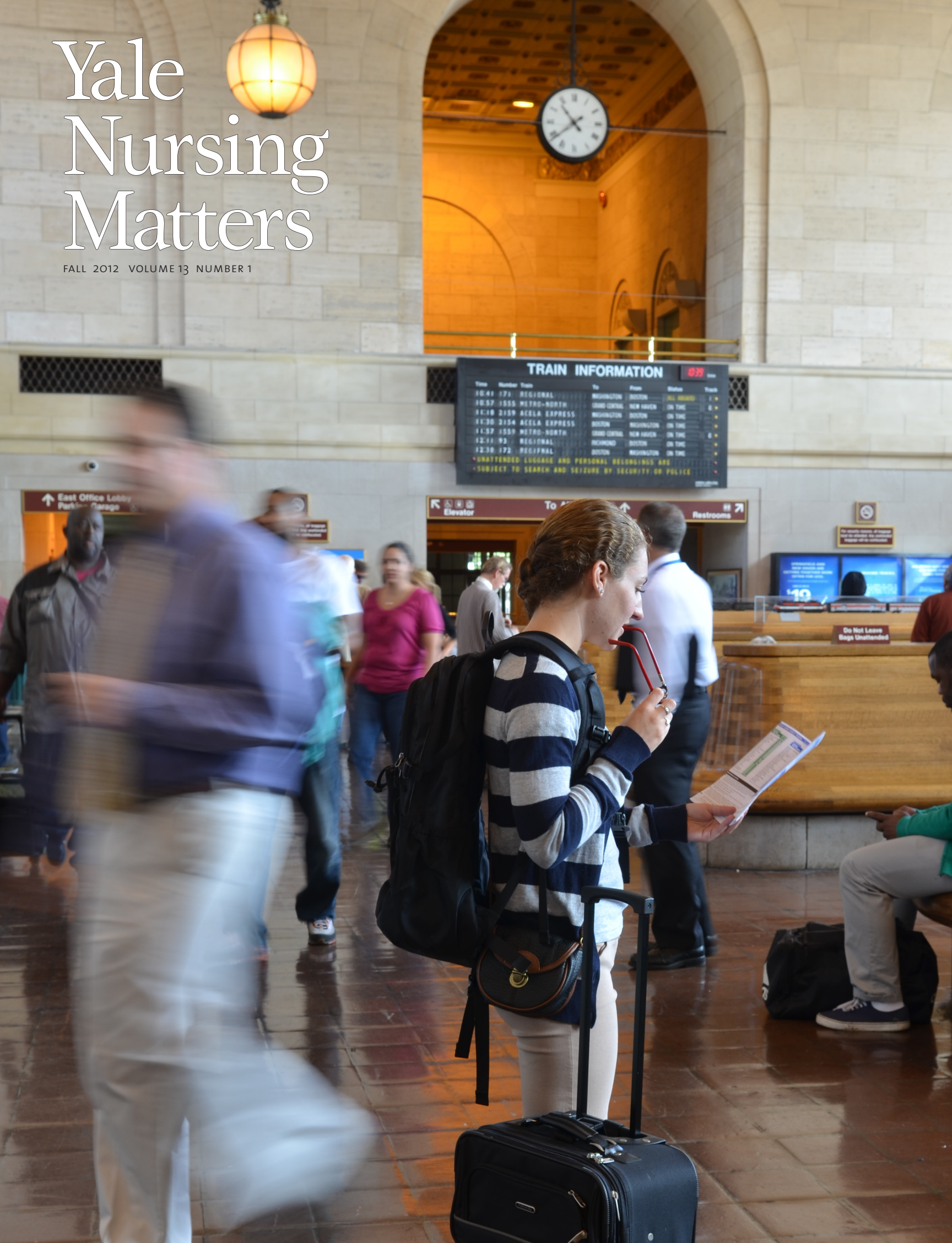


Yale Nursing Matters

FALL 2012 VOLUME 13 NUMBER 1



Time	Number	Type	To	From	Status	Track
10:44	172	REGIONAL	WASHINGTON	BOSTON	ON TIME	1
10:57	1555	METRO-NORTH	GRAND CENTRAL	NEW HAVEN	ON TIME	6
11:18	2159	ACELA EXPRESS	WASHINGTON	BOSTON	ON TIME	1
11:30	2154	ACELA EXPRESS	BOSTON	WASHINGTON	ON TIME	1
11:37	1559	METRO-NORTH	GRAND CENTRAL	NEW HAVEN	ON TIME	6
12:11	93	REGIONAL	RICHMOND	BOSTON	ON TIME	1
12:38	172	REGIONAL	BOSTON	WASHINGTON	ON TIME	1

*UNATTENDED LUGGAGE AND PERSONAL BELONGINGS ARE SUBJECT TO SEARCH AND SEIZURE BY SECURITY OR POLICE

↑ East Office Lobby
Parking Garage

↑ Elevator

To

↑ Restrooms

Do Not Leave Bags Unattended



DNP Students from Across the U.S. and the World

This fall, Yale University School of Nursing launched its Doctor of Nursing Practice program, welcoming 14 exceptional students that hail from areas across the United States and the world. Please turn to page 7 for the complete story.

Susanne Phillips

Maud Meulstee

Marilyn Malerba

Nancy Blumenthal

Leonid Gorelik

Mary Bartlett

Jasper Tolarba



“The class includes dynamic healthcare professionals from diverse locations around the country and the world who have come to YSN to learn, share, and grow. I am sure that they will teach us a great deal along their educational journey at Yale!” —MARGARET GREY, DEAN AND ANNIE GOODRICH PROFESSOR

Juraj Melek

Bonnie Tong

Robin Wallin

Eliana M. Aaron

Laura Whittaker

Regina G. Daniels

Michael Lord



Yale Nursing Matters

Dean: Margaret Grey '76

Editor: John Powers

Associate Editor: Meghan Murphy

Fall 2012 *Yale Nursing Matters*

Contributing Writers:

Lauren Dufour

Asefeh Faraz

Keith Hagarty

Alison Rossetti

Tony Terzi

Steve Varley

Photography:

Jim Anderson

Jerry Domian

Michael Marsland

Harold Shapiro

James Tkatch

YSN Faculty, Staff, Students,

and Alumnae/i

Design: Gregg Chase

Yale University School of Nursing

100 Church Street South

Post Office Box 9740

New Haven, Connecticut

06536-0740

203-785-2393

nursing.yale.edu

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

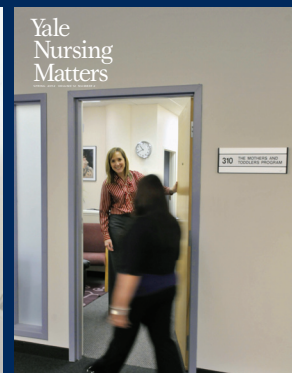
We share your commitment to preserving our natural world. YSN is reducing the use of paper products by making greater use of electronic communication whenever possible. We are also proud to announce that, as of the fall 2008 issue, *Yale Nursing Matters* is produced through a Forest Stewardship Council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

Yale SCHOOL OF NURSING

- 3 Letter from the Dean
- 4 YSN Spotlight News
- 7 YSN Welcomes Inaugural Doctor of Nursing Practice Students
- 10 Think Aloud Case Study Method Prepares Students for Real-life Scenarios
- 12 New Genetics Course Will Offer Hands-On Lab Experience with Online Learning
- 14 Donor Profile: Meredith Meade '56
- 15 Truth of the Matter: Richard Belitsky and Eve Carlson
- 16 Commencement 2012

Yale Nurse

- 18 I am a Yale Nurse: Jeff Edelman '05
- 21 Alumnae/i Weekend 2012
- 22 Meet the YSN External Advisory Board
- 22 In Memoriam
- 23 YSNAA: What YSN & Yale Mean to Me



Cover: Students in YSN's new Doctor of Nursing Practice program travel to New Haven from near and far as part of this hybrid online program.

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.

The Future of Nursing Education



The Institute of Medicine's report on *The Future of Nursing: Leading Change, Advancing Health*¹ made a number of recommendations about nursing education, including movement toward increasing the number of doctorally prepared nurses and creating a smooth pathway for educational advancement for all nurses. These recommendations create opportunities for schools of nursing to explore new pathways and ideas. In this issue, we explore a few.

The most obvious of our initiatives to extend YSN's leadership in nursing education is our new Doctor of Nursing Practice (DNP) program. Last year we announced the program, and this fall brought the first students to Yale. The DNP program is the first and currently only degree-granting hybrid online program at Yale, and one of only three new academic programs at the University this year. It takes special students to be part of the first class of any new academic program, and we certainly have that with our first students. The class includes dynamic health care professionals from diverse locations around the country and the world who have come to YSN to learn, share, and grow. I am sure that they will teach us a great deal along their educational journey at Yale.

