Yale School of Nursing

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matter 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.

Cover: Executive Deputy Dean Holly Powell Kennedy walks up the
main staircase in YSN’s Hub surrounded by the hustle and bustle of
students. Kennedy plays a vital role in the School’s transition to a
new organizational structure (see story on page 8).
People who know the Yale School of Nursing know that the School was founded on the pillar that nurses needed education in the sciences as well as the nursing arts.

Founding Dean Annie W. Goodrich’s “grand experiment” eventually became the standard for nursing education. Nursing education involved true education and less service to the hospital, while still providing enough practice experience so that graduates were competent. Somewhere along the way, around the 1960s, when I was a student in my BSN program, some in nursing sought to abandon the science emphasis and focus on the psychosocial. This time period saw the growth of psychiatric nursing and attention to the caring aspects of our profession.

Over the past 15 years or so, many have returned to Miss Goodrich’s ideal. Science was reintroduced in nursing curricula, and as nurses specialized, it was equally important to understand the physiology and pathophysiology associated with conditions and symptoms. And, as we learn so much more about the role of genetics and genomics in human disease, inclusion of such content is critical for nursing’s future.

But what of the science that undergirds nursing practice? For many years, the great majority of nursing research focused on the psychosocial and behavioral. As important as those issues are, it is important that we link the behavioral with the physical (remember mind and body?). Increasingly, though, scientists are again embracing the importance of looking at both. In previous issues, you have learned about the work of Associate Professor Jackie Taylor, who has studied hypertension genetics in African American families. Now she is beginning to focus on interventions that may change outcomes. There are many other examples on our faculty.

Now the faculty have a new tool as they move into this critically important area of study. In this issue of Yale Nursing Matters, you will learn about one of the exciting features of our new home—our Biobehavioral Laboratory. The laboratory, directed by Dr. Nancy Redeker, will allow for faculty to conduct studies that involve not only behavioral measures but also biological assays. When fully operational, the lab will provide space for videotaping parent-child interactions and focus groups, blood and saliva sample collection and storage, exercise interventions, and sleep studies. The space is wonderful. It will allow for many new research adventures at YSN, as well as opportunities for our students to participate in state-of-the-science research projects.

It really is “back to the future” in some ways, but very much the real future of our science and profession. Even “old dogs” like me can learn new tricks, as I am beginning to look at stress biomarkers in youth with diabetes. It’s a great time to be a nurse at Yale!

Margaret Grey, DrPH, RN, FAAN,
Dean and Annie Goodrich Professor
YSN SPOTLIGHT NEWS

YSN Doctor of Nursing Practice Student Named Fellow of the American College of Healthcare Executives

Stephan Davis, MHSA, RN, FACHE, Doctor of Nursing Practice student at YSN, has been named a Fellow of the American College of Healthcare Executives (ACHE), the nation’s leading professional society for health care leaders.

Fellow status represents achievement of the highest standard in health care management. To become a Fellow, candidates must be recommended by three ACHE Fellows, hold a graduate degree, pass the board of governors’ examination in health care management, meet leadership experience requirements, and demonstrate professional and community involvement.

“It is with great pride that I will use the FACHE credential,” commented Davis. “Along my journey to achieve Fellow status, I gained a tremendous knowledge, made strong professional and community relationships, and directed initiatives aimed at improving the health and well-being of patients seeking care at the organizations I have served.”

American Association of Colleges of Nursing and Centers for Disease Control and Prevention Public Health Fellowship Awarded to YSN Student

YSN Doctor of Nursing Practice (DNP) student Robin Wallin ’85 has been selected to receive the American Association of Colleges of Nursing (AACN) and the Centers for Disease Control and Prevention’s (CDC) Public Health Fellowship in the School Health Branch in the Division of Population Health at the National Center for Chronic Disease Prevention and Health Promotion.

As part of the Fellowship, which focuses on issues of chronic disease management in schools, Wallin will work on a project to help schools and school divisions better address the needs of students with such chronic conditions as food allergies, obesity, diabetes, and asthma. “The program will provide me with opportunities to engage with a network of health care professionals, build leadership skills in school health services, and work closely with mentors,” explained Wallin.

The landmark partnership between the AACN and the CDC signifies the first time that a national nursing organization has been invited to collaborate with the CDC with measures in place for associations representing physicians and public health professionals.

Delta Mu Scholarship

Each year, YSN’s Delta Mu Chapter of Sigma Theta Tau International (STTI), the National Honor Society of Nursing, hosts a silent auction to raise money for scholarship and research. This year’s auction in December raised more than $9,000 and helped fund a one-time $1,000 prize for a student member who best exemplifies the goals and missions of STTI. The prize will be awarded at Delta Mu’s induction ceremony on May 18, 2014, at the West Campus Conference Center.

For more information on how to apply for the prize or how to become a Delta Mu member, please visit: http://nursing.yale.edu/delta-mu.

From left to right: Margaret Grey, Ruth McCorkle, Deborah Chyun, Martha A. Q. Curley
Three YSN Professors Featured on List of 100 Inspiring Nursing Professors to Watch in 2014

YSN Research Scientist Angelo Alonzo, PhD; Executive Deputy Dean and Helen Varney Professor of Midwifery Holly Powell Kennedy, PhD, CNM, FACNM, FAAN; and Professor and Primary Care Division Chair Martha K. Swartz, PhD, RN, CPNP, FAAN, have recently been featured on onlineLPNtoRN.org’s 100 Inspiring Nursing Professors to Watch in 2014.

The list honors 100 of the best and most dedicated nurse educators who are leading the next generation of nurses to handle increasing responsibility.

“Angelo is a breath of fresh air in nursing education, which is traditionally rooted in concrete thinking. His mentorship style is one that combines sincerity, patience, and encouragement while challenging students to think more abstractly and approach scientific problems creatively.”

— Asefeh Faraz PhD(c) ’16, MSN ’08

“Holly is passionate about nursing, nursing research, and nursing education. She guides you with ease through an immersion into complex topics from which you emerge with an understanding far beyond what you thought possible within the allotted time. Holly is dedicated to nurturing the spark in her students that will ensure a commitment to excellence in nursing practice, nursing research, and nursing education continues for generations to come.”

— Beverly Belton ’18

“[Marty] is a gentle presence in clinical that is wonderfully nurturing toward her students and patients. She teaches by example and is always encouraging and supportive. Her teaching style is so effective because she combines her kind nature with a vast breadth of knowledge about pediatric clinical practice.”

— Kaitlyn Rechenberg ’15

YSN Alumna and Robert Wood Johnson Foundation Scholar Margaret Flinter ’80 Advocates for Stronger Primary Care System

Senior Vice President and Clinical Director of the Community Health Center, Inc. and YSN alumna Margaret Flinter ’80, APRN, PhD, FAAN, FAANP, was invited by the Robert Wood Johnson Foundation (RWJF) to become co-director of The Primary Care Team: Learning from Effective Ambulatory Practices (PCT-LEAP), a national project supported by RWJF. In this role, Flinter works to help other health organizations develop and accelerate their innovations.

The PCT-LEAP project seeks to increase the effectiveness, access, outcomes, and provider and consumer satisfaction with primary care. In October 2013, the PCT-LEAP project brought together more than 100 people from 31 selected practices to participate in an intensive “learning community,” discussing strategies for advancing knowledge in the primary care field.

Flinter was presented the YSN Distinguished Alumna/us Award in 2012 and, in 2013, was named one of the School’s 90 most influential nurses.

