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.
Times of transition and change can be stressful and challenging. At the same time, they offer us the rare opportunity to depart from the often-hectic cadence of our day-to-day activities—and invite us to reflect on our past accomplishments and refine our future aspirations.

As Deputy Provost for Health Affairs, I have had the pleasure of working closely with the School of Nursing—and four of its deans—over the past 20 years. Each of those deans has demonstrated an exceptionally deep and genuine devotion to the Yale School of Nursing and the mission and values it espouses. Each has brought her unique and substantial talents to the role, building upon the School’s distinguished foundation to bring YSN to even greater heights of accomplishment.

In this issue of Yale Nursing Matters, we celebrate the accomplishments of YSN’s current dean, Margaret Grey, as she completes 10 years of extraordinary leadership. Margaret’s transformational impact on the School became apparent, soon after she returned “home” to her alma mater in 1993, through her efforts to strengthen YSN’s research portfolio and launch a new doctoral program. When selected to be YSN’s ninth dean in 2005, she committed to integrating YSN’s three key areas of focus to “enable people to do research, practice clinically, and teach.” With Dean Grey’s unflagging commitment and the engagement of the faculty, students, and staff, YSN has made impressive progress over the past decade. With new educational programs, innovative clinical initiatives, and novel research directions in place, the School is in a strong position to address the challenges and opportunities presented by dramatic changes in the health care environment.

At this time, I once again have the privilege of working with President Salovey, members of the search committee, and the entire YSN community to identify future directions and new leadership for the Yale School of Nursing. It is no surprise that in the process of searching for a new dean we have heard over and over again of the high esteem in which YSN is held—the source of which is clearly elucidated in Dean Grey’s own words: “The faculty, students, and staff are at the heart of what makes the school a dynamic, engaging, and forward-thinking place to be.”

Stephanie Spangler
Yale University Deputy Provost for Health Affairs
YSN Co-Sponsors Third International Conference on Prevention and Management of Chronic Conditions

Earlier this spring, YSN co-sponsored the Third International Conference on Prevention and Management of Chronic Conditions in Bangkok, Thailand. The conference was designed to expand and exchange knowledge and practice on prevention and management of chronic conditions at the national and international levels with the goal of improving outcomes, quality, and patient safety. Topics included the role of family and community, evidence-based practice and success models, palliative care, and future direction for prevention and management of chronic conditions.

YSN Dean and Annie Goodrich Professor Margaret Grey spoke about her Internet-based approach to improving self-management in youth with diabetes. Fellow presenters included esteemed professionals from Mahidol University, Thailand; the International Health Policy Program, Thailand; Johns Hopkins University; the University of Washington; Columbia University; the University of North Carolina at Chapel Hill; Prince of Songkla University, Thailand; the World Health Organization; and Sigma Theta Tau International.

YSN Professor and Master of Silliman College Honored at Reception

A reception honoring the retirement of YSN Professor and Silliman College Master Judith Krauss took place on February 6 in the President’s Room at Woolsey Hall. Yale University President Peter Salovey, PhD; Dean Margaret Grey; and faculty, staff and alumnae/i were all in attendance to honor Krauss’s service to both the University and YSN. President Salovey spoke about her dedication to Yale, where she has been a member of the YSN faculty since 1971. She also served as Dean of YSN from 1985 through 1998, and has been Silliman College Master since 2000. Krauss will be stepping down on June 30.

In partnership with lead donors Cassy ’83 and Jon ’79 Pickard, the School established the Judith B. Krauss Nursing Scholarship Fund. As a gesture of gratitude for Krauss’s service to YSN, the fund supports the education of the next generation of nursing leaders. To learn more, contact Associate Dean for Advancement Steve Varley at 203-785-7920 or steve.varley@yale.edu.

Robert Wood Johnson Foundation Director Donald F. Schwarz Featured as the 2015 Sybil Palmer Bellos Lecturer

On April 8, YSN was honored to welcome Robert Wood Johnson Foundation (RWJF) Demand Portfolio Team Director Donald F. Schwarz as this year’s Sybil Palmer Bellos lecturer.

“Our speaker represents the best in healthcare leadership,” said Dean Margaret Grey. “Building on his background as a pediatrician, his work increasingly involved a commitment to implementing policy change that eventually led to the Philadelphia ‘miracle’ where policies turned around the childhood obesity epidemic.”

“We all need to be a part of assuring that each American has the opportunity to live a long and healthy life,” stated Schwarz, whose work as Philadelphia Deputy Mayor for Health and Opportunity and Health Commissioner is a prime example of this sentiment.

At RWJF, Schwarz oversees the Foundation’s effort to identify, support, and spread the word about individual and community actions that promote lifelong health for all Americans. Throughout his career, Schwarz has received both public and private funding for work that examines the issues of injury and its prevention in urban, minority communities, public policy approaches to adolescent violence, and physician- and nurse-practice-based interventions to improve outcomes for high-risk infants.
Five YSN PhD Students Successfully Defend Dissertations This Semester

Five YSN PhD students have successfully defended their dissertations this spring. Lisa Braun, Ariana Chao, Asefeh Faraz, Rose Nanyonga, and So-Hyun Park successfully defended their dissertations with faculty, students and family in attendance.

Associate Professor and Director of the PhD program Robin Whittemore stated, “This is a terrific accomplishment, reflective of dedicated scholarship, persistence, and a collaborative mentoring team. I have great confidence that our students will make an important contribution to nursing science, practice, and/or policy.”

Lisa Braun: “U.S. Navy Women’s Experience with Abnormal Cervical Cancer Screening and Follow-up Care”

Ariana Chao: “Obesity-Related Eating Phenotypes: Examining the Relationships with Food Cravings, Stress, and Metabolic Abnormalities”

Asefeh Faraz: “Factors Influencing the Successful Transition and Turnover Intention of Novice Nurse Practitioners in the Primary Care Workforce”

Rose Nanyonga: “Leadership, Followership and the Context: An Integrative Examination of Nursing Leadership in Uganda”

So-Hyun Park: “A Descriptive Study of Dietary Intake and Adherence to Cancer Survivor Nutrition and Physical Activity Guidelines”

A total of six students have successfully defended their dissertations this year. Yasemin Turkman met the requirements for graduation in the summer of 2014 with her project, titled “An Interpretive Description of Women’s Experiences with Triple Negative Breast Cancer.”

Assistant Professor Receives a National Institutes of Health/National Institute of Nursing Research Award

YSN Assistant Professor Soohyun Nam received a patient-oriented research career development award from the National Institutes of Health (NIH) and the National Institute of Nursing Research (NINR). The $390,819 project began in the fall of 2014 and will conclude in 2017.

Nam’s research project is titled, “Understanding Social Networks and Obesity-Risk Behaviors Among Black Women.” The award will allow Nam to undergo mentored training in methods used to conduct obesity prevention and treatment research using social networks and prepare her to build a research career focused on developing bio-behavioral lifestyle interventions for adults of diverse race/ethnicity at risk for obesity and obesity-related chronic conditions.

“I have always been interested in health disparities and patients’ chronic illness management,” said Nam. “I am very excited to work with the community partners to promote healthy lifestyle through many Black churches in the Greater New Haven area. Also, YSN is the perfect environment for me to collaborate with multidisciplinary research teams from the Yale Center for Clinical Investigation and the Yale Institute for Network Science.”
After consulting widely within YSN and Yale University, Dean Margaret Grey announced in July of 2014 that she would be stepping out of the Deanship at the end of her term. It was a difficult decision for Dean Grey, who says, “It has been a tremendous honor and privilege to serve as the ninth Dean of the School. I would have never dreamed that I would be in such a position when I was a YSN student.”

In September of this year, the School will begin its next chapter under a new Dean. But, we cannot move forward before we acknowledge Dean Grey’s impact on YSN and the legacy she is leaving behind. In the following pages, we outline five of Dean Grey’s most prominent accomplishments. YSN would not be the same without her sage guidance and unwavering passion for promoting the future of nursing and nursing science.
Bringing a PhD Program to YSN
Written by Marjorie Funk, Helen Porter Jayne and Martha Prosser Jayne Professor of Nursing

One of Margaret Grey’s most significant accomplishments as Dean was the transformation of the Doctor of Nursing Science (DNSc) program housed at YSN to a PhD program under the auspices of the Yale University Graduate School of Arts and Sciences (GSAS).

In the early 1990s, Dorothy Sexton, as Chair of the Doctoral Program Planning Committee, obtained a grant from the U.S. Public Health Service Division of Nursing to support the development of a doctoral program. Margaret consulted on this grant even before she came to YSN. The doctoral program would award a DNSc, a research degree less well recognized than the PhD. In 1994, Dean Judy Krauss appointed Margaret as Associate Dean for Research and Doctoral Studies. Under Margaret’s direction, the first class of seven students started the doctoral program in September of 1994, and the first DNSc degrees were awarded to three graduates in 1998.