Another area of growth is in teaching genetics. Somewhere along the way, nursing moved away from a strong focus on the basic sciences in favor of more integrated approaches. And along that way, our expertise in the sciences that undergird practice is not what it used to be. This year, Dr. Jackie Taylor, a PNP and genetics researcher, is launching a new initiative to teach genetics to our students. Not only will she provide classroom teaching, she will also provide students who elect it the opportunity to have laboratory experience.

Relatedly, the need for interprofessional approaches to education is critical in the health professions. As the commentary by Drs. Belitsky and Colson suggests (pg. 15), if we don't educate today's health care providers together, they will have a much harder time collaborating in teams in practice and in research. While there have been numerous examples at YSN of truly interprofessional research teams, barriers have stood in the way of developing collaborative teaching programs at Yale. I am pleased to say that beginning this year, there is a commitment across all three health professions schools to develop new collaborative teaching programs. Yes, we have been behind on this, but the momentum is building.

Finally, we all recognize that today's generation of students is different from previous ones. These students are used to multitasking and require much more from an educational experience than a professor lecturing from a PowerPoint slide set. As our plans progress for our new building, we are creating learning spaces that will allow faculty like Pat Ryan-Krause to exercise their creativity in the classroom and in the simulation and assessment laboratories (see story on pg. 10).

Our move to the West Campus coincides with the 90th anniversary of YSN—the first university-based nursing school in the world. I hope that as many of you as possible will plan to be part of this grand celebration honoring the outstanding history and heritage of nursing education, research, and practice at Yale, while also helping to launch YSN into a new and exciting future.

A handwritten signature in black ink that reads "Margaret Grey". The signature is written in a cursive style with a long, sweeping underline.

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

1. Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine. (2011). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: National Academies Press.



Yale School of Nursing (YSN) will move next year from New Haven to the University's West Campus in Orange and West Haven. The relocation of the school and its 450 students, staff, and faculty is expected to begin in the summer of 2013 and be completed in time for the school's 90th anniversary in the fall.

YSN and Yale University are currently in the process of adapting and renovating an office building at the West Campus to meet the specific needs of the School.

"The ways we educate students have changed, and we need space that is flexible and equipped for tomorrow's students," said Margaret Grey, Dean and Annie Goodrich Professor at YSN. "We are developing plans for customized spaces suited to modern teaching, simulation, research, and lab needs."

The move will nearly double the population at West Campus, which is already home to several thriving research and technology centers, as well as art conservation programs.

"The relocation of the School of Nursing will bring the first major educational initiative to YWC, giving the campus a clear teaching mission with a dedicated student body," said Scott Strobel, Vice President of West Campus Planning and Program Development. "This progression is indicative of the University's vision for West Campus, to develop a campus that is fully integrated with Yale's various missions. Permanent placement of a professional school on-site is a major step toward that goal."

Yale's West Campus is located seven miles west of downtown New Haven on 136 acres. The cluster of 17 buildings, ample parking, and acres of open space was acquired in 2007. It includes 1.6 million square feet of research, office, and warehouse space that provides opportunities to enhance the University's medical and scientific research and other academic programs.



Moller Presented with 2012 APNA Award for Distinguished Service



Mary Moller, Associate Professor and Specialty Director for Psychiatric-Mental Health Nursing, is the recipient of the 2012 American Psychiatric Nurses Association (APNA) Award for Distinguished Service.

This award honors Professor

Moller's commitment, initiative, loyalty, integrity, and exceptional and meritorious service to APNA. Throughout her career she has developed research and clinical tools that promote recovery for persons diagnosed with complex psychiatric conditions and has partnered with consumers to promote recovery from mental illness and substance use disorders.

A past president of APNA, Moller has presented at numerous APNA conferences on such topics as trauma, illness cognition, recovery from psychosis, and recovery models for inpatient care. Moller said, "I have been involved in many professional organizations throughout my 41 years as a nurse, but no other group has offered so much at so many different levels to its members. Thank you, APNA, for all you do for psychiatric nurses, our patients, and our communities."

Diers Receives Honorary Doctor of Science Degree from University of Wyoming



Donna Diers, Annie Goodrich Professor Emerita and Lecturer in the Nursing Management, Policy, and Leadership Program at YSN, was awarded the University of Wyoming's honorary doctor of science degree. She was recognized during the UW commencement ceremonies on May 5. The honorary doctoral degree is one of the highest awards given by the university.

A "living legend" in the nursing profession, Diers was recognized for a career committed to the education, research, and practice of nursing for the 21st century. "You can take the girl out of Wyoming, but you can't take Wyoming out of the girl," commented Dr. Diers at the commencement event.



Dean Grey Presented with Pathfinder Award

YSN Dean Margaret Grey was presented with the 2012 Pathfinder Award from the Friends of the National Institute of Nursing Research (FNINR) at their "Nightingala" event on September 12 in Washington, DC. This prestigious award is given annually to a nurse researcher whose work demonstrates a long program of scientific contributions in a field that advances understanding of human health and health care. Dean Grey's research was recognized among nurse scientists whose work epitomizes commitment to inquiry in a variety of domains relevant to the discipline and practice of nursing.

"It does 'take a village' to do research, and I have been blessed by great mentors, wonderful colleagues, fabulous students, and remarkable staff who are committed to our projects," Dean Grey commented at the event. "For me, it's always been about passion—passion to solve a complex clinical problem so that children affected by diabetes can live healthier, happier lives. I am honored to receive an award for work I truly love."

At the 2012 Nightingala Awards event: (L-R)—Ada Sue Hinshaw '63 (first nurse director of NINR), Mary Naylor (UPenn, winner of the President's Award for Policy), Patricia Grady (Director, NINR), Deborah Koniak-Griffin (UCLA, Pathfinder Awardee), and YSN Dean Margaret Grey.

Meadows-Oliver Elected as President-Elect of National Nurse Practitioner Organization



Assistant Professor Mikki Meadows-Oliver is the new president-elect of the National Association of Pediatric Nurse Practitioners (NAPNAP). Although Dr. Meadows-Oliver does not officially become president until July 1, 2013, she is already thinking ahead. "My goal as the president of NAPNAP will be to improve the quality of health care for infants, children, and adolescents while advancing the pediatric nurse practitioner's role in providing that care," she explained.

Alongside these goals, Dr. Meadows-Oliver wishes to promote NAPNAP as the leading organization of PNPs and other advance practice nurses that care for children, and to encourage partnerships with other organizations that promote child health.

YSN Students Awarded Foreign Language and Downs Fellowships

Sarah Taylor '14, a Graduate Entry Prespecialty in Nursing psychiatric nurse practitioner student, has been awarded the competitive Foreign Language and Area Studies Fellowship Award. Her fellowship will be for the 2012-2013 academic year, and will require her to take one year of formal coursework for credit at Yale University in an approved language as well as to engage in coursework related to the Middle East. Taylor has chosen to focus on Arabic.

Psyche Philips '13 has been awarded the Downs Fellowship for this coming summer. She will be studying symptoms among people at the end of their lives who are dying at home rather than in a hospital in Gaborone, Botswana.

YSN Awarded "New Careers in Nursing Scholarship Program" Grants



The 2012 YSN Robert Wood Johnson Foundation Scholars: (L-R)—Devyn Young, Lorne Harris, Chris Andreozzi, Kirsten Kowalski-Lane, and Orly Ninyo.

The Robert Wood Johnson Foundation has announced that Yale University School of Nursing is one of 55 schools to be part of the New Careers in Nursing (NCIN) Scholarship Program for the 2012-2013 academic year. The five YSN students selected as NCIN scholars are Devyn Young '15, Lorne Harris '15, Chris Andreozzi '15, Kirsten Kowalski-Lane '15, and Orly Ninyo '15.

Schools receiving grants through NCIN provide scholarships directly to students from groups underrepresented in nursing or from economically disadvantaged backgrounds. Students who receive the NCIN scholarships—in the amount of \$10,000 each—have already earned a bachelor's degree in another field and are making a career switch to nursing through accelerated nursing degree programs.

Griswold Health Care Creative Writing Awards 2012

Over 225 guests enjoyed an inspiring night of "Yale Nurses Writing Nursing" at the annual Griswold Health Care Creative Writing Awards, held at the New Haven Lawn Club on April 26. The three student winners of the 2012 YSN Creative Writing Awards were Samar Jamali '14, Meredith Tuttle '13, and Kayla Cushner '13. Critical care nurse and *New York Times* bestselling author Echo Heron was the featured speaker. Visit nursing.yale.edu/cwa12 to experience the writings of these amazing nursing students.