Members of YSN Community to Be Inducted into Sigma Theta Tau International Honor Society Nurse Researcher Hall of Fame

Sigma Theta Tau International (STTI), the Honor Society of Nursing, has announced its 2014 Nurse Researcher Hall of Fame inductees, which includes YSN Dean and Annie Goodrich Professor Margaret Grey, DrPH, RN, FAAN; Florence Schorske Wald Professor of Nursing and Professor of Epidemiology Ruth McCorkle, PhD, RN, FAAN; and alumnae/i Deborah Chyun ’98, PhD, RN, FAHA, FAAN, and Martha A. Q. Curley ’87, PhD, RN, FAAN.

Created in 2010, the Hall of Fame recognizes nurse researchers who have achieved significant and sustained national or international recognition and whose research has improved the profession and the people it serves.

The induction ceremony will take place during STTI’s 25th International Nursing Research Congress in Hong Kong, July 24–28, 2014.
Salovey Family Nursing Scholarship Fund Established to Support YSN Students

By John Powers

The festive weekend of October 4 and 5, 2013, will not soon be forgotten at YSN. The School dedicated its sparkling new building on Yale University’s West Campus, welcomed a large number of alumnae/i back for reunion, and celebrated its 90th anniversary with a gala banquet.

Among the special moments experienced that weekend was the surprise announcement by new Yale President Peter Salovey that his family’s gift in honor of his inauguration would be to establish the “Salovey Family Nursing Scholarship Fund” for a YSN student. As President Salovey mentioned the scholarship during his remarks at the YSN dedication, a resounding cheer rose among the 350 guests standing under the bright sun outside the new YSN.

Of all of the noteworthy and deserving areas of support at the University and beyond, just how did the Salovey family come to decide on establishing a nursing scholarship as a gift to honor the new president?

“Peter is very modest, and we kept asking him what we could do as a gift to honor his inauguration,” commented President Salovey’s mother, Elaine. “He kept telling us that we didn’t have to do anything at all, but we are just so proud of him and wanted to acknowledge this.”

Despite President Salovey’s objections, his family continued to discuss a meaningful and appropriate gift to celebrate his becoming Yale’s 23rd president officially on October 13, 2013. Consideration was given to adding to one of his many collections, something related to his bluegrass band, or even other Yale-focused gifts. Finally, Peter’s mother proposed the idea of an endowment in the family’s name.

“I suggested a scholarship at the University, and having loved being a nurse for so long, I brought up the idea of a student scholarship at YSN,” Mrs. Salovey continued. “I know that not many people think of giving a nursing scholarship, and after talking this over with my husband and Peter, this was decided as the gift.”

As a nurse during her 50-year career, Mrs. Salovey worked in a variety of settings, practicing mostly with adult patients in medical nursing at hospitals and nursing homes. She spent the last 13 years of her career as the director of nursing at a 245-bed long-term care facility involving both geriatric and psychiatric patients. “I loved my career as a nurse,” she added. “Nursing is so varied and wide open, and the fact that I could help people in their most vulnerable time was very rewarding to me.”
“Of course we are honored to have this fund at YSN because of the donors and this special context,” commented Steve Varley, YSN’s Director of Development and Alumae/i Affairs. “But more than that, this is another resource at the School’s disposal in addressing the significant student debt problem facing nearly all of our graduates.”

On average, YSN students graduate with more than $100,000 in college-accumulated student loans. “This is a crippling amount for anyone, much less a nurse practitioner starting out,” Varley added. “For graduates who choose to work in an underserved area or population, that level of debt can severely limit the student’s options. The Salovey Family Nursing Scholarship Fund will impact generations of nursing students and give them the freedom to practice where they can do the most good.”

President Salovey’s father, Ronald, could not have been more proud of his son at the Yale inauguration on October 13. “The ceremony was so tradition-based and very, very impressive,” he commented, who worked as a chemical engineering professor for more than 30 years at the University of Southern California. “It was very special for us to see so many friends of Peter’s from his childhood and high school who came from all over the country for his inauguration.”

Apparently President Salovey is still in regular contact with many of his childhood friends, and this was reflected in the number who came to New Haven for his inauguration. “It was fascinating to meet now-middle-aged men and women who were Peter’s friends during his childhood,” Mrs. Salovey continued. “That says a lot about who Peter is and how he relates to people.”

And from this time forward, a Yale nursing student will be recognized each year with the honor of being named a Salovey Family Nursing Scholarship Fund recipient.
REORGANIZING YSN: Stretching the Opportunities in Our Westward Move

A few short months ago YSN packed up and moved to Yale University West Campus. For some this felt as risky as setting out to find the Northwest Passage; for others, it was a welcome plunge into a new environment of academic and social learning. The YSN community has embraced the change and is fostering exciting new ventures in the “west,” including setting up a state-of-the-art Biobehavioral Lab, growing herbs for women’s health with the West Campus gardeners, bringing colleagues here to collaborate, and engaging with new West Campus partners over happy hour at the Conference Center. The physical relocation is only one part of the immense changes occurring at YSN.

In June of 2013, Dean Margaret Grey, DrPH, RN, FAAN, announced the appointment of Holly Powell Kennedy, PhD, CNM, FACNM, FAAN, Helen Varney Professor of Midwifery, as the new Executive Deputy Dean of the School. In the past, YSN had a hierarchy of several associate deans serving under the Dean of the School; the new Executive Deputy Dean now leads the “academic enterprise” while interfacing with Dean Grey in vision, planning, hiring, and financial responsibility.

“For many years we operated under a flat organizational structure, with three associate deans and a number of other senior positions reporting directly to me,” said Dean Grey. “This model worked well for decades, but as nursing education is evolving, we needed to adapt and change to be more efficient in the running of YSN.”

In 2010, YSN held a strategic planning retreat, and among the goals was to develop an organization that was nimble, efficient, and open, with a productive culture guided by strategic goals that articulate across programs and are resourced appropriately to meet our mission of “better health for all people.”
Kennedy’s challenge, in partnership with the Dean, was to integrate the strategic goals into the organizational restructure, while also moving into a new home. The intensive work on redesigning the organization began the year before the move, and the new building has helped to implement it, both physically and figuratively. As the immediate past president of the American College of Nurse-Midwives and a retired colonel and chief nurse in the U.S. Army Reserve, Kennedy brings unique leadership experience to the position.

“As someone with administrative leadership in a variety of settings, I was committed to bringing lessons I have learned over the years to help YSN usher in this change,” Kennedy noted. “I also draw upon my midwifery knowledge in working with families during one of the most profound moments of change in their lives—it is at once exhilarating, frightening, exhausting, but ultimately so rewarding! If attended to thoughtfully and respectfully, it is an opportunity to become a fresher and more innovative school.”

The academic enterprise was reorganized into two divisions, with faculty, staff, and doctoral students located on the second floor. The Primary Care Division, led by Marty Swartz, PhD, RN, CPNP, FAAN, includes the Family Nurse Practitioner, Adult/Gerontological, Pediatric, Psychiatric/Mental Health, and Midwifery/Women’s Health Nurse Practitioner programs. The Acute Care/Health Systems Division, led by Tish Knobf, PhD, RN, FAAN, AOCN, includes the Graduate Entry Prespecialty, Acute Care Nurse Practitioner, and Nursing, Management, Policy, and Leadership programs. Faculty for the PhD and DNP programs are assigned across divisions, but the two doctoral program directors report to the Executive Deputy Dean.

A critical organizational goal was to move out of specialty “silos” and to work more efficiently and collaboratively across the School. This change means ensuring that research, education, and clinical endeavors work smoothly and consistently across divisions and within budget. Members of the Dean’s External Advisory Board, a group of innovative thinkers from business and health care, have been consultants in helping the School face the challenges of organizational change. The division leaders have been critical in implementing the new structure on many levels, and the process is still evolving.

