Adults: The Frailty Index for Elders

Postdoctoral Fellows 2011–2012

Sharron Close

Monica Ordway (read more on page 8)

Gwendolyn Thomas

GRANT AWARDS

Ongoing and completed during period 2/1/11–1/31/12

FUNDED RESEARCH

YSN Investigator(s)	Title of Project	Funding Source	Funding Dates	Total Award
Alonzo, A. (PI)	Acute Coronary Syndrome and Care-Seeking Delay (R01HLO85328)	NIH/NHLBI	9/1/07–ongoing	\$833,352
Crowley, A. (PI)	Developing a Medication Administration Training System for CT ECE	Child Health and Development Institute	10/1/11–ongoing	\$45,425
Funk, M. (PI)	Implementation of Practice Standards of ECG Monitoring (R01HLO81642)	NIH/NHLBI	5/15/08–ongoing	\$3,873,393
Grey, M. (PI), Whittemore, R.	Internet CST for Adolescents with Diabetes (R01NR04009)	NIH/NINR	9/17/07–ongoing	\$3,417,079
Grey, M. (PI), Whittemore, R. (PI)	Reducing Obesity & Diabetes in High-Risk Youth (RC1NR011594)	NIH/NINR	9/23/09–1/31/12	\$991,807
Grey, M. (PI), Whittemore, R.	Integrating Behavioral Care for Teens with Diabetes	American Diabetes Association	1/1/12–ongoing	\$750,000
Jaser, S. (PI)	Coping, Parenting, & Maternal-Child Adjustment in Adolescents with Type 1 Diabetes (K23DK088454)	NIH/NIDDK	9/15/09–ongoing	\$632,910
Kennedy, H. (PI)	Promoting Primary Vaginal Birth in Hospital Settings	Transforming Birth Fund	11/1/10–ongoing	\$40,000
Knobf, T. (PI)	Exercise Intervention to Improve Health in Postmenopausal Cancer Survivors (R01CA122658)	NIH/NCI	9/11/07–ongoing	\$2,189,297
McCorkle, R. (PI)	An Intervention to Improve Outcomes in Patients with Advanced Cancer (R01NR011872)	NIH/NINR	9/29/09–ongoing	\$1,410,399
Moller, M. (PI)	Outcomes of Psychiatric Case Manager Training on Medical Adherence, Progression Through the Four Phases of the MAPP Recovery Model, and QOL in Patients with Schizophrenia	AstraZeneca Pharmaceuticals	9/1/09–ongoing	\$109,587
Pellico, L. (PI)	Looking Is Not Seeing and Listening Is Not Hearing	Johnson & Johnson/Society for the Arts in Healthcare	1/1/0–ongoing	\$54,481
Redeker, N. (PI)	Cognitive Behavioral Therapy for Insomnia in Stable Heart Failure (R21NR011387)	NIH/NINR	8/13/09–ongoing	\$454,081
Reynolds, N. (PI)	Multi-site Collaborative Study for Adherence, Virologic, and Clinical Outcome (R01MHO78773)	NIH/NIMH (subcontract with UCLA)	6/1/07–ongoing	\$112,500
Reynolds, N. (PI)	Smoking Cessation and the Natural History of HIV-Associated Emphysema (R01HLO90313)	NIH/NHLBI (subcontract with Ohio State Univ)	9/28/07–ongoing	\$109,503
Reynolds, N. (PI)	Enhanced Nursing Support to Improve Self-Management Outcomes of ART	AIDS Clinical Trials Group Network	6/1/08–ongoing	\$100,000
Sadler, L. (PI)	Minding the Baby: Home Visiting Program Evaluation (R01HDO57947)	NIH/NICHD	9/30/09–ongoing	\$3,181,879
Scahill, L. (PI)	Behavior Therapy for Adults with Tourette Syndrome (R01MHO69874)	NIH/NIMH	9/22/05–5/31/11	\$1,029,750
Scahill, L. (PI), Bearss, K.	Randomized Trial of Parent Training for Young Children with Autism (R01MHO81148)	NIH/NIMH	1/15/10–ongoing	\$2,202,242

FUNDED RESEARCH *Continued from page 17*

YSN Investigator(s)	Title of Project	Funding Source	Funding Dates	Total Award
Scahill, L. (PI), Bearss, K.	RUPP Autism Network: Guanfacine for the Treatment of Hyperactivity in PDD (R01MHO83707)	NIH/NIMH	7/1/10–ongoing	\$1,736,069
Scahill, L. (PI)	Multicenter Study of Extended Release Guanfacine in Children and Adolescents with Tourette's Disorder	Shire Pharmaceuticals	2/22/11–ongoing	\$794,311
Schulman-Green, D. (PI)	Testing a Self-Guided Educational Intervention for Women with Cancer	American Cancer Society	7/1/08–ongoing	\$728,000
Taylor, J. (PI)	Early Gene-Environment Risks for High Blood Pressure in African-American Children	Robert Wood Johnson	9/1/08–ongoing	\$350,000
Whittemore, R. (PI)	A Diabetes Prevention Program in the Community	Robert Wood Johnson	9/1/09–8/31/11	\$300,000