YSN Is Turning 90!



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

With the School's move to Yale University's West Campus in time to celebrate its 90th anniversary, a wonderful celebration is being planned for this very special occasion on the weekend of September 27-28, 2013.

To be involved in the planning and creating of the 90th anniversary celebration, please contact John Powers, YSN Director of Public Affairs, john.powers@yale.edu or 203-737-2141.

Become a YSN Preceptor!

At Yale School of Nursing, volunteer courtesy faculty members provide students with valuable clinical instruction in many diverse practice settings. We are grateful for these skilled clinicians, who are “paying it forward” as they participate in the education of the next generation of advanced practice nurses.



“I’ve been a preceptor for YSN since 1991 when I took my first GEPN student. It is a rare time when I do not have a student with me in my office. Since I love to teach, precepting allows me to teach students the best part of being a nurse practitioner. Being a clinical preceptor allows me to give back to my profession. I know how vital it is to have really solid clinical preceptors. Clinical experiences can make or break a student. It is important to me that the students get the most well-rounded experience possible. These are tomorrow’s providers, and the need for strong, competent primary care providers is so critical in today’s health care climate. I love being a part of that process.” Vanessa Pomarico-Denino, MSN, FNP-BC, APRN, YSN Courtesy Faculty Preceptor.

YSN is continually welcoming new preceptors as members of our courtesy faculty, and we would be happy to discuss with you the clinical teaching opportunities that are currently available.

To learn more about YSN’s preceptor program, please visit our website, nursing.yale.edu/preceptors, or contact Sandra Fischer-Storck, Clinical Site Coordinator, sandra.fischer@yale.edu, 203-737-2235.

Yale SCHOOL OF NURSING

YSN Welcomes Inaugural Doctor of Nursing Practice Students

Yale University School of Nursing launched its new Doctor of Nursing Practice (DNP) program with the start of classes this fall semester.

The opening of the DNP at Yale followed a great deal of study, discussion, planning, and approvals by the YSN task force charged with developing a plan for what a DNP program might look like.

“The DNP task force worked incredibly hard to be ready to go this fall, and here we are, with 14 of the world’s best and brightest nurses who have committed to advancing health care,” said Dean Margaret Grey. “Nothing could be more important, and we are delighted to welcome these breathtaking students to Yale.”

At Yale, the DNP is a post-master’s program targeting nurses with a master’s degree in nursing or other closely related fields. The program is intended for midcareer nurses who seek to advance in the practice of nursing through leadership, management, and participation in interdisciplinary policy and politics.

“The DNP degree is a professional doctorate, in contrast to an academic research degree like the PhD,” commented Margaret Moss, Director of the DNP program. “This is a terminal degree that prepares senior clinicians who are seeking leadership and policy roles related to the future of health care.”

In addition, the online hybrid format for the DNP program is both unique and cutting edge at Yale.

“The program stands, or should I say gathers, at the leading edge of Yale’s aspirations in the area of distance education. We will be watching closely and learning much from YSN’s innovation in this regard,” added Stephanie Spangler, Yale’s Deputy Provost for Health Affairs and Academic Integrity.

Fourteen students from around the world are part of this inaugural class, bringing a myriad of backgrounds, experiences, and accomplishments to the hybrid program (intensive on-campus and online sessions). This class of students includes the only practicing nurse practitioner in all of Israel, the Lifetime Chief of the Mohegan Tribe in Conn., and a veteran of serving the very poor with Mother Teresa herself in the Sishu Bawan (orphanage) and Home for the Dying.

“The School of Nursing has a long tradition of educating some of the most distinguished health care professionals in the world,” commented Yale University President Richard Levin, in remarks read at the opening celebration. “The Doctor of Nursing Practice program at Yale will build on that tradition and allow graduates to take on critically important leadership roles in the profession.”

Below and on the following pages are short bios of the first Doctor of Nursing Practice class at Yale University:

Laura Whittaker



Laura is employed as a family nurse practitioner for the Peace Corps, and currently works with the health care team assessing the health needs of and coordinating health care for over 82,000 Peace Corps volunteers in 72 countries worldwide. In this global capacity, she conducts quality assessments of health facilities in Benin, Kyrgyz Republic, and Kazakhstan. She served as a health care provider during the evacuation of Peace Corps volunteers from Mauritania, Guinea, and Kazakhstan. Laura holds bachelor’s and master’s degrees in nursing from Virginia Commonwealth University and an MPH from The Johns Hopkins University. In addition, she holds post-master’s certificates as a family nurse practitioner from the University of North Carolina–Chapel Hill and in nurse-midwifery from Georgetown University. She has also established the nonprofit Nightingale Calling to help send adolescent girls in Niger to nursing school.

Jasper Tolarba



Jasper is presently the off-shift nurse leader at Yale-New Haven Hospital. In this role, he is responsible for coordination of leadership and educational resources for nursing practice on the off-shifts. He identifies issues and trends that affect delivery of care throughout all patient care areas and brings them forward to respective units, and departments’ leadership. Jasper obtained his MSN degree with focus in nursing administration from Xavier University in Cincinnati and his undergraduate degree in nursing from Bicol University in the Philippines. He is certified as an adult critical care nurse by AACN and also works as an adjunct nursing professor at Sacred Heart University–Cambridge Campus. He graduated as an outstanding university student for service, having served as editor-in-chief of the Bicol University publication. Jasper was also rewarded as a Brueggeman Fellow by Xavier University for his work on intercultural beliefs affecting health care decisions.

Nancy Blumenthal



Nancy is Director of Clinical Practice and Senior Nurse Practitioner of the University of Pennsylvania Lung Transplant Program. She is widely published on subjects pertaining to end-stage pulmonary disease and transplantation, and she has lectured regionally, nationally, and internationally on the expanding role of nurse practitioners within the field of transplantation. Her degrees are from Boston University and the University of Pennsylvania. Nancy grew up outside of New Haven and spent many happy autumn afternoons at the Yale Bowl chanting the Bulldogs' fight song.

Marilyn Malerba



Lynn is the elected Lifetime Chief of the Mohegan Tribe in Conn. She provides leadership and guidance to elected officials in the tribe as well as local, state, and federal government. Her clinical background is in critical care nursing. She graduated from Hartford Hospital School of Nursing, St. Joseph's College in Conn., and the University of Connecticut Master's in Public Administration program with a concentration in public policy. Lynn's Mohegan name is Sôqsqa Mutáwi Mutáhash (Chief Many Hearts). This name was bestowed upon her by the medicine woman to reflect her work as a nurse.

Michael Lord



Mike practices as a certified registered nurse anesthetist at the Pocono Medical Center in East Stroudsburg, Penn., and at the Univ. of Maryland Medical Center's Adams Cowley Shock Trauma Center. He earned his BSN at Misericordia University and his master's degree at the Univ. of Pennsylvania. Published in his area of expertise, he is very active with both his state and national associations of nurse anesthetists. Mike is also a licensed medical massage therapist, and he is a fully vested member of the Screen Actors Guild-American Federation of Television and Radio Artists.

Juraj Melek



George trained as an economist in Bratislava/Slovak Republic, earning a doctorate in that field. He works as a charge nurse at Greystone Park Psychiatric Hospital in New Jersey and practices as a legal nurse consultant as well. He prepared for nursing at New Jersey City University and earned his master's degree in adult mental health at the University of Medicine and Dentistry of New Jersey. George plans to combine his expertise in economics and nursing to improve the cost effectiveness of health care delivery and patient outcomes.

Bonnie Tong



Bonnie is a nurse practitioner in the ADS-Tele Cardiology Service at Mount Sinai Hospital in NY, where she manages care for acutely ill cardiac patients. There, she is also a member of the Nurse Practitioner Professional Practice Committee, heads a study on NP job satisfaction, is co-editor of the Mount Sinai Hospital Nurse Practitioner newsletter, and is adjunct faculty at NYU. Bonnie was educated at Binghamton Univ., majoring in biology; her undergraduate and graduate education in nursing was at NYU. During her time at NYU, she studied abroad in Uganda, where she took courses at Makerere University on the AIDS/HIV epidemic.

Maud Meulstee



Born and raised in the Netherlands, Maud worked overseas in India and Bangladesh for 10 years. She provided health care education, labor coaching, and teaching for the poor and worked closely with Mother Teresa herself in the Sishu Bawan (orphanage) and Home for the Dying. Maud speaks fluent French, German, Dutch, and English and was a language teacher at the University of Brussels. She is a family nurse practitioner who works at the Cleveland Clinic in the Cardiology Specialty. Maud graduated from the University of Akron (BSN) and Case Western Reserve University (MSN).