During her term as Associate Dean, Margaret put a number of initiatives in place to support the conduct of research by faculty. These included mentoring of faculty writing grant applications and formal mock reviews. She worked to attract several doctorally prepared senior researchers to the faculty. This was key to the development of the PhD program.

As part of her negotiations when assuming the Deanship in 2005, Margaret told President Levin that the School would ultimately fail if it did not have a PhD program because it would be very difficult to attract good faculty. A proposal for a PhD program to replace the DNSc program was developed. Margaret, along with Professor Lois Sadler and myself, presented the proposal to the Executive Committee of the GSAS on April 5, 2006. On May 18, 2006, the Faculty of Arts and Sciences approved the PhD program in nursing. Margaret, Lois, myself, and other YSN faculty members Jane Dixon, Larry Scahill, and Meg Bourbonniere attended this historic meeting. Margaret then treated the YSN group to celebratory ice cream at Ashley’s—conveniently located just down the street from the Hall of Graduate Studies.

The first PhD students were admitted in September of 2006, and the first PhDs in nursing were awarded in 2008. All PhD students at Yale are fully funded for five years. Faculty research grants and a National Institutes of Health Institutional Training Grant (T32) that Margaret had obtained secured funding for nursing student support. Now there are two such awards supporting the students.

In honor of her 10 years as Dean, Margaret has designated that donations go to establishing the Dean Margaret Grey PhD Fellowship—a clear indication of the importance of the PhD program to Margaret’s legacy as the ninth Dean of the Yale School of Nursing.

Following Dean Grey’s Vision West
Written by Veronica Good, Executive Assistant, Office of the Dean

The May 3, 2012, Yale News headline read: “Yale School of Nursing Moving to University’s West Campus.” In April 2012, YSN’s Board of Permanent Officers had made the final decision to move the School to the West Campus. Before the decision was made, approximately 25 tours of the campus were conducted for faculty, staff and students, as well as for other interested parties. As the excitement unfolded regarding YSN’s move, a task force was developed to handle the logistics of this huge undertaking. There were months of presentations, forums and Q&A sessions, discussions regarding the potential for the space, mock-ups, blueprints, and the design of the area now known as the Biobehavioral Laboratory.

The idea of relocating the School brought with it many mixed emotions. As our leader and visionary, Dean Grey could see the grand finale much more than anyone else. Being in such a leadership position, one must have the patience and insight to deal with those that may not see it as clearly, and to be able to articulate what must be done to reach the goal. Yale’s West Campus served as an opportunity for YSN to design a state-of-the-art environment for educating the nurses of tomorrow. She understood that there would be opinions from one end of the spectrum to the other, and everywhere in between. She envisioned a space for YSN that matched its caliber of students, educational programs, and faculty, and she worked with the community to realize that vision.

The highly anticipated staircase was a feature that was suggested and designed by the architects as a way to bridge the two teaching levels in an open and collaborative way. This focal point serves well as a parallel to the Dean’s vision of an open, collaborative environment, bridged by designing work and social spaces for use by everyone in the community: faculty, staff, and students. The construction team was tasked with cutting through the ceiling/floor and delicately removing it piece by piece. Similarly, Dean Grey’s task was to cut through barriers, and remove piece by piece those things that would separate the community.
It has been about a year and eight months since we moved in. The journey has been stressful, yet productive, and truly amazing. Dean Grey led us through that journey with the utmost professionalism and steady endurance. What lies ahead are many exciting new endeavors and advances in teaching methods and technology in a space that is inviting, and designed to meet the educational needs of YSN nurses, just as our strategic plan suggested.

**Streamlining YSN’s Organizational Structure**

Nursing education is an ever-evolving entity. Although YSN’s flat organizational structure worked well for decades, the School’s leaders realized that it needed to adapt and change to be more efficient. So, under the leadership of Dean Grey, the School held a strategic planning retreat in 2010, which aimed to develop an organization that was efficient and open, that cultivated a productive environment, and that was guided by goals that would meet the School’s mission of “better health for all people.”

Following the retreat, Dean Grey worked closely with several groups to ensure that any proposed changes were entirely beneficial for the School. She recognized that any alteration to the structure would be significant, so she enlisted the assistance of her External Advisory Board, a group of innovative thinkers from business and health care, to consult on the discussions. With the Board’s guidance, as well as that of others, Dean Grey was able to design a structure that would streamline operations and facilitate the work of the School by taking a more centralized approach to services and units.

After three years of intense planning, Dean Grey took the first step in initiating the new model by announcing the appointment of Holly Powell Kennedy, the Helen Varney Professor of Midwifery, as the new Executive Deputy Dean. In this role, Kennedy would be responsible for the day-to-day operations of YSN and would work closely with the Dean to ensure coordinated administration of the School and high-quality educational, scholarly, and clinical programs.

Another principal component of the new structure was the transition from segregated specialty programs to two larger divisions, Primary Care and Acute Care/Health Systems. Division chairs were appointed to each, Professor Martha K. Swartz and Professor M. Tish Knobf, respectively. Swartz and Knobf are responsible for academics, faculty development, and budgetary decisions for the tracks within their divisions.

It has now been almost two years since the new organizational structure was instituted. Through all of the changes, Dean Grey was able to keep the end goal in the forefront of everyone’s mind: to ensure continuity across areas and to promote community in scholarship, practice and teaching.

**Leading YSN in Accreditation**

One of the responsibilities of the dean is to ensure that the School is accredited by a variety of organizations for the many programs it offers. Accreditation offers external evaluation to ensure that YSN is providing education that meets national quality standards for baccalaureate and graduate programs in nursing. This self-regulatory process not only supports continuing growth and improvement of our educational programs, but also serves the public interest by ensuring that our programs contain the required essentials. These evaluations take place at scheduled intervals and on an ad hoc basis when a new program is implemented.

The Commission on Collegiate Nursing Education (CCNE) accredits YSN’s Master’s and Doctor of Nursing Practice (DNP) programs. CCNE is an autonomous accrediting agency recognized by the U.S. Secretary of Education. The Accreditation Commission for Midwifery Education (ACME) accredits our nurse-midwifery program and is also recognized by the U.S. Secretary of Education. The Connecticut Board of Examiners in Nursing (CTBE) evaluates our Graduate Entry Prespecialty in Nursing (GEPN) program to ensure that the education provided meets state education regulatory requirements. The New England Association of Schools & Colleges Inc. (NEASC) evaluates Yale University. NEASC is the nation’s oldest regional accrediting association and evaluates all levels of education. NEASC serves public and independent schools, colleges, and universities across New England and American international schools.

Each of these organizations provides specific criteria and standards, which must be addressed by the School. Dean Grey must ensure that each program is collecting data to document how those criteria and standards are met. Over the past several years, YSN has successfully submitted reports to these agencies and is currently accredited through 2019 for CCNE, ACME, and CTBE and 2018 for NEASC.

In preparation for these reports and site visits, the Dean meets with her senior administrative team to address each component that needs to be completed. For example, most accrediting agencies want to ensure that the school is financially viable, so the Associate Dean for Finance and Administration provides information about the budget. The Division Chairs and Executive Deputy Dean provide information about the faculty and curriculum. The process filters through all aspects of the School, and once the data have been gathered and written into a draft document, the Dean provides the final editing and proofing. During site visits, the Dean is usually the first and last person the visitors meet with to gain an understanding of the School and to receive the site visitors’ report. Our most recent site visit was to accredit our DNP program in January 2014. Thanks to Dean Grey’s leadership, and the work of many, we passed that with flying colors.

2004
- Named the second Annie Goodrich Professor of Nursing; appointed Associate Dean for Scholarly Affairs (2004–2005); became Director of the Center of Self and Family Management in Vulnerable Populations (2004–2008)

2005
- Assumed the YSN Deanship and was elected to the Institute of Medicine

2008
- Received the Outstanding Nurse Scientist Award from the American Academy of Nursing/Council for the Advancement of Nursing Science
Since assuming the Deanship in 2005, Margaret Grey has led a comprehensive fundraising effort that began with a focused examination of students’ experiences and needs. “People ask me what issues at the School keep me up at night… there’s no question that my number-one concern has been the issue of student debt,” said Dean Grey during a recent alumni event. “We graduate students with a very significant debt burden that requires a great deal of their income to service that debt, sometimes for more than 20 years. Addressing this issue is not just an operational issue for the School but a societal and moral problem that requires sustained effort.”

Dean Grey led the School of Nursing through the Yale Tomorrow comprehensive campaign and surpassed the School’s fundraising goal more swiftly than any other unit at the University, with a total of more than $22.6 million in gifts and commitments raised.

Since the conclusion of the Yale Tomorrow campaign in 2011, fundraising activity has been brisk and Dean Grey’s message has continued to attract interest from YSN alumnae/i and new friends alike. As of mid-year 2015, those efforts have resulted in nearly $35 million of gifts and commitments.