FUNDED TRAINING

YSN Investigator(s)	Title of Project	Funding Source	Funding Dates	Total Award
Funk, M. (PD)	Yale University School of Nursing Doctoral Program in Nursing (P200A060051)	U.S. Department of Education	8/14/06–8/15/11	\$506,688
Grey, M. (PD)	Professional Nurse Traineeship (A10HP00224)	HRSA/Division of Nursing	7/1/11–ongoing	\$80,572
Grey, M. (PD)	Connecticut AIDS Education and Training Center	New England AIDS Education and Training Center/Univ. of Massachusetts	7/1/08–ongoing	\$165,297
Guthrie, B. (PD)	Community-Based HIV Education Research Program for Diverse Racial & Ethnic Groups (R25MHO87217)	NIH/NIMH	9/1/10–ongoing	\$1,283,741
Knobf, M. (PD)	Interdisciplinary Research Training in Breast Cancer Disparities	Susan G. Komen for the Cure	7/1/10–ongoing	\$180,000
Reynolds, N. (PD)	Research Training in Self and Family Management (T32NRO8346)	NIH/NINR	7/1/08–ongoing	\$1,813,273
Reynolds, N. (PD)	Yale University School of Nursing Doctoral Program in Nursing (P200A090149)	U.S. Department of Education	8/15/09–ongoing	\$653,280
Reynolds, N. (PD), Alonzo, A.	Indian Institute for Advanced Nursing	Clinton Foundation	11/1/10–ongoing	\$1,258,864
Reynolds, N. (PD)	Jonas Nurse Leaders	Jonas Center for Nursing Excellence	7/1/10–ongoing	\$80,000

FUNDED DOCTORAL/POSTDOCTORAL RESEARCH

YSN Investigator(s)	Title of Project	Funding Source	Funding Dates	Total Award
Murphy, M. (Doctoral Student)	Evaluation of Diaper Dermatitis in Pediatric Patients with Cancer (DSCN-09-140)	American Cancer Society	8/1/09–7/31/11	\$30,000
Ordway, M. (Doctoral Student)	Parental Reflective Functioning and Child Outcomes (F31NRO11263)	NIH/NINR	9/1/09–8/31/11	\$123,528
Tocchi, C. (Doctoral Student)	Building Academic Geriatric Nursing Capacity	Hartford Foundation	7/1/09–6/30/11	\$100,000

Working Toward a Solution

BY LISA SUMMERS '83, CNM, DRPH



Summers joins other pro-nursing representatives outside the Old Executive Office Building prior to meeting with White House staff to discuss health care reform.

I graduated YSN in 1983, a newly minted midwife looking to gain clinical experience. My focus was on young girls who lacked adequate education and options for reproductive health, expectant mothers who needed a supportive environment for birth, and babies who deserved a strong start in life. Policy and politics weren't part of the mix.

How is it that I'm now a full-time policy wonk? How did a dozen years in clinical practice and education give way to health policy?

Not long after graduation, I realized that, despite my Yale degree, national certification, and strong clinical background, at times I was not

CNM to work one day a week. I was hired and soon was hooked; I left 11 years later, having served as Director of Professional Services for the last two years.

My next position as a policy analyst for a consumer advocacy organization provided an opportunity to see health care reform from the 30,000-foot level. At the end of 2008, with Obama headed to the White House pledging to make good on his promise to reform health care, I became a policy analyst at the American Nurses Association (ANA), which was looking for a nurse to build bridges with the advanced practice community.

It's an incredibly exciting time to be immersed in health policy at the ANA. The passage of the Affordable Care Act and the release of the Institute of Medicine report *The Future of Nursing* have created unprecedented opportunities, particularly for advanced practice nursing. The challenge is prioritizing the many opportunities coming our way.

My YSN education laid an important foundation for a shift from clinical to policy work. A Yale Nursing degree is awarded in the context of lifelong learning, instilling in students a passion for health care as a basic human right. It is a shame that our country offers the world's best health care to a privileged few, while many suffer from lack of access to the most basic services. Changing this drives my daily work. YSN never stifles complaints about the status quo, as long as the complainers are willing to work toward a solution.



Lisa Summers '83 with Bethany Golden '03 at YSN Reunion.



YSN Reunion 2011 brought together current students Kate Damon '12, and Sarah Morse '13 with alumnae Summers and Peg Cushman '76.



Summers worked as a midwife in the 1980s in Houston while on the faculty at the University of Texas Medical School.

allowed to do what I was educated, certified, and capable of doing. Frustrating and often bewildering barriers cropped up between me and the patients—legal barriers preventing me from writing prescriptions, regulatory obstacles requiring sham supervision by physicians, and institutional roadblocks attributing my patients' hospital admission to an obstetrician who never laid eyes on them.

At first, addressing these challenges was a part-time, volunteer job through the local chapter of the American College of Nurse-Midwives (ACNM), primarily at the state level. After moving inside the Beltway, I had more contact with the national headquarters and a close-up view of the work of ACNM's lobbyist. My position on the faculty at Johns Hopkins School of Medicine, plus a Yale degree, often made me her choice to visit a Hill office or represent the organization before a panel during the Clinton efforts at health care reform.

Though I loved academic medicine at Johns Hopkins, I needed to give it up when I found myself juggling motherhood, my mother's illness, and an unfinished doctoral dissertation. ACNM posted a position for a

I have been privileged to return to YSN to teach health policy in the Nursing Management, Policy, and Leadership (NMPL) program and am thrilled to see the growing emphasis on health policy in schools of nursing. Despite partisan bickering and attempts at repeal, the most significant piece of health care legislation in our professional lifetime is being implemented at a remarkable pace. It is time for nurses, the largest single group of health care professionals, to be one strong voice for a system that delivers safe, appropriate, and compassionate care to everyone.