Eliana M. Aaron



Eliana is the only practicing nurse practitioner in Israel. As Advanced Practice Nurse and Medical Officer, founder, and supervisor of the U.S. Consulate General Jerusalem Health Unit, she is responsible for the health care of U.S. diplomats, family members, VIP U.S. Government visitors, and the local staff. Previously, she was a lecturer and clinical instructor at Hebrew University School of Nursing. She holds degrees from Yeshiva University, NY, in psychology and Judaic Studies, New York University, and Rutgers University. Eliana, an accomplished actress and artist, lives in Israel with her family.

Susanne Phillips



Susie is Associate Director of Clinical Affairs and coordinates the Family Nurse Practitioner concentration at the University of California-Irvine College of Health Sciences, Program in Nursing Science. She is also the Director of the SOS-El Sol Wellness Center, a nurse-managed health center and faculty practice. Susie has worked as a legal nurse consultant and was a member and president of the Board of Registered Nursing in California. Her undergraduate and graduate nursing education was obtained at the California State University-Long Beach. She lives in Southern California.

Mary Bartlett



Mary is co-Medical Director of HAVEN Free Clinic, a student-run collaborative project of the Yale Schools of Medicine, Nursing, and Public Health, as well as the Fair Haven Community Health Center. She is a part-time lecturer at YSN and an HIV specialist at Fair Haven Community Health Center. Her undergraduate degree is from Yale College in women's studies, and her nursing and advanced preparation was at the Yale School of Nursing. In her "free" time, Mary can be found chasing her five children and doing renovations on her 200-year-old colonial home.

Regina G. Daniels



Regina is a Certified Registered Nurse Anesthetist, Major in the Army Nurse Corps. Currently stationed in South Carolina, she has served in Iraq and at Fort Lewis, Washington; Fort Bragg, North Carolina; and Fort Sam Houston, Texas. Her nursing education was at the University of South Alabama and the Army's Graduate Program in Anesthesia Nursing affiliated with Northeastern University, Massachusetts. Her husband, Mike, is also an army officer serving in South Carolina at the same duty station.

Robin Wallin



Robin is the Health Services Coordinator for the Alexandria City Public Schools in Virginia. She also coordinates district-wide health service programs for students and staff, and she also practices as a Pediatric Nurse Practitioner/Community Ambassador for Kaiser Permanente at the Alexandria Neighborhood Health Services, Inc. Her undergraduate preparation was in international affairs at George Washington University; her nursing and graduate preparation is from Yale. She hopes one day to work in nursing leadership for an international medical relief organization.

Leonid Gorelik



Lenny is Nursing Care Coordinator of Ambulatory Surgery and Pre-Admission Testing at the New York Eye and Ear Infirmary, where he coordinates safe patient care throughout the busy preoperative and postoperative continuum. His nursing education was obtained at Kingsborough Community College and SUNY Downstate Medical Center, and he earned a master's degree in nursing administration from NYU. He was born in Belarus and moved to the United States at the age of three with his family.

“Think Aloud” Case Study Method Prepares Students for Clinical Practice

YSN Associate Professor Pat Ryan-Krause walks into a classroom of final-year pediatric and family nurse practitioner students and immediately puts them into a real-life clinical situation. The following is the beginning of a case that employs the “Think Aloud” method of teaching and learning:



PRK: Look at the picture on the screen [shows photo of a young infant crying]. Jake is a six-week-old infant new to your practice. His mom is concerned because the baby is often fussy and crying. What do you want to know?

Student: How long has he been crying?

PRK: He’s been crying off and on and has had fussy periods for the past few weeks. Why do you want to know that? What are you thinking about?

Student Rationale: If this behavior has started recently, he might have an acute illness; if this behavior has been a concern for more than a few days, he might have some ongoing issue with his diet, or he may have a congenital condition that has not been noted before. Or he may have some other systemic condition like reflux.

PRK: Okay, what else do we need to know?

Student: What is the baby eating or drinking?

PRK: Jake is mostly breastfed, but sometimes he gets formula. Why do you want to know that?

Student Rationale: Because his crying may be related to problems with the formula, problems with the breastfeeding, or problems with the maternal-child relationship.

PRK: Okay, but what else do you want to know about his feeding?

Teachable Moment: Need to know many more details about behavior around feedings (eager, slow, comfortable, fussy), frequency of feedings, quantity of feedings, preparation of formula, maternal diet. All answers are provided to the students for these questions.

What else is important for the chief complaint of fussiness?

Student: Is he pooping and peeing okay?

PRK: Yes, Jake is pooping and peeing just fine.

Teachable Moment: It is important to ask more specifics. “Just fine” doesn’t give enough detail for a six-week-old who is having fussy periods and who is taking both formula and breast milk. We need to know about frequency, consistency, and discomfort.

All answers are provided to the students for these questions.

PRK: What else do you need to know about this child? Remember, this is his first visit to your practice.

Student: I am interested in his mother’s pregnancy history. Was it her first, was it planned, when did she start prenatal care, any health problems during the pregnancy, any substance use/abuse, smoking, prenatal testing, results, full term or early, etc.?

PRK: What is your rationale here?

Student Rationale: Some of these answers may give clues to fussy behavior—for example, if he were preterm, fussiness and difficulty settling could be expected behavior, and I could give the mom some strategies to try. If the baby had been exposed to drugs in utero, there might be some behavioral manifestations.

Students continue to gather a complete history. For each question asked, rationales are required, questions are answered by Ryan-Krause, and teachable moments are used to reinforce concepts and material that students can use in other clinical situations.

As the history of the patient develops, this question is repeatedly asked: “What are you thinking about?” Differential diagnoses begin to emerge and are listed on the whiteboard.

A thorough history is completed in this way, and a list of potential diagnoses is formed. For this case, these differentials might include colic, protein intolerance/allergy, congenital heart disease, or reflux.

“Overall, one of the best classes at YSN; challenging and rewarding!”

PRK: Okay, let’s move on to the physical exam. What do you particularly want to look at?

Student: Cardiac.

PRK: Okay. Cardiac is always good but...

Teachable Moment: What is the most important initial part of any physical exam? Observation! It is important to assess an infant’s general well-being, in terms of activity level, whether the infant is calm or fussy, hydration status, existence of cyanosis or pallor, and respiratory effort. In any patient encounter, it is essential to use good observation skills to gather tremendously important information before proceeding to the actual exam.

Pat describes Jake’s appearance and behavior, and then reminds students to state their rationale for examining the cardiac system first.

Student Rationale: Some congenital heart defects cause fatigue, irritability, difficulty feeding.

PRK: [Describes cardiac exam, states it is normal for his age.]

Teachable Moment: Following the cardiac exam, the students request close examination of the respiratory system to look for increased work of breathing associated with wheezing from potential viral or bacterial illness, rales associated with pneumonia, transmitted upper airway sounds suggestive of a simple upper respiratory infection, or normal newborn obligate nose breathing.

Students progress through the physical examination in the same way as the history, indicating rationale for examining each system and what they might find to reach a working diagnosis. Based upon the physical, some differentials may be eliminated—acute illness, cardiac, and so on, while others, such as feeding problems, remain on the list.

For some chief complaints, laboratory or diagnostic evaluations are needed, and again, rationales for ordering them are required. More differentials are eliminated based on an evaluation of all the data gathered from a thorough, history-focused physical and selected diagnostic testing. A “working diagnosis” is determined from all of this information.

This is an example of an abbreviated dialogue between Ryan-Krause and her two-semester Advanced Management students as they work through history, physical, and lab work to arrive at a diagnosis and, finally, the creation of a management plan.

Before a discussion of management plans begins, students are asked to reconsider the history and note if any unnecessary questions were asked or if any questions were missed. Also, were any “blind alleys” followed where extended questioning did not yield any helpful information? This helps students to streamline their history-gathering skills.

Finally, a management plan is developed. Ryan-Krause asks: How will you manage the working diagnosis? What is your next step? What do you expect as an outcome, how will you follow up with the patient, and what will you change if the plan is ineffective?

The “Think Aloud” technique of Ryan-Wenger and Lee (1997) has students practice scenarios to develop their approach to clinical assessments and to increase their ability to efficiently apply didactic material from other course work to actual clinical situations. This interactive method allows multiple differential diagnoses to be discussed and provides a much broader look at a symptom rather than a focus on a single disease.

Ryan-Krause has been a pediatric nurse practitioner for over 31 years, and she selects the course topics from actual cases seen as a practicing PNP.