“It is rare to have a school undergo so many profound changes within such a short span of time,” Kennedy added. “These changes required leaps of faith and investment in changing the way we did business.”

In this era of opportunity plus economic frugality, Kennedy and Grey are leading the faculty to examine how to use the new structure and home to enhance efficiency, decrease redundancy, and employ innovative tools at our fingertips to prepare the nurse of the future. YSN has historically enjoyed a robust reputation for its commitment to practice and research. The University is committed to “in residence” education.

However, at the same time,informatics and technology, concept-based learning, and interprofessional education (http://nursing.yale.edu/truth-belitsky-carlson) have opened innovative ways of learning that can expedite the student’s progress and efficient use of faculty in promoting adult learning. The 2010 Institute of Medicine report calls for reexamining, updating, and adapting nursing curricula to prepare nurses to address changing needs and improvements in health care science and technology.* These form the basis for embarking on a curriculum redesign that paces knowledge development and continuity across all programs and experiences, as well as collaborating with colleagues in other Yale programs on teaching and learning.

Among the goals of this endeavor are to facilitate strong teaching/learning models and swift attainment of knowledge and skills, thus moving more nurses quickly into the workforce, increasing faculty productivity in research and practice, and partnering with colleagues. YSN already has a continuity pilot project in interprofessional education with the Yale School of Medicine (YSM). The plan is to complete this process over the coming year and implement our new curriculum design in 2015, concurrent with YSM.

In the meantime, the faculty, staff, and students are continuing to settle in to their new home, and are making friends with the deer and geese, and most recently our elementary school neighbors temporarily housed in the other side of our building when their school was flooded. As the “big kids next door,” we have big plans to introduce them to nursing, including field trips to our simulation labs and tours of Donna Diers’s miniature portrayals of that well-known nursing pioneer Florence Nightingale. Why don’t you take a field trip and visit us yourself?

New YSN Biobehavioral Laboratory Integrates Behavioral and Biological Measures into Patient-Oriented Research Studies

Yale School of Nursing’s new Biobehavioral Laboratory will support researchers to find the answers. The lab was developed with the goal of integrating biobehavioral measures and biomarkers into patient-oriented research studies, providing consultation on measurement of biobehavioral phenomena, selection of appropriate biomarkers, self-report measures, human subjects concerns, research designs, statistical methods, and data management.

With a focus on patient-oriented health problems, the new 2,518-square-foot laboratory provides the space, infrastructure, consultation and educational opportunities to advance the mission of integrating biology and behavior through research. A major goal is to develop interdisciplinary collaborations to build biobehavioral science.

“From the beginning, I saw the lab as an opportunity for us to move our research into studies that integrate behavior and biology,” said YSN Dean and Annie Goodrich Professor Margaret Grey, DrPH, RN, FAAN. “I thought it would be a draw for investigators from other parts of the Yale campus to expand interdisciplinary research. After all, isn’t the intersection of biology and behavior what nursing is all about?”

The laboratory will enable YSN researchers to conduct three simultaneous fully attended sleep studies with physiological monitoring of brain waves and other physiological indicators of sleep (polysomnography, or PSG) and to perform the interpretation of PSG studies conducted in hospital and home environments with state-of-the-art computer software. Along with bedrooms for recording sleep, the laboratory has a kitchen/living area and a bathroom with a shower.

“I was involved with Dean Grey and YSN faculty in identifying the needs of investigators and planning the layout and design of the space. We worked closely with the architect, designers, and builders,” said Nancy Redeker, PhD, RN, FAHA, FAAN, YSN Professor and Director of the Biobehavioral Laboratory. “However, until I actually saw the laboratory in person, it was hard to visualize what it would be like. The space is fabulous!”

As principal investigator with Yale School of Medicine’s (YSM) in Acute and Chronic Conditions, Redeker’s collaborative research efforts focus on understanding the biological and behavioral relationships between sleep and acute and chronic conditions, as well as the development of biobehavioral interventions focused on sleep disturbance.

“We now have the capability to do full-scale sleep studies in space reserved strictly for research,” Redeker said. “This lab gives us an opportunity to build on what we have already been doing in a much more rigorous way and to build new and strengthened collaborations with other Yale investigators.” Dr. Yaggi and others at YSM are also very excited about the potential for collaborative research in this space. “Sleep is inherently an interdisciplinary field, and this laboratory provides us with a superb opportunity to better develop these collaborations,” said Yaggi.

The laboratory also includes a reception area and physical examination/interview room dedicated for use for potential participants in research studies and a room for obtaining and storing biological specimens, such as blood or saliva on which biomarkers will be examined. A 12-seat focus group room with a one-way mirror to permit direct observation by investigators, and full video monitoring and videoconferencing capabilities, will help conduct state-of-the-art focus groups to better understand the perspectives of community members, health care providers, and patients regarding health.

The laboratory also includes a space that is already in use for video recording, storage, and processing of human behavior.

“We are thrilled with the space,” stated YSN Professor Lois Sadler, PhD, PNP-BC, FAAN, whose interdisciplinary research includes the development and testing of a home-based parent support program for first-time young parents and their infants. Her research team has been using the lab for a parenting intervention program for young mothers and families.

“The state-of-the-art equipment and the furnishings make our research so much more efficient and family-friendly,” she said. “My

Pictured at right: Minding the Baby® Project Director Crista Marchesseault and Research Program Coordinator Andrea Miller observe the child study occurring in the room next door via computer monitors and the one-way mirror. Pictured at far right: Patricia Miller, Minding the Baby® research program coordinator, tests a young boy’s gross motor skills by asking him to walk on the blue line as his mother observes. This task is part of the Bayley Scales of Toddler Development, a developmental assessment.
research team and I were involved in the design of the space and were able to help shape the testing and observation/filming spaces to meet the needs of community-based research with families and children.”

“I think the lab allows all of us to think more broadly about the possibilities,” noted Dean Grey, who prior to the lab had conducted her diabetes studies exclusively through behavioral research. “Having the lab has now allowed me to develop a new proposal that looks at biomarkers of stress and how they are affected by a behavioral intervention.”

Redeker agrees, echoing the enormous potential now available for collaborative interdisciplinary studies throughout the Yale community and beyond.

“Mostly what we’ve done before is measure patients’ self-report outcomes,” Redeker explained. “Now, however, we can look directly at the effects of sleep on biological stress, or with Dean Grey’s work with diabetes, we can measure metabolic outcome or heart rate, or use other measures that would help us explain the effects that we’re seeing.”

An additional component of the lab is the capability to conduct exercise and physical activity studies. This will be an asset to investigators, such as YSN Professor Tish Knobf, PhD, RN, FAAN, AOCN, who conducts research with breast cancer survivors and evaluates health promotion interventions, specifically healthy eating and physical activity. “My work really focuses on survivorship, investigating interventions to improve self-management and symptom distress, and mitigating the persistent and latent effects of treatment,” said Knobf.

According to Professor Knobf, “The new lab is a great asset in strengthening YSN’s core missions of education, research, and practice and was made possible by our new expanded location at Yale’s West Campus, which has allowed the school to grow. It’s pretty incredible.”

Dean Grey sees enormous research potential in the lab, including the possibility of studying how genetics and genomics affect response to interventions.

“This is the future of our science,” she remarked, “bringing behavior and biology together.”
In 2007, the Helene Fuld Health Trust awarded Yale School of Nursing with a $2,000,000 endowment to provide financial aid to students in the School’s Graduate Entry Prespecialty in Nursing (GEPN) program. From 2007 through 2014, 41 GEPN students have benefited from the trust. Past recipients, who are among the most gifted in their field, have volunteered in countries such as Guatemala, Honduras, Pakistan, and Ghana; are recipients of several prestigious awards; and have created their own successful organizations. They have dedicated their education, volunteer work, and careers to YSN’s mission of better health for all people.