Please submit personal essays of 500–750 words to Sherrie Page Najarian '94 at snajarian@verizon.net. Please type "YSN essay query" in the subject heading. There are no rules or preconceived notions of what it means to be a Yale Nurse, only an opportunity to share your experiences.

As you know, Yale Nurses are not only master's-prepared nurses. A Yale Nurse may also have a doctoral degree. This issue of *Yale Nursing Matters* is devoted to these nurses and the soon-to-be nurses pursuing a PhD or DNP (Doctor of Nursing Practice).

On p. 6, Margaret Moss explains how the new DNP program differs from a PhD program—and why this new Yale degree matters to nursing and health care.

Where were you in 1994? If you were an incoming MSN student, you were joined by the first cohort of DNSc candidates. At that time, most of us were unaware of the turmoil around YSN's first doctoral program. On p. 10, read about the evolution of the program and what Dean Judy Krauss did to convince Yale's president that the time was right and the place was YSN.

Monica Ordway MSN '97, PhD '11, now a postdoctoral fellow, describes on p. 8 her continued research into improving mother-child and clinician-family relationships.

If you have ever thought to yourself, "If I had a doctorate, would it really change what I am already doing?" read what Susan Sullivan-Bolyai knows for sure about her doctoral education at YSN (p. 14).

Here, read about what three Yale Nurses have done with their NMPL degrees. And speaking of NMPL, Lisa Summers '83 (p. 20) describes how her career has evolved in policy and strategy.

The Yale Nurse section is all about staying in touch with friends, classmates, and other alumnae/i. We had a record number of news items, starting on p. 22. Catch up and send in your photos and updates for the Fall issue!

Karla A. Knight '77

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YaleNurse

AN ALUMNAE/I PUBLICATION OF YALE UNIVERSITY SCHOOL OF NURSING

I AM A YALE NURSE BY CAITLIN ENRIGHT

Nurses are changing the world, whether helping one patient or transforming national policy. The Nursing Management, Policy, and Leadership (NMPL) program at Yale School of Nursing is preparing nurses to change entire systems. Aimed at those with professional nursing experience, the NMPL specialty opens the door to career advancement.

NMPL graduates become managers, leaders, and policymakers in an era of rapid change in health care, when nurse experts are able to help countless individuals they will never meet.

Because students are working professionals, NMPL participants attend classes part time for three years. Most coursework is conducted online, with monthly on-campus classes, allowing students from across the country to connect and collaborate. Three recent NMPL graduates have applied their learning to the real world.



Leslie Marsh '10

Before enrolling at YSN, Leslie Marsh '10 worked as the Director of Nursing for TriCounty Hospital, located in Kearney, Nebraska. Being 35 miles from the nearest neighboring hospital, TriCounty operated as a critical access hospital.

Wanting to apply what she learned in the NMPL program in her profession, Marsh applied for the position of CEO at her hospital. From more than 50 applicants, Marsh was chosen for the position.

As CEO, she has rebranded the hospital as Lexington Regional Health Center and applied the tools provided by her YSN education to truly transform the hospital. Since she became CEO, the hospital has improved its performance on all significant core measures and was recently recognized as one of 18 critical access hospitals with exemplary performance out of more than 1,300 hospitals in the country.

"By implementing ideas discussed at Yale, like creating an enhanced role for nurse practitioners, the hospital has moved from a negative operating margin to a positive one in the past 18 months," Marsh said. "We recently opened an urgent care center led and staffed by nurse practitioners, which helps us to deliver high-quality care in the most cost-effective way."

Marsh was recently nominated by the National Rural Health Association (NHRA) to serve on a MedPAC-CMS advisory committee, where she had served as an intern while a student of the NMPL program.

Currently, she is writing a research article

“Seeing how much I enjoyed learning, observing my interactions with students from all across the United States, and listening to me describe the collaborative interaction and access I had to the caliber of professors at YSN was enlightening for them in a way that went beyond just telling them.” —ELLEN MAKAR '09

with her mentor, YSN professor Donna Diers. “My interaction with Yale did not end with my graduation from the program,” said Marsh. “I’m fortunate to have access to the wealth of talent on the Yale faculty. I know I can call with any question and expect a world-class answer.”

Marsh largely credits the NMPL program, formed to address a gap in nursing education, for her professional success. “As health care changes, I have every confidence that the creative faculty at Yale will continue to develop pioneering programs leading to measurable improvements in health care.”



Karen McKeown '09

Commuting monthly from Texas to Yale is no easy task, but Karen McKeown '09 did just that. While enrolling in the NMPL program, McKeown was working as a nurse manager of an inpatient oncology unit. The online format allowed her to take classes while still working in Tyler, Texas.

“I chose the program because it allowed me to combine nursing and health policy, and I found each course challenging and enjoyable,” said McKeown. “For the first two and a half years after graduation, I continued to work in my oncology management position; I was a better leader because of the skills I had learned at Yale.”

During her studies, she completed

her final clinical placement with the Senate Finance Committee in Washington, DC. Then, last fall, she was awarded a 12-week fellowship with the Heritage Foundation. The opportunity to work in policy through the fellowship was a dream come true, and it led to other exciting opportunities. McKeown just became Administrative Director for the Wisconsin Division of Public Health.