Some selected highlights from the past decade include:

**Helene Fuld Nursing Scholars**
Significant new financial aid endowment and capital funds to support the expansion of YSN’s simulation laboratory

**Beatrice Renfield Endowed Term Chair in Nursing**
New endowment for faculty support especially focused on clinical nursing research

**Raymond Plank International Fund**
To support the international travel and scholarship of students and faculty in the School of Nursing

**LF International Fund**
To support the international travel and scholarship of students and faculty in the School of Nursing

**Donna Diers Student Aid and Opportunity Fund**
Fund established at the School in honor and memory of YSN’s former dean, to support the work of students in the Doctor of Nursing Practice program

**McLeod Blue Skye Foundation**
Fund established for the support of students in YSN’s PhD program

While YSN has been the fortunate recipient of major donors’ generosity, alumnae/i participating in the School’s annual fund have been motivated by the Dean’s message at meetings and events in New Haven and around the country over the past decade. Even modest gifts from alumni and friends, when combined and put toward the financial aid issue, have made a significant impact on the annual student financial aid budget.

In the fall of 2013, YSN partnered with Nina Adams ’77 to launch a special initiative to encourage membership in the Henderson Society. This society was named after Virginia Henderson, famed Yale Research Associate and the “first lady of nursing.” Since its inception, more than 90 alumnae/i and friends have made a commitment at the $1,000+ level to become members. This initiative started to give our most loyal and generous donors prominent and public recognition for their critical role in providing financial aid to many up-and-coming Yale nurses now at the School. One hundred percent of gifts at this level were immediately distributed to the annual fund for current use scholarships.

Nursing alumnae/i and Yale University have found other creative ways to provide for the next generation of Yale nursing leaders, often adding YSN to their wills as beneficiaries or enjoying a mutually beneficial arrangement like a charitable gift annuity designated to support YSN.

In 2015, Yale University announced Access Yale, a new university-wide initiative to fundraise new student financial aid support across all programs and units, including the School of Nursing. “This is not a new issue for us, but we’re very happy to advance our students’ cause along with the wider university effort,” Grey said. “There will always be more work to do on this front, but I’m so proud of the relationships I’ve been privileged to have with all of our wonderful donors and will always be grateful for their leadership and generosity.”

To properly say ‘thank you’ to Dean Grey, YSN is hosting a number of events celebrating her accomplishments during reunion weekend in May 2015. On Friday, May 29, there will be a State of the Science in Self-Management Symposium at YSN. The afternoon will feature research presentations by some of Dean Grey’s former students, colleagues, and mentees.

A banquet formally celebrating Dean Grey’s term will take place on Saturday, May 30, at the West Campus Conference Center. The evening will begin with hors d’oeuvres at 5:00 PM and continue into the night with dinner.

For more information on these events and more, please see page 30 or visit nursing.yale.edu/reunion2015. We hope to see you there!
one are the days of blackboards, single overhead projectors, and laptops equipped with only PowerPoint presentations and the “sage on the stage.” A new era has begun, and it is forcing everyone to learn new methods and modes of teaching. According to Bradshaw and Lowenstein, educational technology is growing swiftly and has irreversibly changed education as we know it.

To keep up with the technological sophistication of its students, YSN has embraced new educational technologies with its relocation to Yale University’s West Campus. Among these is the Technology-Enhanced Active Learning (TEAL) classroom. Felder and Brent define active learning as when students are asked to do more than watch, listen, and take notes during a class session. Active learning promotes collaboration among students, who, while in the TEAL room, work together on projects in small groups or as a class.

The TEAL classroom gives faculty members the ability to control the entire classroom from a main podium equipped with an iPad. Using the iPad, they can provide annotations on specific monitors without disrupting the work of other groups. They also have the ability to control screens individually or all at the same time, allowing them to demonstrate the work of one group to the entire class.

The TEAL room and other educational technologies at YSN offer many benefits. “The growth of educational technology has allowed us to expand our offerings to distance education and state-of-the-art simulation,” said YSN Dean Margaret Grey. “It allows us to reach more students, to improve our teaching approaches that engage current students more actively in the classroom, and to increase our visibility on campus and across the country.”

Promoting more modern methods of teaching, the TEAL room is one of the ways faculty teach and has changed how students learn. “This technology-enabled classroom environment supports student-centered active and team-based learning, hands-on real-life simulation, case studies, and many other collaborative opportunities for faculty and students,” stated Ekaterina Ginzburg, YSN’s Instructional Technologist.

When you step into the classroom during a session, the liveliness is palpable and impossible to ignore. Several different modalities are likely occurring at once—writing, reading, showing slides, talking—which for some, can be overwhelming. But, Jessica Coviello, Director of YSN’s Doctor of Nursing Practice (DNP) program, explained, “When used properly, the TEAL room ignites the energy and creativity of the students.”

Faculty have embraced the room and enjoy the opportunity it provides for students to interact with one another on another level. Although the room is large, there are six pods, each with its own digital display, allowing students to break into small groups and conduct private sessions.

Sometimes, YSN students are unable to be present during onsite classes due to weather or other unforeseen circumstances. If so, they may use one of the various teleconferencing solutions to participate in class.

Many faculty explain that their course would not be as effective without using the capabilities of the TEAL room. Lecturer Judith Kunisch teaches a business and healthcare course in the DNP program. One of the components of her course is to write a business plan for a nurse-run clinic. Students are assigned to small groups and must complete the plan in five days. While the individual groups function separately, they share their plans with the entire class using the TEAL room technology.

“We encourage nurses to be innovators, and nurses need to be at the leadership table to change the healthcare delivery system,” said Kunisch. “Providing them with this simulated exercise in a place where they can execute it is critical. It’s preparing them for their careers as nurse leaders.”

Another innovation is what educators call the “flipped classroom.” The flipped classroom provides great advantages to students and faculty. “In the flipped classroom, a professor’s lecture is viewed before the class, and the class time is spent discussing cases and questions about the content,” explained Dean Grey. This provides students with the opportunity to complete a majority of the work outside of the classroom and participate in hands-on application in the classroom. “It is a much
more active approach to learning,” continued Dean Grey.

Looking to the future, an onsite-learning studio, funded by Yale University Information Technology Services, is currently being built at YSN. Slated to be complete by the end of the spring 2015 semester, it will be available to faculty for recording educational videos or lectures accompanied by voice-overs, video recordings, and/or graphic annotations. “The YSN Learning Studio will support the School’s efforts for innovative teaching by providing faculty and students with a unique space to create various learning objects that support the evolving needs of nursing students,” said Ginzburg. The studio will also be equipped to record or stream interviews or lectures with YSN faculty and guests for various projects.

While the TEAL room provides a unique and active experience for students, the School has also recently adopted a new learning management system (LMS), adding yet another level of sophistication to the educational environment here at YSN. Canvas™ is a virtual classroom that allows for innovative ways to present content to the students, including one-on-one or group discussions of projects and assignments using text, video, and/or audio tools. It also provides an opportunity for asynchronous and real-time collaboration for faculty, students, and guest speakers. Canvas is not limited to its standard features; it allows for integration of other emerging educational technologies, such as e-Portfolios, evaluation and assessment tools, and more. The products of the studio will be streamed through the LMS as an alternative way to deliver content to students. With the studio, YSN is continuing its quest to improve educational technology and provide an academic environment that equals the talent of its students.

YSN representatives in a Yale-wide working group were instrumental in selecting Canvas. “It [Canvas] is so powerful, but yet so simple to use,” explained Lucas Swineford, Executive Director of Digital Dissemination and Online Education at the Yale University Center for Teaching and Learning, who convened the Yale working group. “It provides faculty the base tool set necessary in an LMS but is expandable due to its open architecture. It’s mobile-friendly and scalable. Students like using it because it’s so user-friendly and looks and works like the web tools they are already familiar with.”

Instead of the traditional course setting, Canvas provides students with access to class materials and discussions at any time, as well as the ability to work online together regardless of their location. Students have the opportunity for a question-and-answer session immediately following a presentation without requiring all of the students to be in the same place, at the same time.

As Associate Research Scientist Margaret Holland said, “We have limited class time in hybrid online courses. Using this technology for student presentations allows each student to present his or her project and get immediate questions and feedback without taking up a lot of class time.” She also cited the ability for students to have adequate face time with faculty and fellow students as crucial. “It fosters real relationships between a faculty member and his or her students, as well as collaborative relationships among the students themselves. It facilitates conversations among students, and I can share the answer to a question one student asked with the entire group.”

YSN’s building includes simulation laboratories that are outfitted with state-of-the-art equipment, including computerized manikins that simulate real-life instances of illnesses and childbirth, and an observation room with a one-way mirror. Students can practice assessments, hear verbal responses from the manikin, make clinical decisions, and immediately see what happens. For midwifery students, the childbirth manikin is controlled by a tablet, on which the faculty member selects what type of complications students will encounter during the simulation.