These topics include symptoms of medical or mental health conditions, genetics, and developmental concerns. By using the “Think Aloud” method and current conditions, students develop their diagnostic and management skills in a unique and interactive manner.

By utilizing both clinical reasoning and critical thinking, students begin to ask the right questions, formulate reasonable diagnoses, and develop workable management plans, including patient education and follow-up.

Ryan-Krause has seen wonderful outcomes from using the “Think Aloud” method in the classroom. “This type of thinking in the classroom setting allows for a more thorough understanding of exactly what should be done during patient assessments, without the fear of error.”

Students seem to find the “Think Aloud” method an effective way to prepare for their clinical careers:

“I like doing the cases out loud because it helps me think more critically. It has made me think about nursing in a different way. I know I will be more prepared to make the right decisions for the patients from practicing the ‘Think Aloud’ method.”

“I love the cases and getting my brain to think through the cases the way that you present them.”

“I enjoyed the format of this class! Very thorough—covered everything I saw in clinical.”

“Loved the format of the case studies class, especially having students present working with the chief complaint of the patient.”

“Overall, one of the best classes at YSN; challenging and rewarding!”

“After the case studies, I feel so competent to see my first pediatric patient by myself.”

Breakthrough Genetics Course Offers Hands-On Lab Experience with Online Learning

BY KEITH HAGARTY



As Yale School of Nursing prepares to enter an exciting new era of education with the fall 2013 opening of its new headquarters at the University's West Campus, a new introductory course on genetics and genomics will take a groundbreaking approach merging online advancements with invaluable, hands-on laboratory experience.

Using this two-pronged, innovative system of online course modules and on-site laboratory sessions, the 16-week "Lab-Nurse" program will result in YSN's first ever certificate in Laboratory Genetics in Nursing Science.

"By incorporating emerging technology with the beneficial ease and convenience of online communication, the course will expand on traditional hands-on laboratory genetic education and didactic forms of learning as a foundation for genetics education in nursing," said Associate Professor Jacquelyn Taylor, PhD, PNP-BC, RN, FAAN.

"It's advancing laboratory genetics for nursing science," said Taylor, who also serves as co-chair of the Genetics Expert Panel for the American Academy of Nursing, and was recently awarded the International Society of Nurses in Genetics Founders Award for Outstanding Genetics Research and Scholarship.

"What I want to do is create a course where the didactic portion is online, so students will get the content they need in topics such as Mendelian genetics, genotype to phenotype, heredity of common and complex disease, chromosomal basis of disease, monogenetic disorders, and polygenetic disorders," she said. "I'll then apply the principles from the online portion of the class using different laboratory techniques so students will be able to see how these basic principles may be used to apply and translate genetic findings in practice."

The online modules with didactic information, interactive tools, and discussion threads will be completed biweekly over the course of a semester, with an accompanying on-site lab component designed to build on the modules' lessons held on a corresponding biweekly basis.

"It enhances their learning of the basic scientific course work, and allows them to actually get the hands-on experience of how some of these tests are run, some of the problems you can run into when

performing some of the tests, and how long it can actually take to get some of the results,” said Taylor.

When Taylor first arrived at YSN from the University of Michigan in 2008, her driving mission was to further advance nursing education in genetic research.

“I knew I was interested in finding out about how the body works and how I could best help people with hypertension-related issues in the long term,” she said. “I always wanted to do something that wasn’t just basic bedside nursing, but something to propel it to another level of care.”

Adopting technological advancements in the classroom has become second nature to Taylor, who also developed and teaches a primarily online-based YSN course on Research Methods for Evidence-Based Practice.

“It was just a normal didactic to go in once a week and lecture for two hours with standard assignments. I taught it that same traditional way for two years before I transformed it to an online course,” Taylor said. “I just felt we needed to move into the technology age.”

Her research methods course has drawn rave reviews from students, who attend four classroom-based sessions per semester in addition to utilizing the online format’s 24/7 integrated learning modules, examinations, and discussion forums.

“A lot of our students, particularly the MSN students, spend a great deal of their time in clinical because they’re working on becoming advanced practice nurses in various areas, such as pediatric nurse practitioners, midwifery, and so on,” said



Taylor. “The important part is they’re all adult learners, very bright, astute students who are also tech savvy, so I think the online modules are perfect for these students.”

Further energizing Taylor is the opportunity to debut the Lab-Nurse course at Yale’s West Campus with the relocation of YSN expected to be completed by fall 2013 in time for the school’s 90th anniversary.

“I’ll now have my own laboratory space not only to do my own research, but also to incorporate nursing education for genetics,” she said. “Most nursing programs do not provide any hands-on laboratory



experiences in their genetic coursework. Nursing education is limited in the genetics curriculum as it is, let alone hands-on laboratory experiences, because many schools of nursing do not have their own laboratory space or adequately equipped space.”

Taylor’s goal is to help guide the new generation of nurses, who will be able to translate basic genetic science into practice for optimum, individualized, patient-focused care.

“You want to see it applied to practice, with students not just understanding it at the molecular level, but understanding how this will truly impact patient care,” she said. “I think nurses sometimes tend to feel that their role is more at the bedside and not necessarily the bench. Nurses can play a pivotal role at both ends of the spectrum in translating the bench science to the bedside.”

Teaching genetics and genomics is rare for graduate nursing programs throughout the nation, with only a small minority offering genetics and genomics as a major or minor in their curriculum for advanced practice nurses. Even when they are offered, Taylor explained, most graduate nursing programs tend to be geared toward a predominantly qualitative approach.

“That laboratory component of genomic education in nursing curriculum is lacking, and I think it can be intimidating for nurses because they haven’t had that experience,” she said. “Nurses tend to have a plethora of clinical experience that is part of their undergraduate and MSN training. However, they may feel a bit inadequate when it comes to a basic genetics course with a laboratory component because they have never had such a course. It is my hope that the Lab-Nurse program will help nurses and other health professionals who are interested in genetics to articulate when certain genetic tests are necessary, how they are conducted in the lab, and how best to interpret those results for use in better patient care.”

Taylor believes the introductory course has the potential to be cross-listed with several disciplines, open to any graduate student with an eagerness to learn.

“This course could be open not only to nursing students, but also to those in public health, psychology, sociology, engineering, medical students—anyone who has some type of interest in genetics,” she added.

Shikrant Mane, Director of the Yale Center for Genome Analysis located at the University’s West Campus, meets with YSN Professor Jackie Taylor. Starting next fall, Professor Taylor will be teaching a course on genetics to YSN students at the School’s new home at the West Campus.

Outline for the new Lab-Nurse course at YSN:

- WEEK 1 online**
Mendelian Genetics
- WEEK 2 lab**
Intro to Lab & Simple Techniques
- WEEK 3 online**
Genotype to Phenotype
- WEEK 4 lab**
Cell Culture & Basic Arrays
- WEEK 5 online**
Heredity of Common and Complex Disease
- WEEK 6 lab**
Polymerase Chain Reaction (PCR)
- WEEK 7 online**
Chromosomal Basis of Disease
- WEEK 8 lab**
Linkage
- WEEK 9 online**
Monogenetic Disorders
- WEEK 10 lab**
Gene Sequencing
- WEEK 11 online**
Polygenetic Disorders
- WEEK 12 lab**
GWAS & Epigenetics
- WEEK 13 online**
The Protein Code & Gene Expression
- WEEK 14 lab**
Proteomics
- WEEK 15 online**
Application of Gene Findings in Practice
- WEEK 16**
Program close & presentation of certificates

Donors are currently being sought to support the Lab-Nurse program. If you are interested in supporting this program, please contact Steve Varley, Director of Development and Alumnae/i Affairs for YSN, at steve.varley@yale.edu or 203-785-7920.

Treating the World as a Patient

BY MEREDITH MEADE '56

It was a pleasant surprise for me when the Yale School of Nursing showed interest in the fact that I chose to go a route other than nursing after earning my degree in 1956.



They initially surprised me years before when they accepted me, a non-science undergraduate, into the program. The mantra repeated over and over at YSN of “the patient as a person” was something I heard often in those days, and it has stuck with me through the years. The ability not only to take care of others medically, but to nurture them as people, was right up my alley. It wasn't until I made it fairly far through life for it to become clear that the dots of my life were strung together by opportunities to nurture.

In the years following my time at YSN I married and began having children. I knew that stewardship over my family would be paramount until they could be launched into adulthood, so I vowed to make that my major focus instead of taking a full-time job. During those years we moved from California, to Cape Cod, and finally to Colorado.