McKeown thanks the NMPL program for her confidence in this new position, which “allows me to utilize my experience in health care, my leadership skills, and my knowledge of health policy,” McKeown said. “Much of what we studied in the NMPL program relates directly to my current work: leadership, data, policy, project management and evaluation, and human resources.”



Ellen Makar '09

Working as a full-time nurse while raising two teenagers might seem like a full load, but Ellen Makar '09 was ready for a new challenge. She had experience as a medical-surgical nurse, then in the ICU, and then as a certified case manager. By the time she enrolled at YSN, Makar was working in the performance management department of the Yale-New Haven Health System.

The NMPL program was just what Makar was looking for. “The hybrid format of intensive on-site sessions

coupled with online connectivity was a perfect match for my interests and life,” Makar said. “As a member of the first cohort in the NMPL track, I felt like a trailblazer.”

Makar attributes the unique structure of the program for transforming the way she viewed herself. “I gained the confidence necessary to believe that my ideas were good, that my work was thoughtful, and that I had the ability to lead locally and even nationally.”

Upon graduating from the NMPL program, Makar’s career skyrocketed. She is now Director, Nursing and Clinical Transformation for Yale New-Haven Hospital. In this position she is responsible for leading the implementation of nursing informatics solutions for YNH as well as partnering with nursing leaders across the three-hospital health system regarding nursing standardization issues.

In 2010, the Alliance for Nursing Informatics (ANI) chose Makar from a national pool of candidates as an “Emerging Leader” in nursing informatics. Makar completed a two-year fellowship and has written an article for *Computers in Nursing* magazine detailing her experience. “I love what I do because I know I am making a positive difference in the work environment of nurses and, through them, improving patient care,” Makar said.

The NMPL program impacted much more than her professional life. “My children saw firsthand the importance of ‘fit,’ that the right school and program makes all the difference; that resonated with them during the college application process,” Makar explained. “Seeing how much I enjoyed learning, observing my interactions with students from all across the United States, and listening to me describe the collaborative interaction and access I had to the caliber of professors at YSN was enlightening for them in a way that went beyond just telling them.”

Makar is again looking to Yale for the next big step, now applying for the Doctor of Nursing Practice program.

Class News



Joan Edelstein '75 retired from San Jose State in 2002, but has continued to teach and pursue school nursing. She is now the Coordinator of the School Nurse Credential Program at Sacramento State University. Her daughter is also pursuing nursing, with plans to become a family psychiatric nurse practitioner.



Qunicy Garfield '79 recently rejoined Aetna as a Clinical Program Consultant for national accounts in the Florida market. He assists large companies in developing and implementing innovative programs and services to improve employee health and wellness. Garfield also maintains a small health coaching private practice. He recently completed the First Watch Sarasota Half Marathon and is now training for his first triathlon.

Elizabeth Woodruff Hutchinson '45 is 92 years old and competes in 5k road races on a regular basis. She is often the only runner in her age group, but it has its perks! She is often sponsored with hotel rooms, meals, and running shoes.

Fran Lynn '52 earned her master's from NYU in Adult Psychiatric Nursing upon graduating from Yale. She then worked as a researcher in psychopharmacology at Bellevue Psychiatric Hospital as an instructor in NYU's medical school. She then went on to become an Assistant Director on the nursing staff of University Hospital at NYU. In 1987, she worked as a legal nurse, consulting for a defense law firm in her home city of Youngstown, Ohio, and remains there today. In 1993, she met her future husband, who graduated from Yale with a degree in engineering on the same day as Fran, but it took them 41 years to meet and marry.

Myra Chang '55 attended YSN Reunion in 2010. She keeps busy with community, church, and family activities, writing poetry, and creating art. She lives in Palo Alto, Calif., and is planning a trip to Hawaii.

Amy Hecht '55, having a major interest in hospice and end-of-life care, founded Delaware Hospice. Hecht retired as Dean of the College of Health Professions at Temple University in Philadelphia. During her career in nursing education, she spent her time at four different universities. She and her husband Jim relocated to Colorado in November 2010, where they now live in a continuing care retirement community 15 miles south of Denver.

Kit Dreyfuss '58 is now a retired school nurse and volunteers as a nurse at a local summer camp. She also is a member of the L.A. County Medical Reserve Corps, where she helps out with flu immunization clinics and is a disaster health care volunteer.

Sister Ann Infanger '58 completed a PhD in Genetics from Cornell and taught biology at Seton Hill University until 2005. She now teaches part-time: a course called "Faith, Religion and Society" for freshmen and a second senior seminar about happiness.

Peery Mahaffy '64 is recovering from back surgery and is preparing for mission trips to Panama, Honduras, and southern Mexico.

Carol J. Scales '67 is living in Greenwood, South Carolina, and planning to return to YSN for Reunion this fall. She's hoping her classmates will join her there to share their adventures of the last 45 years!

Cathy Strachan Lindenberg '71 worked over 40 years in the field of nursing and public health before she retired. In 2004, she founded a nonprofit called TeenSmart International. The organization provides adolescent health promotion educational materials and methods free of charge to teens 10 to 24 years of age in Costa Rica and Nicaragua, as well as a broader audience through their website: www.jovensalud.net.