“Simulations ensure that all students have exposure to certain situations that can be very stressful,” commented Dean Grey. “The simulations let students experience these situations and allows them to take the time to truly evaluate their actions.”

References:
Gazing into her garden at her beautiful Santa Barbara home, Helen Chuan ’52 nostalgically spoke about her days at YSN. She particularly noted fond memories of her former housemate and friend, the late Dorothy MacLennan, as well as Donna Diers, Anna Ryle, and Reva Rubin. Like most of her contemporaries we are fortunate to befriend in the field of development, she was incredibly grateful for the quality education she received at Yale. Throughout our visit, Miss Chuan inquired about charitable ways she might be able to express her deep appreciation for YSN.

Following our meeting in 2013, I was delighted to receive a phone call from Miss Chuan deciding to move forward with establishing a charitable gift annuity of $100,000. This type of arrangement will allow her to receive an annual income for the remainder of her life, and the sum of the contribution will eventually be allocated toward faculty development. After spending years in nursing education, she fully understands how important it is not only to provide scholarship for students, but for faculty to continue their education, as well. The greater part of her professional experience was in nursing education at the University of Connecticut, and she later became one of the founding faculty members of Southern Connecticut State University’s nursing school.

“I learned more in my very first class than during my entire time in college,” said Miss Chuan. “I was so happy and satisfied since day one at YSN. It gave me the foundation to develop in many ways, not just in nursing, but also as a person. This is a token of appreciation for everything that Yale has given me.”

Now retired, Miss Chuan resides with her twin, Marian, and fills her days with gardening, tending to floral arrangements, and landscaping projects to beautify the grounds. She keeps her nursing skills active by caring for others in the community who are in need. “I was raised to give back to the community, so I am living by what my family had taught me,” she said in reference to her gift in treasure and her gift in time. Miss Chuan hopes that some of her peers and others who may be in a position to give charitably will consider giving back to YSN.

“she is a dedicated nurse—an excellent role model for young students of nursing. her clinical practice in medical nursing at Yale-New Haven Hospital enriched the lives of her patients and her students as she shared her scientific knowledge and her concern for compassionate patient care. She is a scholar endowed with the gift of excellence in the art of teaching, inspiring respect and confidence in her students. Year after year, grateful students sing her praises!”
— Unknown, 1986 (when Miss Chuan received the prestigious YSN Distinguished Alumnae/i Award)

Charitable Gift Annuity: The Details
You can make a gift and receive guaranteed fixed payments for life. Payments may be much higher than your return on low-earning securities or CDs.

Of all the gifts that pay you back, the charitable gift annuity is the simplest, most affordable, and most popular. You make a gift to Yale, and in return, we agree to make fixed payments to you for life. The gift arrangement is a simple contract between you and Yale. Your payments become one of our general obligations, fully backed by all our assets, and will not fluctuate.

At your death, we apply the balance of the gift annuity to the program you designated when you made your gift. Gift annuities may help ensure your future, and may also help ensure the future of the Yale School of Nursing.

Contact Steve Varley at YSN for more information: steve.varley@yale.edu or 203-785-7920
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
Jesse Ridgway

1989 Nursing Scholarship Fund
Jane Adkins
Jaime Biava

1991 Reunion Scholarship
Diana Dang
Rachel Geylin
Grace Snell

1992 Scholarship Fund
Emily Mellor
Nicole Primoff

Albert Penick Scholarship
Peter Butzen
Amanda Filipelli
Gabrielle Jacobs
Jerine Stone

Annie Coffin Scholarship
Jaime Biava
Marisa Brown
Summer Oakes
Hsiao Ying Shic

Arthur Morse Scholarship
Malorie Mahan

Barbara Landauer Scholarship
Helen MacGregor

Bertino Scholarship
Meredith Beaton

Class of 1937 Memorial Scholarship
Yasmeen Al-Marrikhri
Christopher Andreozzi
Jaime Biava
Ann Bisland
Heather Deal
Elizabeth Edwards Kitue

Class of 1990 Scholarship
Nathan Valentine
Camille White

Eleanor Weisser Memorial Scholarship
Claire Kinnison
Allison Underwood

Elizabeth Robb Merit Scholarship
Deborah Caselton
Gillian Graham

Evelyn K. Jones Scholarship
Meredith Beaton
Angela Julian
Claire Kinnison
Camille White

Florence Blake Scholarship
Joseph Cellera
Erica Gibson
Amarilis Hager
Jacqueline Johnson
Elise Kaye
Helen MacGregor
Ashley Okada
Jerine Stone
Abigail Wikoff

Rheta Dumas Scholarship Fund
Jonathan Mills

Gertrude H. Parkhurst Scholars
Maura Keeley

Gustafson Family Scholarship
Jessika Brasseaux
Malorie Mahan
Jonathan Mills

Helene Fuld Health Trust
GEPN Scholars
Devorah Bogart
Shaylike Bragg
Jessica Crowell
Rachel Decker
Victoria Ervin
Eric Festa
Nicole Primoff
Kathryn Roberts
Lauren Ruiz
Anayah Sangodele-Ayoka
Lisa Spencer

Helen Langdon Clark Scholarship
Carolyn Rayburn

Jacqueline French Scholarship
Lisa Spencer

John and Dora Bennett Scholarship
Kaitlyn Rechenberg

Kurtz-Puzak Scholarship
Kara McGee

Margaret Pearce Scholarship
Amelia Goff
Shahrin Pereira
Kaitlyn Rechenberg
Helena Turner

Marguerite B. Brewer Yale School of Nursing Scholarship
Hyelim Park

Prosser/Porter Scholarship
Gabrielle Maggio
Shahrin Pereira
Janice Tham
Michael Valalik

Rose Englander Rich RN Scholarship Fund
(New scholarship for GEPN students)
Hyelim Park

Ruth Warren Pearson Scholarship
Vanessa Bailey
Rita Mazina
Kara McGee
Rebecca Theise

Susan K. Lamar Scholarship
Whitney Osborn

Tabitha C. Rossetter Scholarship Fund
Maura Keeley
Whitney Osborn
Allison Whitmer
Christine Wibby

Tudor Foundation Scholarship
Jessika Brasseaux
Chelsea Hinchey

Yale Annual Fund Scholarship
Katherine Bryden
Rachel Geylin

In the fall of 2013, YSN partnered with Nina Adams ’77 to encourage annual participation in the Henderson Society. Any gift $1,000 and above to the annual fund establishes one’s membership in the Henderson Society, and the funds contributed are used for student financial aid. Pictured below are some of the students who have benefited from the Henderson generosity, and are coupled with last year’s Henderson Society donor plaque in YSN’s lobby. Interested in becoming a member? Please contact the Development Office at 203-737-2137 to learn more today.
**Funded Research**

(includes ongoing and completed during period 1/1/14–12/31/14)