Here are bios of the 2013–2014 Helene Fuld Health Trust Scholars.

Shirley Birch ’14, Pediatric Nurse Practitioner
Shirley graduated from University of California at Berkeley with a BA in integrative biology and public health. She worked with AmeriCorps as a Reproductive Health Educator and is currently working as an RN at Choate Rosemary Hall in Wallingford, Conn. Her passion for global health has led her to working in Thailand, Mexico, Honduras, and Nicaragua in clinical settings. Shirley is a third year recipient of this scholarship.

Matthew Balanda ’14, Family Nurse Practitioner
Matthew graduated from SUNY Maritime with a BE in electrical engineering, and went on to sail in the Merchant Marine. He earned teaching degrees from both Southern and Central Connecticut State Universities. Formerly a science teacher at the high school level, Matthew has taught for 13 years in the physics department at Southern. He is a third-year recipient of this scholarship.

Danielle Brown ’14, Women’s Health Nurse Practitioner
Danielle graduated from the University of Virginia with a BA in Russian, European studies, and global public health. She also earned an MPH in health policy. She has led research projects on domestic and international HIV/AIDS programs and is also a trained peer health educator. Prior to starting at YSN, Danielle worked on public health projects in Haiti both before and after the earthquake to strengthen the health delivery system and mobilize community organizing around health issues. Danielle is a fourth-year recipient of this scholarship.

Helen MacGregor ’15, Women’s Health Nurse Practitioner
Helen received a BA in history of medicine at Yale University, where she received the prestigious Klein and Rosen Award for her work on the history of nurse practitioners and physician assistants. She has worked overseas in India, Germany, and Russia in both health care and agriculture. Helen is a second-year recipient of this scholarship.

Grace Snell ’15, Nurse Midwifery
Grace received her undergraduate degree at Macalester College in Minnesota in psychology. She received an MSW at the Brown School of Social Work at Washington University in St. Louis. She worked as a clinical laboratory manager at Washington University School of Medicine, and also volunteered in Haiti at a birth clinic. Grace is a second-year recipient of this scholarship.

Donor Impact: Helene Fuld Health Trust

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Pictured above (L–R): Two of the many scholars who have benefitted from the Helene Fuld Health Trust, Grace Snell ’15 and Enabah Laracuente ’14.

Shaylice Bragg ’15, Psychiatric Nurse Practitioner
Shaylice graduated from the University of Connecticut with a BA in human development and family studies. She received her MS at Fordham University in education, with a specialty in mental health counseling. She has worked at the Connecticut Mental Health Center and wants to focus on working with minority youth in the New Haven community after graduation from YSN. She is a second-year recipient of this scholarship.

Enabah Laracuente ’14, Nurse Midwifery
Enabah graduated from Indiana University, where she was Phi Beta Kappa, with a BA in anthropology and biology. She is a trained doula and has volunteered as a midwife apprentice in Guatemala and Pakistan. Enabah is a fourth-year recipient of this scholarship.

Victoria Ervin ’16, Family Nurse Practitioner
Victoria graduated from Tulane University with a BA in psychology, and from Harvard’s School of Public Health with an MS in health policy and management. She recently worked for a non-profit organization focusing on health care issues in Tanzania. She has volunteered with the Peace Corps in Kenya and is currently co-executive director of HAVEN, a student-run clinic that provides health care services to uninsured patients living in Fair Haven. Victoria is a first-year recipient of this scholarship.

Meredith Magulak ’16, Pediatric Nurse Practitioner
Meredith graduated from Saint Louis University with a BS in investigative and medical sciences. She has volunteered with the Peace Corps in Togo, West Africa, and interned with the National Institutes of Health in immunology. Most recently she worked as a phlebotomist at a children’s hospital in Omaha, Nebraska. Meredith is a first-year recipient of this scholarship.

Lauren Ruiz ’16, Adult/Gerontological Acute Care
Lauren received a BS in biology from the University of San Francisco. She was employed as a research assistant in the University of California San Francisco Diabetes Center. Lauren hopes to combine research and patient care in her career. She is a first-year recipient of this scholarship.

Anayah Rose Sangodele-Ayoka ’16, Nurse Midwifery
Anayah graduated from Vassar College with a BA in American culture. She is a former public high school teacher, has worked as a labor doula and childbirth educator for low-income families, and teaches pre-natal and postpartum yoga. She is a national breastfeeding advocate and community organizer with MomsRising, and she is a mother of two and a wife. Anayah is a first-year recipient of this scholarship.
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
Shelly Wong '14

1989 Nursing Scholarship Fund
Caroline Briggs '14
Marisa Winthrop '14
Shelly Wong '14

1991 Reunion Scholarship
Miren Aboitiz '14
Sarah Acker '14
Alix DeTullio '14
Grace Snell '15
Marisa Winthrop '14

1992 Scholarship Fund
Erin Burke '14
Will Campbell '14

Albert Penick Scholarship
Erin Burke '14
Joseph Celolla '14
Amanda Filippelli '15
Jonathan Ingram '14
Andrew Konesky '14

Annie Coffin Scholarship
Jessica Almonte '14
Miika Fukuba '14
Summer Oakes '15
Grace Snell '15

Arthur Morse Scholarship
Jessica Early '14
Eddie Mark '14

Barbara Landauer Scholarship
Helen MacGregor '15

Bertino Scholarship
Lester Manalo '14

Charles King Memorial Scholarship
Britney D’Ambram '14
Bronwyn Fleming-Jones '14
Afua Tay '14

Class of 1937 Memorial Scholarship
Matthew Bandal '14
Kirsten Eckert '14
Bronwyn Fleming-Jones '14
Mary Gallagher '14
Max Greger-Moser '14
Erica Hajati '14
Kandice Jones-Gairy '14
Pamela Lee (Emery) '14
Lester Manalo '14
Kathryn Paar '14

Class of 1990 Scholarship
Ashley Okada '14
Nathan Valentine '15
Camille White '15

Donna Diers Student Aid and Opportunity Fund
Ariana Chao '17
Asef Faraz '16
Michael Lord '15
Marilynn Malerba '15
Maura Murphy '14
Rose Nanyonga '15
Leanie Rose '14

Elizabeth Robb Merit Scholarship
Brooke Cadwell '15
Faith Selchick '14
Esha Bhardwaj '14
Jessica Early '14
Kaitlyn Rechenberg '15

Florence Blake Scholarship
Sarah Acker '14
Joseph Celolla '14
Jessica Early '14
Erika Hajati '14
Danielle Hyatt '14
Angela Julian '15
Claire Kininson '15
Helen MacGregor '15
Ashley Okada '15
Katie Peterson '14
Molly Radis '15
Kelsey Schuder '15

Fuld Trust Scholarship
Matthew Bandal '14
Shirley Birch '14
Shaylce Bragg '15
Danielle Brown '14
Victoria Ervin '16
Enahar Laracuent '14
Helen MacGregor '15
Meredith Magulak '16
Lauren Ruiz '16
Anayah Sangodele-Ayoka '16
Grace Snell '15

Gertrude H. Parkhurst Scholars
Faith Selchick '14
Lisa Weinstein '14

Gustafson Family Scholarship
Kathryn Paar '14

Helen E. Hallifors Scholarship
Christina Ercule '14
Sanamtha Hyacinth '14
Roushie Kalebjian '14
Rachel Laaff '14
Lidia Lopez '14