Gretchen Frisch Kuempel '71 currently serves as Chair of the Seton School of Nursing Alumnae Scholarship Committee. Gretchen lives about five miles out of Pflugerville, Texas, with husband Max, and enjoys serving in various ministries.

Ann Traub Whitaker '75 is enjoying retirement, with a new marriage, kids, grandkids, and lots of travel. When she finds time, she designs and facilitates retreats and workshops at her local church.

Shirley Girouard '77 will start her new position as the Dean of the School of Nursing at Long Island University in New York in June.

Sarabeth Friedman '78 enjoys teaching nursing full-time. In October she will be taking a group of students to Peru. Sarabeth has been living in Denver since August.

Lynne Morishita '78 is currently doing independent consulting work on projects involving the care coordination and health care systems integration. She is also volunteering with a collaborative to Prepare Minnesota for Alzheimer's Disease 2020. Her son is a junior at Yale University's Timothy Dwight College.

Debi (Welch) Boyle '79 is the Oncology Clinical Nurse Specialist at the University of California Irvine Medical Center/Chao Family Comprehensive Cancer Center in Orange, Calif. She recently published a book with colleague Nancy Jo Bush entitled *Self-Healing Through Reflection: A Workbook for Nurses with Hygeia Media* and a perpetual calendar called *Nurturance for Nurses: Reflections for Compassionate Healers*.

Sarah Humme '81 is currently the Chief Nursing Officer and Chief Operating Officer at Southwest General Hospital, San Antonio, Texas. She is also pursuing her PhD at Texas Tech University, where she expects to graduate in May.

Leslie Robinson '81 currently works as a per diem clinician for Planned Parenthood and as a prenatal yoga instructor. She also practices and studies energy medicine.

Veronica Kane '83 is an assistant clinical professor and coordinator of the pediatric specialty at MGH Institute of Health Professions in Boston, MA. After lending her expertise there for the past 15 years, she also remains active clinically at Harvard Vanguard Medical Associates. While serving in the U.S. Air Force, she met her husband Steve. They have a daughter and two cats.

Jocelyn Gorlin '84 is currently a PhD student at the University of Minnesota, researching children with special health care needs. She recently completed a study that was published in *Haemophilia* called the "Use of Emergency Medical Identification in the Pediatric Hemophilia Population: A National Study."

Anne Hutchinson '84 is currently one of seven pediatric Sexual Abuse Nurse Examiners in Mass. Her responsibilities are to train ED staff to collect forensic evidence and to reach out to pediatric offices about Children's Advocacy Centers. She also spends much of her time surrounded by her two young grandchildren and a five-year-old foster child who is staying with her indefinitely.

Suzanna Abbott '85 was married to James Aubrey Harris in October 2010. They have left the Northeast and now live down south in Florida. Abbott enjoys traveling with her husband and teaching a group of nursing students at a local community college.



Luc R. Pelletier '82 was appointed by the Board of Directors of the American Academy of Nursing (AAN) to the Fellow Selection Committee in November 2011. Luc is the Administrative Liaison at Sharp Mesa Vista Hospital as well as an Adjunct Faculty member at the National University in San Diego, Calif.



Chris Beard '93 currently resides in Portland, Oregon, as a full scope midwife for Kaiser. She estimates that she “catches” about 120 babies a year. She has two young daughters who were adopted from China, and recently, they made the trip back to China to see their hometowns. They even got to camp on the Great Wall of China on her daughter’s birthday.

Elizabeth Brennand '88 is enrolled in her first year of law school in Seattle, where she is pursuing her goal to help reform the flaws in the current health care system. Prior to this venture, she worked with the Yup'ik Eskimo population in bush Alaska for the past decade.

Lauri Winter '88 first worked for Fair Haven Community Health Clinic after graduation from YSN. She then went on to work for the New Haven Foundation, the Human Resources Administration of City Government, and the University Research Corporation (URC). The URC has brought her all over the world, and in 2006, she decided to reside in Timor Leste under the U.S. Agency for International Development.

Gloria Mayotte '89 is now enjoying retired life surrounded by good friends, playing with her dogs, reading, taking short trips, and relaxing in the backyard.

Cynthia Lovell '92 plans on going on a mission trip to Peru this summer to apply fluoride to children’s teeth. She has written two books about foster children: *The Star: A story to help young children understand foster care* and *Questions & activities for The Star: A handbook for foster parents*. Lovell is planning on attending the YSN reunion this fall!

Emily Tynan '92 has opened a private practice in Southington, Conn., serving all ages of people with social and emotional issues. Her practice also aids with therapy and medication management. Tynan also works with the Center for Geriatric and Family Psychiatry in Glastonbury, CT as an APRN and consultant.

Curtis D. Harmon '94 is the Medical Director at Behavioral Health Consultants of Hamden. They treat children, adolescents, adults, and families, both psychiatrically and psychologically.

Sherrie Page Najarian '94 works as a school nurse at St. Catherine’s School in Virginia. She is also a freelance writer and edits the column, “What Does It Mean to Be a Yale Nurse?” for *Yale Nursing Matters*.

Effi Shu '94 received a second kidney transplant on March 19. She looks forward to celebrating life after the transplant by continuing to instruct violinists in the metro DC area and spending time with her husband and three children.