The obstetrician in our small Cape Cod town was biased against natural childbirth, which was so central to my YSN education. I was pregnant with my third child at the time, and despite his bias he was interested enough in natural birth that he stood at my bedside through the entire labor. After becoming a believer, this physician allowed me to coach patients that wanted natural childbirth, while the hospital and pediatrician allowed me to help patients to successful lactation.

From there I did a variety of different jobs, including working in a doctor's office, working in a hospital, and finally serving as a clinical instructor to adults who were returning for vocational training as licensed practical nurses (LPNs) at Denver's Emily

Griffith Opportunity School. This required some brush-up on my part in order for me to teach things nursing students were not allowed to do in 1956.

After volunteering in a hospice bereavement program, I said goodbye to nursing per se and ran a private school's office as registrar, which provided ample time for interaction with students and faculty.

As time went by, a new opportunity arose. I've been a gardener my entire life, and when there was an opening in Denver's Master Gardener program, I took it. From there, I started an interior plantscaping business, called Growing Expressions. People from lower elevations around the country arrived at our 7,200-foot elevation with miserable-looking plants from the moving van. Little did they know that a low-light plant from Florida could not survive a south windowsill with the intensity of ultraviolet rays in Evergreen, Colo. Though I didn't call it such, I considered my service “horticultural therapy.” Through the excitement of a move to a new home, people often ignore the grief that comes from being uprooted. Literally nurturing new roots seems to help. My public health experience of sizing up people's needs helped when it came to guiding homeowners to choose plants appropriate for their new surroundings, with instructions for care. Many “black thumbs” became proud of learning to become “green thumbs,” showing just how important a role nature can play in someone's life.

I was intrigued when a friend of mine insisted that I join a local Rotary Club. As someone who cares deeply about nature, it was obvious that this was a group in which community leaders might help stop the trashing of the planet, which to me was an issue that needed immediate attention. This Rotary Club is now a leader in sustainability, with years of staging annual hard-to-recycle festivals and mentoring other clubs to do similar projects in their communities. In addition, they underwrite the cost of secure removal of residents' unused medicines from a public state health department safebox.

After Rotary's projects were well under way, one of my goals was to expand this work beyond the club. I was asked to speak to a group of concerned citizens on environmental topics, and they became motivated to form Evergreen's Alliance for Sustainability (EAS+Y because *You* make it Easy). This group has worked together for two and a half years and is making astonishing inroads into changing people's habits. This has included reaching out to neighboring communities to ultimately motivate the county commissioners to implement ordinances that help even those in unincorporated communities to compost and recycle more easily, as well as become more conscious of ways to save energy, water, and use of plastic, and partake in community gardening.

Thank you YSN, for grounding me in “the world as patient.” I rejoice over all Yale University news about its work toward energy efficiency. It is my fervent hope that YSN and Yale School of Medicine exert leadership in reduction of hospital waste and promulgating the notion that choosing healthier lifestyles is good for not only the body, but the planet that nurtures us. It's a pleasure to support YSN because it provides proactive leadership in advancing thoughtfully.

Preparing Students for Collaborative, Team-Based Care

RICHARD BELITSKY, MD & EVE COLSON, MD, FAAP



International and national organizations such as the World Health Organization, the Macy Foundation and the Institute of Medicine are urging us to focus on interprofessional education (IPE) as we train the next generation of healthcare providers. As defined by the Center for the Advancement of Interprofessional Education (CAIPE), interprofessional education occurs when “two or more professions learn with, from and about each other to improve collaboration and the quality of care.” At the Yale School of Medicine we strongly endorse this approach, believing that such education will lead to improved interprofessional communication, more effective working relationships, deeper understanding of each others roles and expertise, and ultimately improved patient care.

For more than 10 years, faculty from Yale School of Nursing and Yale School of Medicine have worked together to design curricula for the joint education of medical and nursing students. For example, Linda Pellico, MSN, PhD, CNS-BC, RN, Director of the Graduate Entry Prespecialty in Nursing, Ann Williams, RN, EdD, currently Associate Dean for Education at UCLA School of Nursing, and Nancy Angoff, MD, MPH, M.Ed, Associate Dean for Student Affairs, Yale Medical School, have created a joint curriculum known as “Power Day”. The goal is to bring together nursing and medical students to discuss the use and abuse of power in the clinical setting. Using pertinent literary works and the students’ own reflective essays, nursing and medical

students meet together and learn from each other in small groups that are facilitated by faculty from both professions.

This year the keynote speaker was Margaret Edison, Pulitzer Prize winner and author of “W;t”, a play about a professor who is dying from ovarian cancer. The play’s characters also include doctors, nurses, and other members of the healthcare team, allowing for rich discussion not only about the patients experience but also about our professions and the power dynamics of the clinical setting in which we all practice.

As we look to build on this collaboration and increase attention to interprofessional education, we at the School of Medicine are excited about new opportunities to partner with both the School of Nursing as well as the Physician Associate Program. For example, as part of our rebuild of the medical student curriculum, we are eager to create longitudinal educational relationships with students as well as faculty mentors from all three schools, with a focus on the joint care of patients. We hope to make this interprofessional education an important focus of the new Longitudinal Clinical Experience, introducing medical students to interprofessional and team-based patient care from the first day of school.

In order to develop this interprofessional component of the Longitudinal Clinical Experience, we have assembled an interpro-

fessional, interdisciplinary task force co-chaired by Linda Pellico from YSN, David Brissette from the Physician Associate Program and Eve Colson from the School of Medicine. The task force also includes other healthcare providers from various professions and disciplines in the New Haven community and students from all three schools. Recognizing how essential it is to keep the patient in mind as we develop this new curriculum, we have asked that a patient advocate join us as well.

In summary, we believe that sustained, longitudinal, interprofessional education is essential in order to prepare our students for collaborative, team-based care. This is a goal our professions share. We are excited about the many opportunities for collaboration with the School of Nursing and the Physician Associate Program as we move this initiative forward together.

Richard Belitsky, MD, is the Harold W. Jockers Associate Professor of Medical Education and Associate Professor of Psychiatry and Deputy Dean for Education at Yale School of Medicine.

Eve Colson, MD, FAAP, is an Associate Professor of Pediatrics (General Pediatrics) at Yale School of Medicine.

Commencement 2012

Yale University School of Nursing celebrated its 86th commencement on Monday, May 21, 2012, with 99 MSN, three Post-Master's Certificates, and four PhD graduates. Margaret Grey, Dean and Annie Goodrich Professor, presided over the ceremony at the historic Shubert Theater in New Haven.

The commencement address was presented by Margaret Flinter, PhD, APRN, Senior Vice President and Clinical Director of the Community Health Center, Inc. Her talk was titled "A Platform for Creating Change." More details can be found at <http://nursing.yale.edu/ysn-commencement-2012>.



Dean Margaret Grey presides over the 86th commencement of Yale University School of Nursing



Beata McAuliffe (foreground),
Shivani Mehta (background)



Fran Hackerman, presented with the YSN Staff Recognition Award



Commencement speaker Margaret Flinter



Bagpiper Pat Whelan of
St. Patrick's Pipe Band



Part of the YSN Class of 2012 at the Shubert Theater



Claudette Banda



Amma Darko



Erikka Baehring



Ellen Thompson, Degree Student Marshal
(background)



Midwifery students prepare their
special cap decorations



Tanya Ann Theriault delivering the Student Address



Amanda DeCew and son



Asefeh Faraz '08, President of the YSN Alumnae/i Association, and
Assistant Dean Frank Grosso hand out pins to graduates



Ismaele Jacques, Richard Arthur, and Adomah Opong

You are a Yale Nurse.

Chances are you've taken the skills and knowledge that you've gained here and employed them to most, if not all, aspects of your professional and personal life—whether you are treating patients directly, helping your local community, leading and setting policy to improve health care, serving those in need here in the United States or abroad, educating and training the next group of advanced practice nurses, or developing research programs to truly bring about “better health for all people.”

Here is one story of a Yale Nurse who has made a difference by taking his expertise overseas to war-torn Afghanistan and Iraq.

Be Part of the Next Yale Nurse!

Your fellow YSN alumnae/i would love to hear from you! Share your news and updates for the Class News section of the Spring 2013 *Yale Nursing Matters* magazine by e-mailing your brief information and photos to Paula Carney at paula.carney@yale.edu.