Helen Langdon Clark Scholarship
Carly Staab '14

Jacqueline French Scholarship
Rachel Lauff '14
Kelsey Schuder '15
Lisa Spencer '15

John and Dora Bennett Scholarship
Kaitlyn Rechenberg '15

Jonas Scholarship
Ariana Chao '17
Asef Faraz '16
Michael Lord '15
Marilynn Malerba '15
Maura Murphy '14
Rose Nanyonga '15
Leanie Rose '14

Kurtz-Puzak Scholarship
Janice Tham '14

Margaret Pearce Scholarship
Eleanor Miller '14
Audrey Muto '14
Kaitlyn Rechenberg '15
Alison Tray '14

Marguerite B. Brewer Nursing Scholarship
Jessica Davis '14
Lorne Harris '15

Mary Ann Lillie Scholarship
Jennifer Lovallo '14
Chloe Lubell '14
Michelle Luneau '14

McLeod-Blue-Skye Nursing Scholarship
Beverly Belton '18
Lisa Braun '17
Ariana Chao '17

Milton and Anne Sidney Prize
Katelyn Rei '13

Nursing Yellow Ribbon Scholarship
Allison Dussault '14

Prosse/Porter Scholarship
Taylor Deasy '14
Lisa Spencer '15
Carly Staab '14
Janice Tham '15
Michael Valalik '15

Richard D. Frisbee III Foundation Scholarship
Muneera Paniwani '14

Ruth Warren Pearson Scholarship
Taylor Deasy '14
Shawntel Payton '14
Fabiola Ramirez '14
Alison Tray '14

Susan K. Lamar Scholarship
Whitney Osborn '15

Tabitha C. Rossetter Scholarship Fund
Gwen Cassidy '14
Whitney Osborn '15
Michael Valalik '15
Allison Whitmer '15
Christine Wibby '15

Tudor Foundation Scholarship
Esha Bhardwaj '14
Faith Selchick '14
Christine Wibby '15

Yale Annual Fund Scholarship
Peter Butzen '15
Deborah Caselton '15
Eileen Ing '16
Molly Nestor '16
Whitney Osborn '15
Carolyn Rayburn '15
Hsiaying Shic '15
Alexandria Smith '16
Grace Snell '15
Claudia Wies '15

Yale Club of New Haven Scholarship
Jessica Almonte '14
Jenna Hinche '14
Tricia Mignosa '14
Max Greger-Moser '14

Pictured at right: Yale Annual Fund Scholars: Alexandria Smith '16, Deborah Caselton '15, Peter Butzen '15, Hsiaying Shic '15 and Eileen Ing '16.
### FUNDED RESEARCH

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<td>Alonzo, A. (PI)</td>
<td>Acute Coronary Syndrome and Care-Seeking Delay (R01HL085328)</td>
<td>National Institutes of Health (NIH)/National Heart, Lung, and Blood Institute (NHLBI)</td>
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<td>Chen, W. (PI)</td>
<td>Developing an Intervention for Disclosure of Parental HIV to Children in China (R21HD074141)</td>
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<td>Crowley, A. (PI)</td>
<td>Developing a Medication Administration Training System for CT ECE</td>
<td>Child Health and Development Institute</td>
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<td>$96,500</td>
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<td>Ercolano, E. (PI)</td>
<td>Text Messaging to Improve Adherence to Oral Chemotherapy Agents</td>
<td>NIH/National Cancer Institute (NCI) (subcontract with Michigan State University)</td>
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<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>
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<td>Funk, M. (PI)</td>
<td>Implementation of Practice Standards of ECG Monitoring (R01HL081642)</td>
<td>NIH/NHLBI</td>
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<td>Grey, M. (PI),</td>
<td>Internet CST for Adolescents with Diabetes (R01NR04009)</td>
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<td>Integrating Behavioral Care for Teens with Diabetes</td>
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<td>Kennedy, H. (PI)</td>
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<td>Exercise Intervention to Improve Health in Postmenopausal Cancer Survivors (R01CA122658)</td>
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<td>An Intervention to Improve Outcomes in Patients with Advanced Cancer (R01NR011872)</td>
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<td>Adherence to Oral Cancer Agents and Self Care of Symptoms Using an IVR</td>
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<td>Pellico, L. (PI)</td>
<td>Looking Is Not Seeing and Listening is Not Hearing</td>
<td>Johnson &amp; Johnson/Society for the Arts in Healthcare</td>
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<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>
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<td>Sadler, L. (PI)</td>
<td>Minding the Baby: Home Visiting Program Evaluation (R01HD057947)</td>
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### FUNDED RESEARCH

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<td>Schulman-Green, D. (PI)</td>
<td>Testing a Self-Guided Educational Intervention for Women with Cancer</td>
<td>American Cancer Society</td>
<td>7/1/08-12/31/13</td>
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<tr>
<td>Shorten, A. (PI)</td>
<td>Using Interactive Health IT to Support Women's Choices for Birth after Cesarean(R21HS022114)</td>
<td>NIH/Agency for Healthcare Research &amp; Quality (AHRQ)</td>
<td>4/1/13-3/31/15</td>
<td>$292,584</td>
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<td>Whittemore, R. (PI)</td>
<td>Positive Psychology to Promote Adherence in Adolescents with Type 1 Diabetes</td>
<td>NIH/National Institute of Diabetes &amp; Digestive and Kidney Diseases (NIDDK) (subcontract with Vanderbilt University)</td>
<td>12/1/12-ongoing</td>
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<td>Womack, J. (PI)</td>
<td>HIV Infection and Falls: Epidemiology &amp; Risk Assessment (K01NR013437)</td>
<td>NIH/NINR</td>
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### FUNDED TRAINING

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<td>Grey, M. (PD)</td>
<td>Multidisciplinary Behavioral Research Training in T1D (T32DK097718)</td>
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<td>Guthrie, B. (PD)</td>
<td>Community-based HIV Education Research Program for Diverse Racial &amp; Ethnic Groups (R25MH087217)</td>
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<td>Knobf, M. (PD)</td>
<td>Interdisciplinary Research Training in Breast Cancer Disparities</td>
<td>Susan G. Komen for the Cure</td>
<td>7/1/10-8/24/13</td>
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<td>McCorkle, R. (PD)</td>
<td>Using the RE-AIM Model to Translate Distress Screening into Cancer Care (R25CA177553)</td>
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<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>
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<td>Reynolds, N. (PD)</td>
<td>Research Training in Self and Family Management (T32NR08346)</td>
<td>NIH/NINR</td>
<td>7/1/08-8/30/13</td>
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<td>Reynolds, N. (PD)</td>
<td>Yale University School of Nursing Doctoral Program in Nursing (P200A090149)</td>
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<td>Reynolds, N. (PD)</td>
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<td>Jonas Center for Nursing Excellence</td>
<td>7/1/10-ongoing</td>
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### FUNDED DOCTORAL/POSTDOCTORAL RESEARCH

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<td>Close, S.</td>
<td>Family Management and Diagnosis Disclosure in Klinefelter Syndrome</td>
<td>Pediatric Endocrinology Nursing Society</td>
<td>9/1/12-8/31/13</td>
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<td>Feder, S.</td>
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<td>Knechel, N.</td>
<td>Patricia G. Archbold Scholar</td>
<td>National Hartford Centers of Gerontological Nursing Excellence</td>
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<td>Turkman, Y.</td>
<td>Women's Experience with Triple Negative Breast Cancer</td>
<td>American Cancer Society</td>
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The Relevance of “Weed” for YSN’s Reorganization

Holly Powell Kennedy, PhD, CNM, FACNM, FAAN
Executive Deputy Dean & Helen Varney Professor of Midwifery

As you read this title you might have thought that YSN was going to pot. No, my reference is not to cannabis and to my knowledge it is not being grown on the Yale West Campus Urban Farm! I am referring to Dr. Lawrence Weed, originator of the Problem Oriented Medical Record (father of the SOAP note) and visionary about the power of computers and technology, organized thinking, and adherence to standards as the ingredients for highest quality health care. His lifelong work has relevance to our current reorganization, particularly as we prepare YSN students to both learn through powerful tools to organize knowledge and apply them in their future practice, research, and leadership.