Melanie Morris '95 returned to her studies by enrolling at UVA School of Nursing for a psychiatric nurse practitioner postmaster’s certificate. She now works with a psychiatrist in a private practice after leaving her job at a hospital counseling center last September.

Lisa Rudzinsky Keeler '97 has returned to her roots by joining the Division of Critical Care Medicine at Children’s Hospital in Boston as an acute care PNP. Their MSICU consists of 29 beds. Previously, she spent 13 years working in the Division of Gastroenterology and Nutrition at Children’s Hospital Boston.

Jeannie M. Dilworth '98 works in an inner-city mental health clinic and owns her own private psychotherapy and medication management practice. She is interested in treating the whole person and use functional as well as integrative holistic therapies. She also enjoys breeding and showing Airedale terriers.

Moira O’Neill '98 currently teaches in the Department of Nursing at the University of New England in Maine. Upon receiving her PhD, her dissertation, *Pulling Back the Curtain: Children’s Ombudsmen at Work*, was posted on the American Bar Association’s Center on Children as well as on their law website as a national resource. She was also part of YSN’s team at the National Toboggan Championships in Maine.

Amanda Skinner '98 returned to Yale for her MBA after working 10 years as a nurse-midwife in Waterbury. Upon graduation, she worked for the Chartis Group and then moved to work as Deputy Director of Performance Management for Yale-New Haven Health System. Today, she is the Director of Clinical Integration and Performance Management for Northeast Medical group and is Chair of Yale-New Haven Hospital’s Accountable Care Solutions Task Force.

Christa Hartch '02 is a clinical instructor at Norwalk Community College School of Nursing. She also teaches clinical at Greenwich Hospital. Her family has recently moved back to Connecticut after spending a year abroad in Paris.

Genice Nelson '03 was named Woman of the Year by the African-American Affairs Commission for the State of Connecticut for her community service with the Sickle Cell Disease Association of Southern Conn. As Chair, she doubled the number of donations and participants in the annual walk. Genice created an educational program for 1,000 middle and high school students, with an 80 percent retention rate for re-testing. And in partnership with the NAACP, the Southern Connecticut Black Nurses Association provided 150 physical and dental screenings for uninsured people in New Haven.

Kelly Fowler '05 graduated YSN from the FNP track. She now resides with her family in the Middle East, where she is working with patients with TB at the local hospital.

Barbara-Ann Bybel '05 earned a doctorate in health administration. She is married with two young children.

Anna Goddard '05 has decided to pursue her PhD and is currently enrolled in Vanderbilt University of Nursing. She is studying pediatric resilience and coping with chronic illness, and is the recipient of the Centennial Fellowship.

Krista Danneman Loop '05 first worked at a school-based clinic operated by Children’s Hospitals and Clinic upon graduation. She now is an FNP at Fremont Clinic, which is a FQHC serving north Minneapolis and the surrounding suburbs. She is married with two young sons.

Brenda Dixon Dunlap '06 works at a private practice at Women’s Healthcare of New England in Connecticut. She also teaches clinicals to students at Norwalk Community College in the nursing program.



Philip R. Martinez, Jr. '06 and his wife welcomed home their newborn daughter Emma Rose Martinez in February.



Enyo Dzata '07 is currently working at the Children's Hospital of Philadelphia in the department of congenital hyperinsulinism, which falls under the Division of Endocrinology and Diabetes. She works with a multidisciplinary team as an NP on the endocrine inpatient unit.



Brandi Parker Cotton '08 gave birth to baby girl Sophie Leah Cotton on August 26.

Christina Tangredi '06 first worked in the Primary Care of the Geriatric extended care unit at the VA in West Haven, Conn., as well as in a surgical practice specializing in ENT, Head and Neck Surgery. She joined a neurosurgery practice for two years, then started her own company, Advanced Nursing Practice, Inc., as an independent first assist in surgery. Christina then partnered with a gynecological surgeon specializing in robotic surgery, and founded the practice Women's Health and Healing.

Jenny Veliz-Urzuu '06 serves as Chair for the Harbor UCLA (HUCLA) Cancer Education Outreach Task Force. The organization works closely with the American Cancer Society. She also works at HUCLA Medical Center as a surgical oncology nurse practitioner.

Annie Berman-Greenstein '08 and her husband, Seth, welcomed baby girl Olivia Lynne on February 7. They reside in California.

Sarah Levine Christensen '09 is expecting her first child in July.

Marielle Lesnevich '10 is an FNP in the Outer Banks, North Carolina. She and her husband are expecting their first child.

Leslie Marsh '10 received the American Hospital Association Advocacy Award for 2011 and the Nebraska Hospital Association Advocacy Team Award. Leslie is the CEO of Lexington Regional Hospital and says her achievements were made possible by her experiences as an NMPL student at YSN.

Amanda LaManna '11 currently works at the Miami University Student Health Service in Oxford, Ohio, upon graduating YSN last year. She is recently engaged and is planning her wedding for November 2012.

Bronwen Peternell '11 is living in Santa Cruz, Calif., and practicing at LifeSport Medicine and Wellness Center. He specializes in pain management, rehabilitation, and nutrition counseling. Peternell is also training for Ironman Coeur d'Alene in Idaho, which takes place at the end of June 2012.



This will get your PULSE up! How about flying 35 mph down an iced chute on a wooden sled?