<table>
<thead>
<tr>
<th>YSN Investigator(s)</th>
<th>Title of Project</th>
<th>Funding Source</th>
<th>Funding Dates</th>
<th>Total Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen, W. (PI)</td>
<td>Developing an Intervention for Disclosure of Parental HIV to Children in China (R21HD074141)</td>
<td>NIH/NICHD (subcontract with University of Washington)</td>
<td>7/1/12–ongoing</td>
<td>$40,687</td>
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<tr>
<td>Crowley, A. (PI)</td>
<td>Developing a Medication Administration Training System for CT ECE</td>
<td>Child Health and Development Institute</td>
<td>7/1/12–ongoing</td>
<td>$151,500</td>
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<tr>
<td>Crowley, A. (PI)</td>
<td>Community-Based Integrated Services Systems</td>
<td>United Way of Connecticut</td>
<td>10/1/13–ongoing</td>
<td>$60,000</td>
</tr>
<tr>
<td>Ercolano, E. (PI)</td>
<td>Text Messaging to Improve Adherence to Oral Chemotherapy Agents</td>
<td>NIH/NCI (subcontract with Michigan State University)</td>
<td>8/1/13-2/28/14</td>
<td>$18,099</td>
</tr>
<tr>
<td>Etcher, L. (PI)</td>
<td>A Study to Examine the Effect of Therapeutic Light on Sleep, Circadian Rhythm, and Global Function in Women with AD</td>
<td>Robert Wood Johnson Foundation</td>
<td>10/15/13–ongoing</td>
<td>$274,747</td>
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<tr>
<td>Funk, M. (PI)</td>
<td>Implementation of Practice Standards of ECG Monitoring (R01HL081642)</td>
<td>NIH/NHLBI</td>
<td>5/15/08-3/31/14</td>
<td>$3,873,393</td>
</tr>
<tr>
<td>Grey, M. (PI), Whittemore, R.</td>
<td>Integrating Behavioral Care for Teens with Diabetes</td>
<td>American Diabetes Association</td>
<td>1/1-12/31/14</td>
<td>$750,000</td>
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<tr>
<td>Kennedy, H. (PI)</td>
<td>Promoting Primary Vaginal Birth in Hospital Settings</td>
<td>Transforming Birth Fund</td>
<td>11/1/10-4/30/14</td>
<td>$40,000</td>
</tr>
<tr>
<td>McCorkle, R. (PI), Ercolano, E.</td>
<td>Adherence to Oral Cancer Agents and Self Care of Symptoms Using an IVR</td>
<td>NIH/NCI (subcontract with Michigan State University)</td>
<td>8/1/13-5/16/14</td>
<td>$113,395</td>
</tr>
<tr>
<td>Nam, S. (PI)</td>
<td>Understanding Social Networks and Obesity-risk Behaviors Among Black Women (K23NR014661)</td>
<td>NIH/NINR</td>
<td>9/9/14–ongoing</td>
<td>$390,819</td>
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<tr>
<td>Redeker, N. (PI)</td>
<td>Yale Center for Sleep Disturbance in Acute and Chronic Illness (P20NR014126)</td>
<td>NIH/NINR</td>
<td>9/27/12–ongoing</td>
<td>$1,458,383</td>
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<tr>
<td>Reynolds, N. (PI)</td>
<td>Integrating HIV and Depression Self Care to Improve Adherence in Perinatal Women (R21MH098667)</td>
<td>NIH/NIMH</td>
<td>8/15/14–ongoing</td>
<td>$429,536</td>
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<tr>
<td>Sadler, L. (PI)</td>
<td>Minding the Baby: Home Visiting Program Evaluation (R01HD057947)</td>
<td>NIH/NICHD</td>
<td>9/30/09-8/31/14</td>
<td>$3,181,879</td>
</tr>
<tr>
<td>Schulman-Green, D. (PI)</td>
<td>Integrating Palliative Care into Self-Management of Breast Cancer (R21NR014318)</td>
<td>NIH/NINR</td>
<td>2/13/14–ongoing</td>
<td>$426,785</td>
</tr>
<tr>
<td>Schulman-Green, D. (PI)</td>
<td>Development and Validation of a Delirium Severity Toolkit</td>
<td>NIH (subcontract with Hebrew Rehabilitation Center for the Aged)</td>
<td>6/15/14–ongoing</td>
<td>$8,745</td>
</tr>
<tr>
<td>Schulman-Green, D. (PI)</td>
<td>Improving Cancer Family Caregivers’ Knowledge of Care Options and Goals of Care Communication</td>
<td>National Palliative Care Research Center</td>
<td>7/1/14–ongoing</td>
<td>$154,000</td>
</tr>
<tr>
<td>Shorten, A. (PI)</td>
<td>Using Interactive Health IT to Support Women’s Choices for Birth After Cesarean (R21HS022114)</td>
<td>AHRQ</td>
<td>4/1/13–ongoing</td>
<td>$292,584</td>
</tr>
<tr>
<td>Taylor, J. (PI)</td>
<td>Intergenerational Impact of Genetic and Psychological Factors on Blood Pressure (R01NR013520)</td>
<td>NIH/NINR</td>
<td>9/1/14–ongoing</td>
<td>$3,386,699</td>
</tr>
<tr>
<td>Whittemore, R. (PI)</td>
<td>Positive Psychology to Promote Adherence in Adolescents with Type 1 Diabetes</td>
<td>NIH/NIDDK (subcontract with Vanderbilt University)</td>
<td>12/1/12–ongoing</td>
<td>$119,343</td>
</tr>
</tbody>
</table>
## FUNDED RESEARCH (continued)

<table>
<thead>
<tr>
<th>YSN Investigator(s)</th>
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<th>Funding Source</th>
<th>Funding Dates</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Womack, J. (PI)</td>
<td>HIV Infection and Falls: Epidemiology &amp; Risk Assessment (K01NR013437)</td>
<td>NIH/NINR</td>
<td>2/9/12–ongoing</td>
<td>$276,946</td>
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</tbody>
</table>

## FUNDED TRAINING

<table>
<thead>
<tr>
<th>YSN Investigator(s)</th>
<th>Title of Project</th>
<th>Funding Source</th>
<th>Funding Dates</th>
<th>Total Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey, M. (PD)</td>
<td>Jonas Nurse Leaders</td>
<td>Jonas Center for Nursing Excellence</td>
<td>8/1/14–ongoing</td>
<td>$70,000</td>
</tr>
<tr>
<td>McCorkle, R. (PD)</td>
<td>Using the RE-AIM Model to Translate Distress Screening into Cancer Care (R25CA177553)</td>
<td>NIH/NCI</td>
<td>7/1/13–ongoing</td>
<td>$1,351,152</td>
</tr>
<tr>
<td>Pellico, L. (PD)</td>
<td>New Careers in Nursing Scholarship Program</td>
<td>Robert Wood Johnson Foundation</td>
<td>9/1/12–ongoing</td>
<td>$265,700</td>
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<tr>
<td>Pellico, L. (PD)</td>
<td>Replicating an Innovative Educational Pedagogy</td>
<td>Robert Wood Johnson Foundation</td>
<td>10/31/14–ongoing</td>
<td>$7,760</td>
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<tr>
<td>Reynolds, N. (PD)</td>
<td>Yale University School of Nursing Doctoral Program in Nursing (P200A090149)</td>
<td>U.S. Department of Education</td>
<td>8/15/09–8/14/14</td>
<td>$653,280</td>
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<tr>
<td>Reynolds, N. (PD)</td>
<td>Jonas Nurse Leaders</td>
<td>Jonas Center for Nursing Excellence</td>
<td>7/1/10–6/30/14</td>
<td>$80,000</td>
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<tr>
<td>Reynolds, N. (PD)</td>
<td>Research Training: Self and Family Management (T32NR008346)</td>
<td>NIH/NINR</td>
<td>7/1/14–ongoing</td>
<td>$1,618,112</td>
</tr>
</tbody>
</table>

## FUNDED DOCTORAL/POSTDOCTORAL RESEARCH

<table>
<thead>
<tr>
<th>YSN Investigator(s)</th>
<th>Title of Project</th>
<th>Funding Source</th>
<th>Funding Dates</th>
<th>Total Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braun, L.</td>
<td>U.S. Navy Women’s Experience with Cervical Cancer Screening &amp; Follow-up Care</td>
<td>TrService Nursing Research Program</td>
<td>3/1/14–ongoing</td>
<td>$40,751</td>
</tr>
<tr>
<td>Chao, A.</td>
<td>Stress, Binge Eating, and Metabolic Abnormalities (F31NR014375)</td>
<td>NIH/NINR</td>
<td>3/1/14–ongoing</td>
<td>$54,931</td>
</tr>
<tr>
<td>Feder, S.</td>
<td>Patricia G. Archbold Scholar</td>
<td>National Hartford Centers of Gerontological Nursing Excellence</td>
<td>7/1/13–ongoing</td>
<td>$100,000</td>
</tr>
<tr>
<td>Knechel, N.</td>
<td>Patricia G. Archbold Scholar</td>
<td>National Hartford Centers of Gerontological Nursing Excellence</td>
<td>9/1/12–ongoing</td>
<td>$100,000</td>
</tr>
<tr>
<td>Turkman, Y.</td>
<td>Women’s Experience with Triple Negative Breast Cancer</td>
<td>American Cancer Society</td>
<td>7/1/12–6/30/14</td>
<td>$30,000</td>
</tr>
</tbody>
</table>
And so it comes to this, I write the end of the magazine, rather than the introduction. What a perfect representation of how it feels as I near the end of my nearly 24 years of administration at YSN. In this issue, much is made of our accomplishments over this period of time, so I won’t repeat them. I will say again how much I have enjoyed meeting so many of you over the years and learning about your YSN experiences, and for many of the alumnae/i, your deep respect and attachment to the School. I am also thankful for the numerous friends of YSN who have supported the School and me. I am grateful for all of you for countless reasons.

But today I am taking on philanthropy and the needs of the School and our incredibly talented students. I must admit that I knew little about development and advancement when I came back to Yale. I had limited involvement as an Associate Dean, so I had to learn fast when it was my turn. I went to conferences and asked for advice from people who were legendarily successful at fundraising. Over the years, I have learned a few things. The most important is to make friends with people who have mutual interests—to support YSN, to make something better (e.g., global health)—or who are worried about the debt burden of our graduating students, now at an all-time high when undergraduate debt is considered. This is despite targeted fundraising for financial aid and the use of more general funds (rather than endowment) than any other school. Indeed, our graduates’ debt is higher than at any of the professional schools at Yale, including law, management, and medicine. Our graduates will service this debt through most of their professional careers, and their choices for positions will be compromised by the need to pay off this debt. They come to YSN to change the world, but they can’t go out to the world and take the right positions if they need to pay thousands of dollars per month to pay off this debt.