Yale Nurse Contents

- 18 I Am a Yale Nurse
- 21 2012 YSN Distinguished Alumna Award Winner, Alumnae/i Weekend 2012
- 22 In Memoriam, Meet the YSN External Advisory Board
- 23 What Yale Means to Me

YaleNurse

AN ALUMNAE/I PUBLICATION OF YALE UNIVERSITY SCHOOL OF NURSING

I AM A YALE NURSE BY TONY TERZI



Many military officials subscribe to the notion that survival can be a fate worse than death for a soldier, who, while engaged in combat, is witness to the loss of a team member. In an instant, surviving soldiers can sink into the depths of despair, bearing

the weight of guilt. It was at this critical crossroads where Jeffrey Edelman '05 waged a war of his own, on behalf of American troops in both Iraq and Afghanistan, between 2008 and 2010.



“These soldiers were far better off by fighting. That was their job. My job was to do whatever I could to help them manage that, while getting them back on the front lines as soon as they were physically and mentally able.” —JEFFREY EDELMAN '05



As Officer in Charge of a U.S. Army Reserve Combat Stress Control Prevention and Restoration Team, Captain Edelman assisted in achieving a 98 percent return-to-duty rate among those receiving stress mitigation and behavioral health services from his unit.

“These soldiers were far better off by fighting. That was their job. My job was to do whatever I could to help them manage that, while getting them back on the front lines as soon as they were physically and mentally able,” said Edelman, who is currently a family psychiatric mental health nurse practitioner in Phoenix, Ariz.

Close encounters with improvised explosive devices (IEDs), bombs, and rockets was the order of the day in

Afghanistan for Captain Edelman’s contingent, which was part of the Boston, Mass.-based 883rd Medical Company.

“There were times when there were firefights going on at the front gate just 50 yards away in a complex where I was teaching a class about resiliency and relationship issues,” recalled Edelman, who was deployed for one year each as part of Operation Iraqi Freedom and Afghanistan’s Operation Enduring Freedom.

“I was placed in the Kandahar province, which was the most active part of Afghanistan at the time, other than Helmand, where the Marines were based,” he added.

No two days were alike, but Edelman did aim to create somewhat of a routine for his team.



“We did a whole lot of prevention,” he continued. “During the day, we would remain on the FOB [forward operating base] and try to make contact with the outlying contingency outposts to assess how the soldiers we had been tracking and treating were doing.”

Captain Edelman was far from a laboratory-coat-wearing health care professional while deployed. Required to tote an M-16 and wear at least 50 pounds of body armor and other equipment, he was prepared to defend himself and his unit.

“Prior to mobilization, we would go through intense monthlong convoy training, weapons training, chemical training, and basic medical training,” recalled Edelman. “Because, especially in Afghanistan, everybody always had to be prepared to be a soldier.”

Among the numerous honors he received, Edelman earned a Bronze Star and Meritorious Service Medal for his service in both Iraq and Afghanistan, and a Combat Action Badge for engaging the enemy in a firefight on a mission to provide support to a remote outpost in Afghanistan in October 2010.

“Some days were pretty rough. I would start the day having coffee with my team, getting ready for the day’s appointments, then three hours later I would be running one of the trauma tables at the battalion aid station after an IED or firefight. And then in the afternoon I would be providing behavioral health support for friends of the soldiers I had just cared for that morning,” Edelman recalled. Edelman’s reason for enlisting in the U.S. Army Reserve was simple.

“I just wanted to take care of service members and, while it may sound hokey, serve my country, because I believe in this country,” he said. “And I believe that because of who we are and what we represent, I was able to accomplish all that I did.”

Military and public service have been part of the fabric of Edelman’s family for as long as he can recall. His dad, who served in the Navy, was also a minister in the Salvation Army, and his great-grandfather was a munitions driver in World War I.

As an officer in charge of a forward Combat Operational Stress Control (COSC) team, with five subordinates, Captain Edelman served 9,000 troops at 13 locations in that region of

Afghanistan. His team averaged over 500 contacts per week, including regularly responding to trauma calls.

“My job was to make sure that our soldiers felt good about themselves, so whether they were headed back to the United States or their outpost, they could feel honorable and feel like they accomplished whatever it is that they came to do,” Edelman added. “My success while deployed is solely due to the support, hard work, and sacrifice of my team in both theaters of operation. I could not have done it without them.”

In maintaining clinics at three sites, he implemented day programming, prevention outreach, and a Christmas support program for line troops, producing ten times the therapeutic contacts of his clinic-based predecessor with the same resources.

“It was practicing mental health where everybody has a loaded weapon. So, that, for one, was a major difference from the folks I currently treat in mainstream society,” noted Edelman.

With the suicide rate in the military fairly high, one of his primary concerns was doing what he could to curb that trend.

“You like to think that you have good intuition. And you like to think that these guys are telling you the truth. And, fortunately, knock on wood, I never treated anyone who did anything catastrophic,” he stated.

Despite being a mental health provider, returning home to Surprise, Ariz., from two tours of duty for Edelman has required constant reevaluation.

“It’s been a year. I think I’m smoothing out a little bit, but my tolerance for any garbage, personally or professionally, is nonexistent. And I still don’t sleep very well.”

His most recent foray in fatigues was actually Captain Edelman’s second time in the Army. He initially enlisted right out of high school, then, after raising two daughters, now 23 and 25, he went back to school, earning a bachelor of science degree in biblical literature from Wesley College (Florence, Miss.) in 2002. He then enrolled in the Yale School of Nursing, finishing the program in 2005.

“I really need to acknowledge and thank so many folks at Yale for all that they have done to shape who I am professionally,” shared an appreciative Edelman. “Yale opened a lot of doors for me. It provided a lot of great training and great experience.”

If you have comments or questions for Captain Edelman, he encourages you to e-mail him at jset09g@yahoo.com.



Congratulations to Margaret Flinter for being presented the 2012 YSN Distinguished Alumna Award!



Margaret Flinter APRN, PhD is the Senior Vice President and Clinical Director of the Community Health Center, Inc., (CHC), a statewide, federally qualified health center serving 130,000 patients across Connecticut, and is the Founder and Director of CHC's Weitzman Center for Research and Innovation in Community Health and Primary Care. A board-certified family nurse practitioner, she has served as primary care provider, executive leader, health policy advocate, and innovator for over 30 years. Margaret is the founder (2007) of the country's first post-graduate residency training program for new primary care NPs and is working nationally to replicate the model in community health centers. Since 2009, Margaret has co-hosted a WNPR weekly radio show, Conversations on Health Care, devoted to health care reform and innovation, with over 100

episodes now available online that chronicle the key advances in health policy and innovation of our time. In her 30+ years, she has been integrally involved in the development of community-based primary care systems that improve the health of individuals, families, and communities.

Margaret earned her bachelors degree in nursing from the University of Connecticut, her master's degree in nursing from Yale University, and her PhD from the University of Connecticut. She is a former Robert Wood Johnson (RWJ) Executive Nurse Fellow (2002–2005), former President of the Connecticut Nurses Association (2005–2007), and co-chaired the Connecticut legislature's HealthFirst and Primary Care Access Authorities (2007–2011). She is also currently serving as the national co-Director of the RWJ Foundations' national study identifying innovations in the use of the primary care workforce, "The Primary Care Team: Learning from Effective Ambulatory Practices."

ALUMNAE/I REUNION WEEKEND, SEPTEMBER 28 & 29, 2012

Arm in Arm—Together We Make a Difference for the Health of All People



Graduates from varying years were able to get to know one another at Saturday's reception and award banquet at the Graduate Club. Here, Dot Cannon '47 and Vivian Dzata '07 share a few smiles during the night.



Zoe Finch-Totten '94 and Virginia Brown '50, at the Friday evening panel discussion, "Tales of Yale Nursing Greatness."



Dean Margaret Grey '76 welcomes alumnae/i and their guests to the awards dinner at the close of Reunion Weekend.



Loren Fields '10, Katie Magoon '10, and Serena Cherry Flaherty '06. Serena is President-Elect of the YSN Alumnae/i Association.



Beverly Belton '10, Carrie Guttman '10, Wendy Savarese '12, and Ann LaCamera '09 pose for a photo together at the Reunion.



Lisa Dalton '92, Beth Anderson Strand '92, Cindy Lovell '92, Ann Oswood '94, and Kristin Burdick '92 enjoy the Saturday night reception and award banquet at the Graduate Club.



Members of the Yale School of Nursing Alumnae/i Association Board of Directors: AYA Representative Bernadette Forget '78, Immediate Past President Asefeh Faraz '08, and President Shirley Girouard '77.



Laura Gimby '92, Francine Augen '92, Mary Geary '74, and Stu Berger '92 at the reception and award banquet at the Graduate Club.