YSN faculty, staff, students, and alums teamed up and traveled to Maine for the U.S. Toboggan Championships, led by YSN Professor Marge Funk, Principal Investigator of the PULSE Trial. Team PULSELESS placed 2nd overall for all-female sled. They looked sharp and beat out the competition for best scream!

Team PULSE Members:

Marge Funk, MSN '84, YSN Professor
Jeanine May, MSN '05, PULSE Project Director
Yasemin Turkman, MSN '09, YSN PhD Student

Team PULSELESS Members:

Moira O'Neill, MSN '98, PhD '11
Fran Hackerman, YSN Senior Administrative Assistant
Ani Bagdasarian '14, YSN First-Year GEPN student

Team Videographer:

Gwen Cassidy '14, YSN First-Year GEPN student

Board News

Under the leadership of YSNAA President Asefeh Faraz, the YSN Alumnae/i Association held its special strategic planning meeting in March in New Haven.

Back row (l-r): Tina Burke '76, Jill Strawn '77, Serena Flaherty '06, Beth Cheney '89, Judy Beal '75, Bethany Golden '03 (Past President), Joy Cyprian '13 (Student Rep), Tina Santoni '85. Front row (l-r): Asefeh Faraz '08 (Board President), Shirley Girouard '77 (President Elect), Jen Lovallo '14 (Student Rep), Lisa Summers '83.

Would you like to be on the YSNAA Board of Directors? Email katherine.ingram@yale.edu to express your interest!



IN MEMORIAM *as of March 31, 2012*

Katherine T. Leahy '34
3/14/12

Anna C. Scholl '40
12/28/11

Mary S. Symonds '40
9/12/11

Natale L. Brown '41
12/9/11

Althea D. Stadler '41
12/29/11

Aleena E. Young '42
10/27/11

Tyrrell R. Thayer '43
10/5/11

Jane Rambo Stewart '47
10/5/11

Margaret M. Allman '49
10/21/11

Gretchen P. Minners '56
10/24/11

Cameron T. Wroblewski '56
10/19/11

Mary R. Dalbey '57
11/15/11

Nelda K. Severin '65
9/29/11

Denise Bonenfant-Gaunya '79
11/11/11

Mary A. Quindlen '82
9/6/11

Mary Rendall Rigg Dalbey '57
May 1916 – November 2011



Mary Rendall Dalbey (née Rigg) was born in Burlington, NJ, on May 17, 1916. After graduating at the top of her class from Rider College in 1936, she taught high school for five years. In 1941, she earned a master's in education from Rutgers University. A decade later, Mary enrolled at YSN, graduating in 1957. She loved her years as a registered nurse and an instructor at Yale-New Haven Hospital, and her 10 years of volunteering for Red Cross bloodmobiles. Long after retiring from nursing, she continued demonstrating quality bedside care to Yale School of Medicine students until 2008. Mary was always active in YSN alumnae/i events and served as the 1957 class agent for over 45 years.



Foreign Service Matters

Yale School of Nursing graduates have impacted health care across the globe for as long as the School has existed, through experiences as diverse as collaborations with hospitals and schools of nursing overseas, service during times of war, through fellowships, and with the Yale Alumni Service Corps. Three YSN alums are currently serving as nurses with the U.S. Foreign Service, enriching their own lives and those of their families.

Mari C. Sullivan '88

is a Family Nurse Practitioner Medical Officer at the U.S. Embassy in Jakarta, Indonesia.

She writes:

I joined the Foreign Service in 2000. I have thoroughly enjoyed my career as a Medical Officer with the Foreign Service. Currently I am serving in Jakarta, Indonesia, and will transfer to Frankfurt this summer. In addition to my duties, I provided primary and emergent care to U.S. diplomats promoting foreign policy and their family members abroad, I also help with the medical aspects of high-level visits. This past fall, I met President Barack Obama and Secretary of State Hillary Clinton when they visited Bali on a state visit. We are currently in Bangkok at our annual medical conference. I have two children who started school overseas, and one will graduate this May from the Jakarta International School. My husband, a Sherpa from Nepal, has also enjoyed traveling around the world and has managed to find challenging work in every place we have lived. He has also shared his experience in mountaineering with local school groups and hosts country government sponsored expeditions. We have served three years each in Bucharest, Romania, Tunis, Tunisia, Kuala Lumpur, Malaysia, and now Indonesia.

Rob Giallongo FNP MPH '91

is a Foreign Service Health Practitioner at the U.S. Embassy in Cairo, Egypt.

He writes:

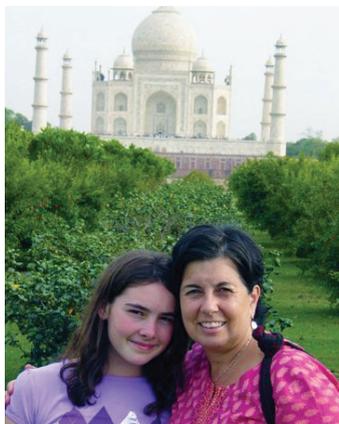
I have loved working in the Foreign Service. My family moved to Tirana, Albania, in 2003 when my wife, Chris, took a position with Peace Corps in Albania. I joined the Foreign Service there and served two years as the medical officer the U.S. Embassy Albania. From there we moved to Mumbai, India, where I worked at the U.S. Consulate General for three years. We had lived there just three months when the Mumbai terrorist attacks occurred. In 2011, we moved to Cairo, Egypt, where I currently work in the U.S. Embassy. My children, Eliza, 15, and Luca, 11, are enjoying their international education, though they sometimes miss family and friends back home. The Internet really helps them keep in touch, especially with their school friends, who are spread all over the globe. Mari, my wife, and I were all Peace Corps volunteers in Nepal in the 1980s, where we first caught the "travel bug." The Foreign Service has been an excellent work opportunity, as well as a service opportunity, and a great way to see more of the world.