I was incredibly fortunate to collaborate with Dr. Weed from 1979 to 1981 in a formative period of my nursing career, when I directed a rural health center in Grand Isle, Vermont. In the days before personal computers, we had prototype electronic medical records with powerful tools to help us organize health information to deliver best care to a chronically underserved population. As a family nurse practitioner in an old farmhouse surrounded by cows, with a microwave tower beamed to the University of Vermont and a sophisticated health record system at my fingertips, my entire perspective of the power of connection in health care changed. Having your records audited by Weed was an adventure, both humbling and inspiring; the latter because he was committed to health care revolution—thinking and practicing in a much different way. It was a heady time in the collaboration of nursing and medicine in rural health care! I recently mentioned him in several Yale settings with students and clinicians and was astounded that most did not know his name, yet they all used SOAP notes and problem-oriented charting. It was a generational difference, and what had seemed so revolutionary in the 1970s was standard practice now.

In a 2009 interview, Weed described his 60 years of pushing the health care system to become a “transportation system, where consumers use knowledge captured in maps, road signs, computerized navigation devices, and the like at the time of need. Patients, like travelers, will be expected from childhood on to develop the necessary skills to navigate the system.”

Weed envisions the power of technology to help clinicians collaborate with those for whom they care to create avenues to better health. Our electronic medical records (EMR) as currently constructed barely scratch the capacity to do this—to fully integrate health care and health information. In his recent book Medicine in Denial, he postulates that the system has two core elements: standards of care for managing clinical information, and electronic information tools designed to implement those standards; the broken part of the system is that the standards are widely ignored. The past few years of our own community’s movement to EMR has exposed the vulnerabilities of which Weed speaks, and there is much work to be done to make them more effective for clinicians and patients. Nursing must be on the forefront of the ever-evolving information technology revolution.

I thank Dr. Weed for his role in moving all clinicians forward to capture the best of technology and logical thinking in health care. My challenge to nursing and our YSN community as we move forward in interprofessional education and creating innovative curricula is to consider Weed’s formative thinking. We have the capacity to seize the power of innovation to take us into realms never dreamed of, using existing tools to apprehend the vast amount of health information and creating new ones—let us lead these innovative efforts effectively, logically, compassionately, and in collaboration with colleagues and the people/communities in our care. It is the future!

References:

Weed envisions the power of technology to help clinicians collaborate with those for whom they care create avenues to better health. Our electronic medical records as currently constructed barely scratch the capacity to do this—to fully integrate health care and health information.
## Publications

### Wei-Ti Chen


### Jessica Coviello


### Laura Kierol Andrews


### Nancy Cantey Banasiak


### Jane Karpe Dixon


### Angela Crowley


### YSN Faculty Publications and Presentations 2013/2014


Margaret Grey


Joanne DeSanto Iennaco


Sangchoon Jeon


Cecilia Jevitt

Holly Powell Kennedy


M. Tish Knobf


James Mark Lazenby

Lazenby, M., Ercolano, E., Bai, M., & McCorkle, R. (in press). 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*.


Geraldine Marrocco


Miki Meadows-Oliver


Mary Moller


Alison Moriarty Daley


Soohyun Nam


Gina Novick


**Linda Honan Pellico**


**Nancy S. Redeker**


**Heather Reynolds**


**Lois S. Sadler**


**Dena Schulman-Green**


**Allison Shorten**


**Martha K. Swartz**


Swartz, M. K. (2013). “This time there will be change.” *Journal of Pediatric Health Care, 27,* 81.


Jacquelyn Taylor


Robin Whittemore


Julie Womack


PRESENTATIONS

Patricia Jackson Allen


Jackson Allen, P. (2013, March). From hospital to community in pediatric care. Lecture presented at the Hong Kong Paediatric Nurses Seminar, Queen Elizabeth Hospital, Hong Kong.

Jackson Allen, P. (2013, March). Is there a need for a practice doctorate? Lecture presented at the Hong Kong Polytechnic University, Hong Kong.

Laura Kierol Andrews


Nancy Cantey Banasiak

Banasiak, N., & Meadows-Oliver, M. (2013, April). Evaluating asthma websites with the brief DISCERN and HON label for quality content and for readability. Poster presented at the National Association of Pediatric Nurse Practitioners, Orlando, FL.

Wei-Ti Chen


Jessica Covello


Angela Crowley


Jane Karpe Dixon

Tocchi, C., & Dixon, J. (2013, May). Developing a program of research (postdoctoral program). Collaborative oral presentation at Yale School of Nursing, New Haven, CT.


Grey, M. (2013, March). Improving outcomes in youth with type 1 diabetes. Lecture presented at Hong Kong Polytechnic University, Hong Kong, China.


Cecilia Jevitt Jevitt, C. (2013, June). Using motivational interviewing to talk about obesity and weight gain. Lecture presented at Yale-New Haven Hospital, Trumbull, CT.


Kennedy, H. P. (2013, January). Enhancing patient safety through promoting primary vaginal birth. Lecture presented at Yale University, Department of Obstetrics, New Haven, CT.


M. Tish Knobf


Knobf, M. T. (2013, April). Quality of life and survivorship. Lecture presented at the Yale Cancer Center, New Haven, CT.


James Mark Lazenby


Mikki Meadows-Oliver

Banasiak, N., & Meadows-Oliver, M. (2013, April). Evaluating asthma websites with the brief DISCERN and HON label for quality content and for readability. Poster presented at the National Association of Pediatric Nurse Practitioners, Orlando, FL.

Mary D. Moller

Moller, M. D. (2013, June). SSRI are not created equal. Lecture presented at the American Psychiatric Nurses Association, Clinical Psychopharmacology Institute, Reston, VA.


YSN FACULTY PUBLICATIONS AND PRESENTATIONS

Moriarty Daley, A., Cong, X., & Walsh, S. (2013, April). School-based health centers and access to prevention counseling for adolescent during high school. Poster presented at the ATHENA Research Conference, University of Connecticut School of Nursing, Storrs, CT.

Moriarty Daley, A., Cong, X., & Walsh, S. (2013, April). School-based health centers and access to prevention counseling for adolescents during high school. Poster presented at the National Association of Pediatric Nurse Practitioners, Orlando, FL.

Soohyun Nam

Gina Novick

Monica Ordway

Nancy S. Redeker


Heather Dawn Reynolds


Nancy R. Reynolds


Reynolds, N. R. (2013, April). Rethinking interventions for better health in the 21st century. Lecture presented at the Center for AIDS Research (CFAR) Network Meeting, Emory University, Atlanta, GA.


Patricia Ryan-Krause
Ryan-Krause, P. (2013, May). Preparing nursing students for meaningful international work. Poster presented at the Office of Global Health, Yale University, Department of Internal Medicine, New Haven, CT.


Lois S. Sadler


Dena Schulman-Green


Allison Shorten


Martha K. Swartz


Swartz, M. (2012, September). Writing for Nursing Publication Network. Lecture presented at Yale-New Haven Hospital, Nursing Research and Evidence Based Practice Committee Workshop, New Haven, CT.