This fall, Yale announced Access Yale, an initiative to raise support for student aid. Any gift that is made toward financial aid counts in this program. So, dear friends, please consider participating in this initiative. My husband and I grew up in families who very much valued education, but needed support for us to reach our goals. We both incurred huge debt through two doctoral degrees. We know what it took for us to pay them off, and we know it is even harder for our graduates now. Yale has been so important to my husband’s and my lives that we are taking action to help support YSN students. To that end, we have created a bequest intention that will ultimately bring $1 million to benefit PhD nursing students at Yale. I am a proud YSN alumna, and it gives us great pleasure to assist such deserving students.

Thank you to those who support our students with treasure, as well as time. Know that I, and the entire school, could not succeed without you.

“Yale has been so important to my husband’s and my lives that we are taking action to help support YSN students. To that end, we have created a bequest intention that will ultimately bring $1 million to benefit PhD nursing students at Yale.”
PUBLICATIONS

Patricia Jackson Allen


Laura Kierol Andrews


Nancy Cantey Banasiak

Wei-Ti Chen


Jessica Coviello


Angela Crowley

Jane Karpe Dixon

Lazenby, M., Dixon, J., Bai, M., & McCorkle, R. (2014). Comparing the distress thermometer (DT) with the patient health questionnaire (PHQ-2) for screening for possible cases of depression among patients newly diagnosed with advanced cancer. Palliative & Supportive Care, 12, 63-68. doi:10.1017/ s1478951513000394


Elizabeth Ercolano


LuAnn Etcher

Etcher, L. (2013). Treatment with light may have benefits for Alzheimer’s patients. Medi-Long Term Care Forum, 3, 14-16.

Deborah Fahs
Martinez, P. R., Pellico, L. H., & Fahs, D. B. (in press). I’m not a male nurse; I’m a nurse. In K. Vaida (Ed.), Nursing for the Curious: Why Study Nursing?


Marjorie Funk

Barbara Guthrie


Margaret Holland


Joanne DeSanto Iennaco

Sangchoon Jeon


M. Tish Knobf


Knobf, T. (2014). Five to seven years after breast cancer treatment, over a third of women (37%) report persistent pain. Evidence-Based Nursing, 17, 41-42. doi:10.1136/eb-2013-101418


James Mark Lazenby


Lazenby, M., Dixon, J., Bai, M., & McCorkle, R. (2014). Comparing the distress thermometer (DT) with the patient health questionnaire (PHQ-2) for screening for possible cases of depression among patients newly diagnosed with advanced cancer. Palliative & Supportive Care, 12, 63-68. doi:10.1017/ S147895151300394


Lazenby, M., McCorkle, R., & Fitch, M. (2014). Interdisciplinary programmatic approaches to comprehensive distress screening for implementing the quality care standard of whole-patient care. Palliative & Supportive Care, 12, 1-4. doi:10.1017/S1478951513000114


Ruth McCorkle


Lazenby, M., Dixon, J., Bai, M., & McCorkle, R. (2014). Comparing the distress thermometer (DT) with the patient health questionnaire (PHQ)-2 for screening for possible cases of depression among patients newly diagnosed with advanced cancer. *Palliative & Supportive Care*, 12, 63-68. doi:10.1017/S1478951513000394


Mikki Meadows-Oliver


Mary D. Moller


Alison Moriarty Daley


Margaret Moss


Monica Roosa Ordway


Linda Honan Pellico

Martinez, P. R., Pellico, L. H., & Fehs, D. B. (in press). I’m not a male nurse; I’m a nurse. In K. Vaidya (Ed.), *Nursing for the Curious: Why Study Nursing.*


Elizabeth Ercolano


LuAnn Etcher


Deborah Fahs


Marjorie Funk


Funk, M. (2013, November). An interactive online education program improves knowledge of ECG monitoring: Findings from the PULSE trial. Poster presented at the meeting of the American Heart Association, Dallas, TX.


Margaret Grey


Barbara Guthrie


Margaret Holland


Joanne DeSanto Iennaco


Sangchoon Jeon


Cecilia Jevitt


**YSN Faculty Publications and Presentations**

### Holly Powell Kennedy

Kennedy, H. P. (2014, March). From systems medicine to personalized health: International state of the art and the Swiss perspective. Invited keynote presented at the meeting of the Swiss Academy of Medical Sciences, Bern, Switzerland.


Kennedy, H. P. (2014, May). A national strategy to promote physiologic approaches to labor and birth as the standard for quality care. Symposium presented at the meeting of the International Confederation of Midwives, Prague, Czech Republic.

### M. Tish Knobf


### YLSN Faculty Publications and Presentations

Turkman, Y. E., Kennedy, H. P., Harris, L., & Knobf M. T. (2014, February). Early findings from a study on women’s experience with triple negative breast cancer. Poster presented at the meeting of the American Psycho-Oncology Society, Tampa, FL.


Knobf, M. T. (2013, August). Qualitative research: RWI clinical scholars program. Paper presented at the Yale School of Medicine, School of Public Health, New Haven, CT.

### James Mark Lazenby


### Ruth McCorkle


### Geraldine Marrocco


Marrocco, G. (2013, November). What do we want the students to take away from the course for the long term? Creating significant learning opportunities using the backwards course design and Fink’s taxonomy. Poster presented at the 6th International Conference of Education, Research and Innovation, Seville, Spain.
Mikki Meadows-Oliver

Mary D. Moller


Moller, M. D. (2013, October). There is no health without mental health: Our nation In crisis. Paper presented as the Janet A. Sipple Distinguished Lectureship, Moravian College, Bethlehem, PA.


Alison Moriarty Daley


Margaret Moss


Sooyyun Nam

Gina Novick

Linda Honan Pellico

Nancy S. Redeker


Redeker, N. S. (2014, April). Assessment, diagnosis and treatment of sleep disorders. Paper presented at Yale School of Medicine, Department of Psychiatry, New Haven, CT.


Redeker, N. S. (2014, January). Insomnia. Podium presented at Yale School of Medicine, New Haven, CT.


Redeker, N. S. (2013, November). Prevalence and consequences of sleep disordered breathing in patients with heart failure. Podium presented at the meeting at the American Heart Association, Dallas, TX.


Redeker, N. S. (2013, September). “I’d eat a bucket of nails if I thought it would help me sleep”: Insomnia in patients with chronic heart failure. Poster presented at the University of Maryland, School of Nursing, Baltimore, MD.


Heather Dawn Reynolds


Patricia Ryan-Krause


Dena Schulman-Green


Allison Shorten


Martha K. Swartz

Jacquelyn Y. Taylor


Taylor, J. Y. (2013, October). A research trajectory in nursing genomics. Poster presented at the meeting of the International Society of Nurses in Genetics, Phoenix, AZ.

Robin Whittemore


Julie Womack


Sangchoon Jeon


Mary D. Moller


Allison Moriarty Daley


Soohyun Nam


Nancy S. Redeker


Allison Shorten


Robin Whittemore


IN MEMORIAM AS OF FEBRUARY 28, 2015

Mary Barrett ’43
January 28, 2015

Esther G. Howes ’43
January 25, 2015

Pauline V. Kummer ’44
January 29, 2015

Carolyn C. Rudd ’44
June 16, 2014

Edith R. Kent ’45
June 4, 2014

Kathryn L. Burdette ’46
April 23, 2014

Charlotte P. Charbeneau ’46
October 27, 2014

Margaret O. McLane ’46
December 22, 2014

Clytie C. Webber ’46
February 6, 2015

Ollie G. Friou ’47
May 31, 2014

Therese J. Thistlehay ’48
May 1, 2014

Dorothy S. LeBar ’49
June 26, 2014

Ann S. Reamer ’58
February 15, 2015

Armentia T. Jarrett ’59
June 8, 2014

Mary Jane Kennedy ’68
November 9, 2014

Mary E. Correa ’70
May 9, 2014

Patricia S. Riddell-Davis ’75
January 15, 2015

Susan M. Sperry ’80
July 12, 2014
Access Yale

Earlier this year, President Peter Salovey ’86, PhD, announced the launch of Access Yale, a two-year University-wide initiative to raise $200 million for financial aid at Yale.

This drive will bring special attention to YSN and each graduate and professional school that operates with its own budget and endowment resources. To much the dismay, financial aid is not endowed equally across these respective units, since each school has an independent financial operation.

“Access Yale is an opportunity to secure the resources we need to expand our undergraduate program, make our financial support more competitive at the graduate and professional level, and enable more of our students, throughout the university, to graduate without excessive debt,” said Salovey. “I am thankful to our alumni, parents, and friends who have already contributed to this important effort.”

YSN’s students are all too familiar with the excessive debt to which Salovey refers. On average, nursing students enrolled in the master’s program receive nearly $8,000 each year in Yale scholarships, but they can graduate with more than $122,000 in debt—a crushing burden. Too often, nursing students who enter Yale’s program with a commitment to underserved patients instead graduate to better-paying jobs that allow them to service their debt.

To ensure that economic hardship will neither bar a qualified applicant from Yale nor deter a graduate from working with the most needy populations, the University is deeply committed to raising new financial aid endowment and substantially increasing its need-based and merit-based aid. Financial aid is essential to the future of this extraordinary nursing education.