Karen E. Mera '01

is a Foreign Service Health Practitioner at the U.S. Embassy in Freetown, Sierra Leone.

She writes:

I lived and worked in Nepal for five years after getting my BA in anthropology from Pomona College, and before joining the GEPN program at YSN. I'm also married to a Sherpa. I found out about Mari from a YSN classmate of hers who was a professor of mine—she knew we were both married to Sherpas. Mari was the first person to tell me about working as a Foreign Service Health Practitioner. I followed her lead and joined the Foreign Service in 2010. I'm just finishing my first tour in Freetown, Sierra Leone (West Africa). Like Mari and Rob, I'm enjoying this life. I do full primary and acute care and also serve on several Embassy committees. In addition, I go along with the Ambassador when he visits hospitals and health care projects. One highlight was a trip on the U.N. helicopter with the U.S. Ambassador and the First Lady of Sierra Leone to visit a remote hospital looking for Rotary assistance. We move to Kathmandu, Nepal, this summer. It will be great to return to Nepal and for my two kids, ages 4 and 7, to connect with their Nepali family. I spent my summers while a YSN student volunteering in a hospital in Kathmandu and look forward to seeing the doctors and nurses I worked with again.



Rob Giallongo '91 shared images of his family's life abroad. (l-r) Chris and Eliza Giallongo at the Taj Mahal, Agra, India; Rob with a guide in Luxor, Egypt; Luca Giallongo at Karnak Temple in Luxor, Egypt.

SAVE THE DATE!

YSN ALUMNAE/I REUNION WEEKEND 2012
SEPTEMBER 28 & 29

Advancing Nursing's Leadership Position in Health



All alumnae/i are welcome!

Join our special Reunion Year Classes as they mix and mingle

1937	1952	1967	1982	1997
1942	1957	1972	1987	2002
1947	1962	1977	1992	2007

For more information, or to connect with classmates, contact **Katherine Ingram** at katherine.ingram@yale.edu.

CALL FOR NOMINATIONS

Distinguished Alumna/us Award 2012



Eligibility information and nomination forms available at <http://nursing.yale.edu/distinguished-alumnaus-award>

For more information, contact **Katherine Ingram** at katherine.ingram@yale.edu or 203-737-2137.

Deadline June 30, 2012

Award will be presented at the 2012 Reunion!

Yale SCHOOL OF NURSING

Yale University School of Nursing (YSN) enjoys a national and international reputation for excellence in teaching, research, and clinical practice.

One of Yale University's professional schools, YSN is a leading school of nursing in the United States, with a diverse community of scholars and clinicians with a common goal: *Better health for all people*. More information may be found at www.nursing.yale.edu.

RANKINGS

YSN is tied for seventh overall in the 2011 U.S. News & World Report rankings of graduate schools of nursing, with several YSN masters programs ranked in the top ten.

The PhD Program in Nursing at Yale University is ranked in the top five in the nation among doctoral programs in nursing, according to ratings released by the National Research Council (NRC).

SPECIALTY RANKINGS

Psychiatric-Mental Health	first (tied)
Pediatric Nurse Practitioner	second
Nursing-Midwifery	fifth (tied)
Family Nurse Practitioner	seventh (tied)
Adult Nurse Practitioner	ninth

Student Demographics	Number of Students	Background of Entering Students
AVERAGE AGE		
GEPN 26	Full time 288	Undergraduate Degree in Humanities 65%
RN 31	Part time 48	Undergraduate Degree in the Sciences 37%
PHD 39	Prespecialty (1st-year GEPN) 84	Prior Graduate Degree 23%
GENDER	Master's Specialty 227	Prior Nursing Experience 33%
Females 92%	Post-Master's 6	
Males 8%	PhD 19	
MINORITY ENROLLMENT 21.4%	Master's Enrollment by Specialty	Degrees Awarded
	Adult Advanced Practice 46	Doctor of Philosophy 3
	Adult, Family, Gerontological & Women's Health Primary Care 71	Certificates in Nursing 84
	Nursing Management, Policy Leadership 13	Post-Master's Certificate 2
	Nurse Midwifery 32	Master of Science in Nursing 101
	Pediatric Nurse Practitioner 38	
	Psychiatric-Mental Health Nursing 27	
Faculty		
Full time 48		
Part time 9		
Part-time lecturers 103		
Preceptors 1,100		



GRE Scores of Entering Students

557 VERBAL **641** QUANTITATIVE **4.5** ANALYTICAL WRITING

Scholarships

\$7,528
AVERAGE SCHOLARSHIP AWARDED TO MASTER'S STUDENTS PER YEAR

Debt

\$103,267
AVERAGE DEBT UPON GRADUATION

Alumnae/i

3,395 NUMBER OF ALUMNAE/I **\$142,547** ANNUAL FUND DOLLARS RAISED **857** (27.7%) ALUMNAE/I WHO DONATED

Yale SCHOOL OF NURSING

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