Jacquelyn Y. Taylor


Robin Whittemore


ABSTRACTS

Margaret Grey


James Mark Lazenby


Nancy S. Redeker


Robin Whittemore


IN MEMORIAM AS OF MARCH 31, 2014

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<th>Name</th>
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<td>Anne Milo ‘45</td>
<td>September 10, 2013</td>
<td>November 15, 2013</td>
</tr>
<tr>
<td>Jeanne Radow ‘45</td>
<td>September 5, 2013</td>
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<td>Margaret Schleske ‘45</td>
<td>November 28, 2013</td>
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<tr>
<td>Mary Furman ‘46</td>
<td>January 22, 2014</td>
<td>March 12, 2014</td>
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<tr>
<td>Justine Kelliher ‘46</td>
<td>December 26, 2013</td>
<td>December 12, 2013</td>
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<tr>
<td>Ruth Russell, ’47</td>
<td>February 9, 2014</td>
<td>March 12, 2014</td>
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<tr>
<td>Katrina Weschler ‘47</td>
<td>October 12, 2013</td>
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<td>Barbara Heald ‘49</td>
<td>December 28, 2013</td>
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<td>Marjorie Wesson ‘49</td>
<td>March 4, 2014</td>
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<tr>
<td>Elizabeth Ellett ‘52</td>
<td>January 12, 2014</td>
<td>March 12, 2014</td>
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<tr>
<td>Larice Burtt ‘55</td>
<td>March 12, 2014</td>
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</tbody>
</table>
Yale School of Nursing

A Charitable Gift Annuity—the Magic Formula
Ruth (YN 1948) and Howard (1945W) Benedict

Yale has played a key role in our lives ever since Howard and I met in New Haven more than 65 years ago. We were married in Dwight Chapel in 1947 with many of our classmates in attendance. Howard entered Yale with the class of 45W, and interrupted his college years to serve in the Navy during World War II. I received a Master’s degree from Yale School of Nursing in 1948. Ever since, Howard and I have tried to give back to Yale in a variety of ways. We consider Yale a part of our family and have treated our estate accordingly. We have four sons and Yale, so Yale is really like our “fifth child.”

We raised our boys in Hamden near Sleeping Giant Mountain. I became very involved with the beginnings of the Association of Yale Alumni and held several volunteer and staff positions at the University. Of course, Howard and I both gave to our respective annual funds. When our children were nearly grown, Howard heeded the call to “Go West, young man!” and we did, all the way to Alaska, then Arizona, and now Oregon. In Alaska, we purchased the property that we eventually sold and used the proceeds from to fund our charitable gift annuity.

The gift annuity was truly a “magic formula” for us. We were able to give more than we ever thought possible because of the dependable stream of income we experience coupled with the generous tax savings. And, we are pleased with the benefits our gift annuity brings us now and the School of Nursing later. We know that our financial independence is assured by the fixed lifetime payments we receive from Yale.

At the 90th anniversary celebration of the Yale School of Nursing in October, I was honored to be recognized as one of 90 outstanding alumni at the dedication of our new building on Yale’s West Campus. It means a great deal to Howard and to me that, through our charitable gift annuity, we will help reduce the financial burden of the next generation of nurse educators and leaders.

Although Howard lost his vision several years ago as a result of anesthesia from back surgery, we can honestly say that we have never been happier. As Howard puts it, “We have both benefited from our Yale educations, and we always knew that we wanted to give back in a way that would have a significant impact. We know that our gift annuity for YSN will make a difference, and hope it will be an example to others. Being married to a Yale nurse definitely helps focus my attention on YSN’s pioneering work worldwide. And now, more than ever, I feel fortunate to be married to a Yale nurse.”

Howard and Ruth Benedict

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 agreement 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 Yale School of Nursing.

Contact Steve Varley at Yale School of Nursing for more information. Steve.Varley@yale.edu or 203-785-7920.

SAMPLE GIFT ANNUITY RATES

<table>
<thead>
<tr>
<th>Age</th>
<th>Immediate</th>
<th>Deferred 3 Years</th>
<th>Deferred 5 Years</th>
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</thead>
<tbody>
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<td>4%</td>
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</tr>
<tr>
<td>75</td>
<td>6%</td>
<td>8.5%</td>
<td>11.5%</td>
</tr>
<tr>
<td>80</td>
<td>8%</td>
<td>12%</td>
<td>15%</td>
</tr>
</tbody>
</table>

These rates are for illustration purposes and may vary depending on the timing of your gift. Annuity rates for two individuals are also available.
The past year has been filled with momentous occasions for YSN, including our move to Yale University’s West Campus, the implementation of our new organizational structure under the leadership and guidance of Dean Margaret Grey, DrPH, RN, FAAN, and Executive Deputy Dean Holly Powell Kennedy, PhD, CNM, FACNM, FAAN, and the kickoff of our 90th anniversary celebratory year. The YSN community has continued to thrive and openly embraces the countless exciting ventures that these transformations have presented.

Throughout all of these wonderful changes, the School’s mission of “better health for all people” has strengthened and still proves to be the driving force of our Yale Nurses. On the following two pages, you will find the stories of six YSN students who began their nursing education as Graduate Entry Prespecialty in Nursing (GEPN) students. You will come to learn how they chose nursing and YSN, as well as the extraordinary health care work they have experienced thus far.

Emily Alfano ’15
HOMETOWN: Washington, DC
EDUCATION: BA in English from the University of Maryland, College Park (2004)
YSN SPECIALTY: Family Nurse Practitioner

Before enrolling at YSN, Emily Alfano was working in Washington, DC, as a lobbyist for a women’s organization. In this position, she spent much of her time advocating for the Affordable Care Act and other health care policies that aimed to ensure that all individuals have access to high-quality, affordable health care. Emily’s work as a lobbyist made her realize that she wanted to be the person providing the health care services for individuals and families.

Emily began searching for nursing schools and was drawn to YSN’s GEPN program. “As someone with a limited science background, I was excited to find a program that not only valued my liberal arts education, but actually celebrated it,” she explained.

Now, as a student at YSN, Emily has come to understand the impact that she can have as a nurse. Remembering a patient of hers who had expressed concern about whether or not her daughters were healthy, Emily was reminded of an important fact: patients, healthy or not, are vulnerable. “With that vulnerability comes a tremendous responsibility to honor the trust they place in us and take care of them as best we can,” stated Emily.

In her spare time, Emily volunteers in the lab at HAVEN Free Clinic, a primary care clinic run by students from Yale’s Schools of Nursing, Medicine, and Public Health. Post-YSN, Emily would like to return to Washington, DC, to work in a community health center and see patients from traditionally underserved communities. In addition, she hopes to help improve nurses’ voices in discussions about health policy.

Peter Butzen ’15
HOMETOWN: Hoffman Estates, IL
EDUCATION: BA in public relations from Illinois State University (2008)
YSN SPECIALTY: Pediatrics

After working for two years as a community health volunteer with the U.S. Peace Corps in rural Uganda, Peter Butzen extended for a third year of work with Baylor University’s International Pediatric AIDS Initiative (BIPAI) in Gaborone, Botswana. It was in this third year that Peter realized he wanted to pursue a career in health care. With encouragement from friend, mentor, and YSN alumna Maureen Doran ’71, Peter explored all that nursing has to offer and discovered that the field was an ideal match for his own ambitions.

When asked what appealed to him most about YSN’s GEPN program, Peter explained it rather simply: “The faculty.” The encouragement from faculty members Pat Jackson Allen, MS, RN, PNP, FAAN, and Mark Lazenby, PhD, MSN, and the first impression of Linda Pellico, PhD, MSN, CNS-BC, RN, had Peter hooked. “Linda made me excited to be a Yale nurse; I hadn’t even been accepted yet, but she made me feel as if I belonged.”