“I invite everyone—parents, alumni, and friends—to take part in this vital initiative. Your generosity will no doubt make a lasting difference in the lives of so many young people.”

— President Salovey on supporting the financial aid initiative

Giving Opportunities

$100,000: Doctoral Fellowship in Nursing

The introduction of the PhD degree in fall 2006 marked ten years of increasing growth in the development of YSN’s research programs. Endowed fellowships support nurse scientists in the doctoral program who, through their original research and scholarly inquiry, advance the profession and practice of nursing.

$50,000: Nursing Scholarship

Increasing scholarship support for our students is among YSN’s highest priorities. While an increasing number of students qualify for financial aid, most finance their education through a combination of public funding, scholarships, and private loans. With decreasing public support and an average YSN scholarship of only $8,000 per year, students have little choice but to increase the amount of their private loans. An endowed student scholarship provides critical financial aid in perpetuity and helps YSN to remain competitive and continue to recruit the best and brightest students.

Your Impact

Access Yale will benefit students like Lindsay Geoghegan, a first-year pediatric nurse practitioner specialty student at YSN. In 2010, Geoghegan spent three weeks working with women and infants diagnosed with HIV/AIDS in Rwanda and gained a great appreciation for that population. She is currently applying for funding for research abroad during the summer months, and hopes to continue service abroad beyond graduation.

For more information about how you can help support Access Yale at YSN, please contact:

Steve Varley, Associate Dean for Advancement
Yale School of Nursing
PO Box 27399
West Haven, CT 06516-0972
203.785.7920
steve.varley@yale.edu
www.nursing.yale.edu/yalumni-and-giving

Snapshot of Student Financial Aid at YSN

$65,332
Annual Cost of Attendance

$122,172
Average Debt at Graduation

$2,318,808
Financial Aid Budget

52%
Amount of Financial Aid Budget Covered by Endowment

$12,681,897
Total Annual Aggregate Need

$10,363,089
Total Unmet Annual Scholarship Need

Update from the YSNAA Board

This is an exciting time for the Yale School of Nursing Alumnae/i Association (YSNAA). Our committed Board has been working hard to generate new events for our alumnae/i and YSN students. Our YSN Mentoring Program is up and running in its second year, and we now have almost 150 student-mentor pairs. We also continue to plan events at YSN for the students, including a career panel, speed mentoring, negotiation techniques, and CV review. Our Outreach Committee is collaborating with the YSN development office to organize YSN regional events. These events are a great way for those graduates living far from New Haven to connect with the school and with other YSN alumnae/i.

After many years, YSN has made an exciting shift in its reunion plans. YSN will join the majority of Yale’s graduate and professional schools and Yale College in a spring reunion weekend. The YSN reunion will take place May 29–31, 2015. YSN alumnae/i will be able to enjoy many Association of Yale Alumni-sponsored events, including the well-attended “Morning at Yale,” a series of lectures by renowned faculty and Yale affiliates. YSN will have a banquet on Saturday night of that weekend at YSN’s new campus. If you haven’t been back to Yale recently, this is the year to come! I am very excited to have the nursing school’s presence on campus during this very fun-filled reunion weekend, and I hope to see many of you there. This is a wonderful opportunity to come back to Yale, reconnect with old friends, and tap into the amazing Yale community and alumni network. I hope you’ll join us.

As always, if you are interested in working with the Alumnae/i Association, please be in touch. Stay tuned for more YSNAA news this year!

Serena Cherry Flaherty ’06
President, YSNAA
REUNION SCHEDULE

State of the Science in Self-Management Symposium, Friday 12:00 – 4:00 PM
Yale School of Nursing
Please join us for an afternoon of nursing research presentations to help us celebrate Dean Grey’s accomplishments during her deanship and beyond. Hear some of Dean Grey’s former students, partners, and mentees present on the state of the science of nursing research in self-management. Student-led tours of the new building will be offered throughout the afternoon.

Alumnae/i Cocktail Reception
Friday 6:00 PM
Graduate Club, New Haven
Class/decade/specialty dinners will take place at their own leisure following cocktail reception (please contact Caitlin.Sweeney@yale.edu for more information or for assistance in coordinating a dinner).

Morning Yoga, Saturday 7:30 AM
Old Campus, 67 High Street

Buffet Meals & Check-in
Saturday 8:00 AM – 4:00 PM
Graduate Club, New Haven
The Graduate Club will be set up as reunion headquarters throughout the day on Saturday. Please stop in at any time to ask questions, rest, and enjoy refreshments. Staff and volunteers will be on hand to help with whatever you may need.

Morning at Yale
Saturday 9:00 & 10:30 AM
Various New Haven Locations
Here’s your chance to enjoy again the extraordinary opportunities available at Yale! There are two “course times,” at 9:00 and 10:30 AM. Learn or do something wonderful this morning! This year will feature our very own Dr. Nancy Redeker, YSN Beatrice Renfield Term Professor of Nursing and Director of the YSN Biobehavioral Laboratory.

President’s University Update
Saturday 4:30 – 5:00 PM
Woolsey Hall, 500 College Street

YSN Alumnae/i Banquet and Dean Celebration, Saturday 5:00 PM
Yale West Campus Conference Center
YSN invites you to a banquet celebrating the accomplishments of Margaret Grey, Dean and Annie Goodrich Professor of Nursing. Cocktails and hors d’oeuvres begin at 5:00 PM, with dinner starting at 6:30 PM.

Association of Yale Alumni Breakfast
Sunday 7:30 – 11:30 AM
Commons

HIGHLIGHTS OF LECTURES

This is a preview of the many activities that will be offered throughout the weekend. Several lectures are scheduled for Saturday morning, featuring a variety of topics and speakers to appeal to all audiences. Please see nursing.yale.edu/reunion2015 for updates on specific tours and lectures.

Sleep, Sleepiness, and Health
Saturday 9:00 AM
Sheffield-Sterling-Strathcona Hall, 1 Prospect Street
Beatrice Renfield Term Professor of Nursing, Nancy Redeker
Sleep is a critical determinant of human health, well-being, and function. However, insufficient sleep and sleepiness are common in our 24/7 society. Redeker will discuss the health effects of sleep and sleep promotion strategies.

The American Health Care Paradox
Saturday 10:30 AM
Sheffield-Sterling-Strathcona Hall, 1 Prospect Street
Elizabeth Bradley, Professor of Public Health; Director, Yale Global Health Initiative

Developing Innovative Community-Based Wellness Programs for Mothers and Children
Saturday 10:15 AM
Sterling Hall of Medicine, Harkness Auditorium

Bullying Among Children and Adolescents: Consequences, Contexts, and Challenges
Saturday 10:30 AM
William L. Harkness Hall, 100 Wall Street, Room 119

HIGHLIGHTS OF TOURS AND OTHER EVENTS

Tour of Harvey Cushing/John Hay Whitney Medical Library, Friday 10:30 AM
Yale School of Medicine, 333 Cedar Street, Cushing/Whitney Medical Library

Sterling Library’s Transformation
Saturday 9:00 AM
Sterling Memorial Library, 120 High Street, Lecture Hall

Campus Tours by the Visitor Center
Friday 10:30 AM – 2:00 PM;
Saturday & Sunday 1:30 PM
149 Elm Street

LGBT Alumni Association
Saturday 3:00 – 5:00 PM
New Residence Hall (Swing Dorm), 10 Tower Parkway

Yale Farm Open House
Saturday 2:00 – 4:00 PM
345 Edwards Street
The Yale Sustainable Food Project (YSFP) is an organization committed to educating a generation of food-literate leaders by creating opportunities for students to experience food, agriculture, and sustainability as integral parts of their education and everyday lives. Join YSFP staff and students for a 30-minute tour of the one-acre Farm, and enjoy a taste of New Haven’s best-kept secret; Farm-fresh pizza from the Project’s wood-fired hearth oven.

Yale University Art Gallery
Thursday 10:00 AM – 8:00 PM;
Friday 10:00 AM – 5:00 PM;
Saturday & Sunday 11:00 AM – 5:00 PM
1111 Chapel Street

All registration fees have been WAIVED to encourage donations to the Margaret Grey PhD Fellowship. Checks can be made out to Yale University, Memo: Margaret Grey PhD Fellowship, or online at www.yale.edu/givenuursing. Thank you kindly for your consideration, and we hope to see you in May!
Mary Pierson ’88

Mary Pierson entered YSN with four years of ICU nursing experience and graduated as a clinical nurse specialist (CNS) with a concentration in cardiovascular nursing.

Throughout her career, Pierson has remained dedicated to developing new nurses.

Following her graduation from YSN in 1988, Pierson accepted a position at Yale-New Haven Hospital (YNHH) as the unit-based educator for cardiothoracic and vascular surgery. She continued her role of teaching new nurses and coordinating the care of the most complex patients in the unit for 18 years.