Peter has happily discovered during his time at YSN that nursing is a fit for him. “I have learned that I can trust in myself and the skills I have developed since being here,” he said. “As I have continued my education, I have become more confident, and I now accept the idea that while I still have a lot to learn, I am becoming a skilled nurse practitioner.”

A member of the Yale International Nursing Group (YING), the Columbus House Clinic, YSN’s Healthy Neighbors program, and the Refugee and Health Professional Partnership, Peter envisions becoming a care provider for children and adolescents living with HIV and other chronic conditions after graduation. He is excited about the prospect of returning abroad with new knowledge and skills to share. Eventually, Peter hopes to work with nurses in rural villages throughout the world to help establish quality systems of care in their limited resource settings.

Deborah Caselton ’15
HOMETOWN: Marinette, WI
EDUCATION: BA in biology from Boston University (2005), MPH in maternal and child health with a concentration in health disparities from University of Minnesota School of Public Health (2009)
YSN SPECIALTY: Pediatrics

For Deborah Caselton, enrolling at YSN was not about switching careers, but rather about diversifying her skills to have a deeper impact in the health field. Prior to YSN, Deborah was working with the Centers for Disease Control and Prevention coordinating an influenza vaccine effectiveness study for children in Kibera, Africa’s largest slum. However, Deborah yearned to feel more connected to people.

“I believe with an advanced degree in nursing, along with my MPH, I can focus on the wellbeing of children by delivering accessible, culturally appropriate, and interdisciplinary patient care, while addressing the underlying problems that contribute to illness,” said Deborah.

The GEPN program at YSN attracted Deborah because of its multidisciplinary approach and challenging curriculum. “I was certain that YSN’s renowned nursing program
Victoria Ervin ‘16

HOMETOWN: Dover, NH
EDUCATION: BA in psychology from Tulane University (2003); MPH with a focus in health policy and management from Harvard School of Public Health (2010)
YSN SPECIALTY: Family Nurse Practitioner

Victoria Ervin has always been interested in nursing, but ended up in the U.S. Peace Corps after college, serving in a rural community in Kenya. During this time, Victoria began pondering about how health systems fail many people. An MPH seemed like the natural next step to Victoria; however, she soon realized that she wanted to work more directly with people, as well as to understand the science behind illness and health.

Among other things, Victoria was attracted to YSN because of its research and faculty. “I was drawn to Linda Pellico’s deep appreciation for people coming into the nursing profession with such varied backgrounds, the larger Yale community, and the fact that YSN really seems to focus the GEPN year (and beyond) on what is practical and needed for practice, and not making you learn superfluous things you won’t use as an NP,” she explained.

When asked what she has learned about herself during the course of her time at YSN, Victoria stated, "That being a witness to people’s illness, health, and recovery is one of the most astounding things in this world."

Recently, Victoria joined the HAVEN Free Clinic board as co-executive director. In the future, she hopes to begin working in an outpatient setting in the United States and eventually return to her international work. In addition, Victoria would like to earn her Doctor of Nursing Practice (DNP) degree.

Emily Martyn ‘15

HOMETOWN: Brattleboro, VT
EDUCATION: BA in dance from Kenyon College (2007)
YSN SPECIALTY: Midwifery

Emily Martyn has trained as a doula and a childbirth educator. Enrolling at YSN was the field for her. "I yearned to enroll in nursing school, Nathan Valentine was working on trains, planes, and automobiles. “Despite being successful in my various mechanical careers, I yearned to work on something more complex and rewarding,” explained Nathan. Acknowledging that humans are the most complex things he has ever interacted with, Nathan decided nursing was the field for him.

Thinking back, Nathan remembers his greatest nursing experience, which took place during his GEPN year. Nathan took care of a man that was his same age. “It was emotionally challenging to see this man, a previously strong and capable person, unable to do even the most basic tasks,” he said. While under Nathan’s care, the man asked for a shave. As Nathan shaved his face, the man began to cry and motioned for his notepad, the only form of communication he was capable of because of his condition. The man wrote, “Thank you, I feel almost normal.” To this day, Nathan remembers how wonderful it was to help someone on such an intimate level.

Throughout his time at YSN, Nathan has learned that he has the ability to meet virtually any challenge presented to him. “I have never been a stranger to challenges, but this career promises to be filled with rewarding challenges that keep me excited about learning and the world of possibilities that will be open to me when I graduate,” stated Nathan.

Once he has graduated, Nathan will return home to his wife and daughters in rural western Washington, where he plans to join a group medical practice.

Nathan Valentine ‘15

HOMETOWN: Montesano, WA
EDUCATION: BA from The Evergreen State College (2012)
YSN SPECIALTY: Family Nurse Practitioner

Before deciding to enroll in nursing school, Nathan Valentine was working on trains, planes, and automobiles. "Despite being successful in my various mechanical careers, I yearned to work on something more complex and rewarding," explained Nathan. Acknowledging that humans are the most complex things he has ever interacted with, Nathan decided nursing was the field for him.

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When one of her dance teachers became pregnant, Emily Martyn and she discussed physiologic birth, how it relates to authentic movement, and the choices of women in labor. As a result, Emily realized that midwifery encompassed all of her academic interests.

Following her graduation, Emily worked for three years managing research grants in breast and gynecologic oncology. However, she was still aching for the clinical aspect of the work, so she began training as a birth doula and a childbirth educator. Enrolling at YSN seemed like the natural next step for her.

YSN’s GEPN program prides itself on the diversity of its students, and this was evident to Emily. “While other programs might merely tolerate my arts background, YSN saw it as a contribution to our collective experience,” she said. Emily was also impressed by how personal the School was, with professors learning her name, where she came from, and what interested her.

During the course of her time at YSN, Emily learned that she has a huge potential for impact. “There is a huge prospective power in our words and hands,” she remarked. “Everything I say and every finger I lay on a patient could affect his or her life, either positively or negatively.”

A member of the American College of Nurse-Midwives, Emily would like to work as a full-scope midwife in a hospital setting. She wants to provide midwifery care to women who may not know that they have choices in the way they give birth.
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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<th>AVERAGE AGE</th>
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<tr>
<td>Part-Time</td>
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<tr>
<td>Prespecialty (1st-Year GEPN)</td>
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<tr>
<td>Master’s Specialty</td>
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<tr>
<td>Post-Master’s</td>
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<tr>
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<td>PHD</td>
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<th>GENDER</th>
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<tr>
<td>Females 90%</td>
<td>Undergraduate Degree in Humanities 61%</td>
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<tr>
<td>Males 10%</td>
<td>Undergraduate Degree in the Sciences 39%</td>
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<th>MINORITY ENROLLMENT</th>
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<td>Doctor of Philosophy 1</td>
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**Faculty**

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<td>Full-Time Lecturers</td>
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<td>Part-Time Lecturers</td>
<td>Master of Science in Nursing 104</td>
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<td>Preceptors 1,359</td>
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**Scholarships**

- **$8,954**
  - AVERAGE SCHOLARSHIP AWARDED TO MASTER’S STUDENTS PER YEAR

**Debt**

- **$108,000**
  - AVERAGE DEBT UPON GRADUATION

**Alumnae/i**

- **3,158**
  - NUMBER OF ALUMNAE/I

- **$159,195**
  - ANNUAL FUND DOLLARS RAISED IN 2012–2013

- **24.4%**
  - ALUMNAE/I WHO DONATED TO THE ANNUAL FUND