In 2007, Pierson became the clinical manager of the same YNHH cardiovascular unit. Although Pierson experienced initial sadness in moving away from direct clinical care, she was able to quickly identify ways to incorporate the clinical component into her new managerial role. Pierson explains that maintaining an active presence on the unit with a clinically focused attitude has contributed to her success as a manager.

Since 2009, Pierson has acted as the assistant patient services manager for the progressive care unit at the YNHH Heart & Vascular Center.

In addition to her career in cardiovascular nursing, Pierson has maintained an active relationship with YSN, acting as both a lecturer on the cardiac system and a clinical preceptor for GEPN students since 1995. Pierson recalls when her YSN classmate, Associate Professor Linda Pellico, first contacted her about becoming a clinical preceptor, stating, “You can’t say no to Linda Pellico; that’s just not something you can do.”

After 12 years, Pierson’s work schedule no longer allowed for precepting GEPN students on Tuesdays and Wednesdays. However, Pellico insisted on reenlisting Pierson as a preceptor for 12-hour Saturday shifts. Pierson occasionally schedules personal vacation days during the six-week rotations to allow for time to precept students. Her commitment to YSN and the growth of new nurses is evident.

Precepting in her own unit provides a unique set of challenges for Pierson. Although she comes in on Saturdays strictly as a preceptor, her staff may still look to her to meet their needs. However, Pierson has been able to convert this into a positive learning experience for students by showing them “this is real life in the hospital, and this is what nurses do every day.”

In addition to this exposure to the realities of a hospital unit, Pierson’s students also have the benefit of being surrounded by a nursing staff that welcomes them and participates in their development. Pierson says that one of the hardest aspects of being a preceptor of GEPN students is the ratio of one preceptor to six students. “You just wish you could clone yourself; you want to be with each student at every moment,” she says. “But the staff nurses can really help with that.”

Pierson and her students attest that the nursing staff on her unit embrace the experience and actively involve GEPN students in their responsibilities, all the while exposing them to additional patients. This undoubtedly is a product of the unique culture Pierson has helped foster on her unit. Nurses on the unit view their role as being there for the whole unit, not just their assigned patients. Pierson explains, “It changes the flavor, and the patients feel that.” Pierson’s students also embrace this attitude and are taught to never walk past another patient’s call bell or ignore an alarm on a cardiac monitor. “They might not know the rhythm, but they know to look, to notice,” she states.

Speak with any nursing student about his or her clinicals and it will quickly become evident that preceptors govern their clinical experience. Pierson’s philosophy on precepting is to develop new nurses, rather than diminish them. “It involves identifying learning needs, as well as identifying what they’ve already mastered,” she says. “The process centers around making assessments of the students’ ability to think critically and to meet them at their level. You have to make them owners of the care. And if you can push them in a safe way, they will let you in. From there, it’s endless where you can go.”

Indeed, Pierson’s students confirm that one of her greatest strengths as a preceptor is her ability to simultaneously challenge and support them.

An anonymous student reflects: “Mary asked us on our very first day what we were nervous about. My answer: feeding tubes and seriously hurting someone. My patient assignment for that day was an elderly woman with a PEG tube and an LVAD. I thought I was going to fall to the floor! But that day she completely pushed me out of my comfort zone, and it was the first time that year I had some feeling of being a nurse.”

Tory Larsen ’16 offers similar sentiments: “Mary is a wonderful preceptor and mentor, whom I am honored to know. Although she is brilliant and an exceptional teacher, one of the things that really sets Mary apart is her ability to guide students through a clinical problem by pushing them to use the knowledge and experiences they already have to arrive at a solution. Mary is also a genuinely kind person, who shows unmatched care for her patients, students, colleagues, and family.”

While Pierson’s insights into nursing, development, and the healthcare profession are numerous, her advice to YSN students and future nurses is particularly inspiring and motivating. This resonated deeply with me as a new and developing nurse myself, but it also struck me as widely applicable to life outside of the healthcare profession. Pierson’s advice is to constantly re-center yourself. “Picture the person you care for as your dad, your uncle, or your sister. Put their face onto your patient. From the most basic to the most challenging situation, do this and you will get it right every time.”

Pierson’s passion for nursing is contagious and inspiring, and she emphasizes that her favorite aspect of precepting is the ability to affect future generations and to fill them with passion so they will never take the easy route. Because, she reminds us all, “done right, nursing is never easy.”

By Joanna Harran ’16

Pierson and her colleagues at Yale-New Haven Hospital form close bonds through their work. Pictured here, they have exchanged gifts to celebrate the holiday season.
Summer Galecki ’05

A 2005 graduate of YSN, Summer Galecki currently works as a nurse practitioner and clinical advisor at Optum, a health services platform of UnitedHealth Group in Connecticut. Galecki, who has been with Optum going on 10 years, manages a panel of nursing home residents, and she also educates and assists with career development for staff members at the organization.

Prior to enrolling at YSN, Galecki was a teacher for a brief time. However, she reconsidered her career choice after a family member was diagnosed with dementia. Galecki applied to nursing school with the goal of someday working with the geriatric population. She followed that dream and graduated from YSN with a specialty in geriatric and adult medicine.

“YSN gave me a solid base to enter into the working world,” Galecki states. “I learned so much when I first started at Optum, but that would not have been possible without the education and experiences I had while at Yale.”

Galecki explains that she knew the type of job she wanted when she graduated from YSN and that she was fortunate enough to find a position at Optum. Optum’s focus is on helping to improve health care systems via health management focused on early detection of change in condition, preventive health care delivery, and working closely with families surrounding goals of care and disease trajectories.

In addition to working with geriatric clients in nursing homes across the state, Galecki precepts YSN students each year for geriatric clinical rotations. “I love having students,” she says. “I think being able to teach someone about nursing allows me to operate at the highest level of my degree.”

She acknowledges the importance of the clinical experience for both the student and the preceptor. “We both learn so much from our clinical experiences together and the relationship that we create over the course of a semester or a year. Precepting students continues to connect me with the Yale community.”

Part of Galecki’s role as clinical advisor for Optum is orienting new health care professionals to work at Optum. She is always excited when she sees that a nurse practitioner candidate went to YSN. “Yale nursing students really stand apart from the pack,” declares Galecki. “They bring us all to a higher standard of practice.” She gives a lot of credit to the YSN admissions team with selecting premier students for each year’s class.

Galecki continues, “It is more than just seeing ‘Yale University’ on a job candidate’s resume, for upon meeting job applicants, there is a wonderful way about APRNs that graduated from YSN. It makes me really happy to have graduated from and continue to be connected to this institution.”

A proud wife and mother of two children, Galecki explains that being an APRN has offered her the flexibility of working in a job that she loves and spending quality time with her family. In addition to working at Optum, she owns her own LLC, where she consults at different nursing homes across Connecticut.

By Meghan Sullivan ’16

“We both learn so much from our clinical experiences together and the relationship that we create over the course of a semester or a year. Precepting students continues to connect me with the Yale community.”

Galecki with her husband Mike and two children, Ava (2 years) and June (4 years).
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.

### Student Demographics

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<tr>
<th>AVERAGE AGE</th>
<th>Number of Students</th>
<th>Background of Entering Students</th>
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<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Undergraduate Degree in Humanities 63%</td>
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<tr>
<td></td>
<td>Part-Time</td>
<td>Undergraduate Degree in the Sciences 37%</td>
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<td></td>
<td>Pre-specialty (1st-Year GEPN)</td>
<td>Prior Graduate Degree 31%</td>
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<td></td>
<td>Master’s Specialty</td>
<td>Prior Nursing Experience 24%</td>
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<td>Post-Master’s</td>
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<td>Post-Master’s</td>
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<td>Females</td>
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<td>Males</td>
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<tr>
<td>MINORITY ENROLLMENT</td>
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### Faculty

- Full-Time Faculty/Research: 44
- Full-Time Lecturers: 6
- Part-Time Lecturers: 80
- Preceptors (active): 400

### Master's Enrollment by Specialty

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<tr>
<td>Acute Care Nurse Practitioner</td>
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<tr>
<td>Family Nurse Practitioner</td>
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<tr>
<td>Nurse Midwifery</td>
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<td>Pediatric Nurse Practitioner</td>
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<tr>
<td>Psychiatric-Mental Health Nursing</td>
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<tr>
<td>Women’s Health Nurse Practitioner</td>
<td>2</td>
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### Degrees Awarded (Expected May 2015)

- Doctor of Philosophy: 5
- Certificates in Nursing: 77
- Post-Master’s Certificate: 2
- Master of Science in Nursing: 93
- Doctor of Nursing Practice: 14

### Scholarships

- **$7,661** Scholarship awarded to Master’s students per year

### Debt

- **$122,172** Average debt upon graduation

### Alumnae/i

- **3,243** Number of alumnae/i
- **$176,204** Annual fund dollars raised in 2013–2014
- **22.2%** Alumnae/i who donated to the annual fund