The 2012 Yale School of Nursing External Advisory Board: Front row (L–R)—MaryAnn Stump (vice chair), Provost Peter Salovey, Dean Margaret Grey, and Susan Miller. Back row (L–R)—Angela Barron McBride, Al Carmona, Sue Tsokris (chair), Mike Reed, Gina Raymond Lemmon, Susan MacTavish Best, Christine Frisbee, Elaine Gustafson, Deputy Provost Stephanie Spangler, and Ramón Lavandero. Not pictured: Ruth Edelson, Jean Renfield Miller.

YSN’s External Advisory Board Continually Expanding the School’s Network

The External Advisory Board (EAB) at Yale School of Nursing exists to increase the School’s visibility and to expand YSN’s network of friends by building strong partnerships between and among broader constituencies. The Board consults, advises, and collaborates with the Dean and senior staff to support the strategic goals of YSN.

While the Board’s membership is varied, all individuals are highly accomplished in their fields, including business executives, entrepreneurs, YSN alumnae/i, and health care professionals. About half of the group has direct health care experience as a nurse or clinician. The breadth of this group enables them to share knowledge and expertise with the Dean from different disciplines and perspectives, but at the same time remain grounded in the spirit and philosophy of nursing. Regardless of background, all members have an understanding of, and often a very personal appreciation for, the work of nurses. Some of the Board members’ relationships with YSN developed through a past interaction with Dean Grey as a clinician.

The EAB assembles twice a year for multiday sessions where they delve into various issues crucial to the School. The Board also regularly enjoys hearing from current YSN students and learning how they are dealing with the challenges and difficulties of becoming a nurse. Although past meetings have focused on specific themes (including communicating the YSN message and encouraging philanthropic support of YSN students), each meeting is viewed as an opportunity to develop new connections and introduce YSN to the Board’s personal and professional networks. New friends and organizations are continually being developed by the EAB as YSN partners.

While all members of the EAB are extraordinarily impressed with the accomplishments of the School, it is a unanimous opinion that the best work of YSN is still ahead. Understanding the future of health and health care is important for the Board to move things forward in a way that makes “better health for all people” possible. This requires a special effort to understand the environment well and to advise the Dean on positioning the School to be in that leading position. This is partly why the Board was very engaged with and supportive of YSN’s move to Yale’s West Campus, and why future Board meetings and activities are planned to be centered around the new collaborations and partnership opportunities available there.

IN MEMORIAM *March 31–September 15, 2012*

Eleanore Holderman '44 8/31/12	Barbara Meggers '49 4/26/12
Ann C. Smith '47 5/17/12	Joan Cresap '52 5/18/12

YSN External Advisory Board 2012

Sue Tsokris, Chair, is Vice President of Global Citizenship and Sustainability for PepsiCo. She has served in a range of sales, marketing, strategy, and general management roles within PepsiCo’s Beverage and Foods divisions.

Susan MacTavish Best is Founder and Principal of Best Public Relations in San Francisco, CA, and has worked extensively with companies from around the world providing strategic communications and media relations counsel.

Al Carmona is a Vice President and Senior Leader for North America for Mars & Company, a leading business strategy consulting firm. He has a BSE in chemical engineering from Princeton University and an MBA from Wharton.

Ruth Edelson, JD, MPH, after retiring as an executive and corporate attorney at Johnson & Johnson, is studying to become a metalsmith. She is also on the board of Transimmune, a biotech company, and is a member of the International Women’s Forum.

Christine Frisbee is the author of *Day by Day*, a book about how siblings deal with brothers and sisters suffering from chronic illness. She has also been chair of the Richard D. Frisbee III Foundation since it was founded in 1990.

Elaine Gustafson, Immediate Past Chair, served on the faculty of YSN from 1996 to 2006. She is currently an associate clinical professor at YSN and a health care consultant specializing in school health and obesity prevention in youth.

Ramón Lavandero, RN, MA, MSN, FAAN, is Director of Communications & Strategic Alliances for the American Association of Critical-Care Nurses, the world’s largest specialty nursing organization. A fellow of the American Academy of Nursing, he was the first nurse to participate in the Hispanic Leadership Fellows program sponsored by the New Jersey Department of Higher Education.

Gina Raymond Lemmon, a former international model, now runs a production company, Stone Manor Productions, with her husband, Chris. She also serves on the American Cancer Society’s Board of Advisors for the New England Division.

Angela Barron McBride, PhD, MSN, BSN, is Distinguished Professor-Dean Emerita at Indiana Univ. School of Nursing. She serves on the board of Clarian Health, the largest hospital network in Indiana, and chairs their Committee on Quality and Patient Safety. She is known for her contributions to women’s health and leadership development.

Jean Renfield Miller is President of the Beatrice Renfield Foundation, named after her sister. She also serves as Associate Director of Admissions for The Brearley School in NYC, where she lives with her husband and three children.

Susan Miller, a Yale Nurse, worked in psychological services for The Royal Marsden Hospital in London, England. She is now President and CEO of EEG Spectrum, an EEG-based biofeedback software company located in Seattle, WA.

Mike Reed, MD, was in private practice in plastic and reconstructive surgery for 31 years. He is a past president of the Connecticut Society of Plastic and Reconstructive Surgeons, and was on the Medical Advisory Board for the HealthSouth Surgery Center of Hartford.

MaryAnn Stump, Vice Chair, is President of Innovation International Generate Companies. A passionate advocate for health care reform, she has engaged employers, health care providers, and policy makers in viewing health care from the consumer’s perspective and encouraging innovations in health care delivery.

What do YSN and Yale mean to you?

The Yale School of Nursing Alumnae/i Association (YSNAA) consists of an all-volunteer board of YSN alums dedicated to serving the School, its alumnae/i, students, and the greater Yale alumnae/i community.

At our recent annual retreat in New Haven, YSNAA board members reflected on how Yale and YSN have enriched their lives. These reflections are the source of passion for the board members' continued commitment to giving back to Yale School of Nursing.

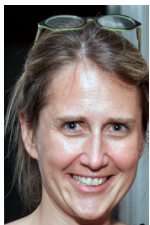
Below are samplings of quotes from current YSNAA board members:



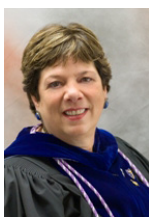
"YSN opened my eyes to all the opportunities we have to make a difference in the nursing profession, and it opened the doors that allowed me to explore those possibilities in my nursing career." —**RUTH CHEN '99**



"As a PNP student at YSN, I've had the chance to see a wide spectrum of practice areas and career possibilities. Through my experience thus far, I've learned that the only limits on my goals are those I set myself. The supportive faculty and student body here are truly a step above those in any program I've seen, and I'm thankful to be a part of YSN." —**JEN LOVALLO '14**



"YSN gave me the opportunity to share my passion for midwifery and women's health in Nicaragua with motivated students. As a preceptor from 2003 to 2008, I had the satisfaction of supporting these future nursing leaders of global health as they learned new approaches to caring for individuals and communities by working side by side with grassroots health advocates in Nicaragua." —**BETHANY GOLDEN '03**



"I found that my passion for nursing and health care was shared and that I could make a difference through practice, research, administration, and education. I gained confidence and developed a sense of my professional self that enabled me to persevere." —**SHIRLEY GIROUARD '77**



"Any university with a midwifery program would have provided me the privilege of being 'with women,' and that experience changed my life profoundly. Being a Yale midwife gave me the confidence to venture into policy work, and I believe that a Yale degree has opened doors that might not otherwise have opened." —**LISA SUMMERS '83**



"Yale has provided me so many opportunities to grow not only as a clinician and a scholar, but as a leader in nursing. Yale saw in me potential that I had yet to see in myself, and for that I am forever grateful." —**ASEFEH FARAZ '08**



"I am deeply grateful for my YSN education and to the ongoing part the School plays in my life. The significant professional and life lessons learned at YSN are critical to providing good primary care. Nursing is an amazing and honorable profession. Yale values it as such. As nurses we are able to offer something that is quite different in this world." —**TINA SANTONI '85**



"I love Yale. My years in New Haven not only gave me the clinical foundation and confidence to practice as a PNP, but taught me to always look for opportunities to serve the community in which I live. Most importantly, I made lifetime friendships with people who share the same passion for nursing and improving health care." —**SERENA FLAHERTY '06**



"It is truly amazing how being at Yale has helped to define the type of health care provider I want to be, and better yet—allowed me to do so. I greatly enjoy being surrounded by intelligent, motivated, and innovative clinicians, and I am forever indebted to them for their guidance and mentorship." —**JOY CYPRIAN '13**



"As a new graduate coming straight to Yale from my BSN, YSN gave me confidence and the assurance that, just like my mother told me, I could do anything I set my mind to. Now, as a dean of a school of nursing and health sciences, a Yale degree denotes excellence and a certain panache and respect that go a long way in non-nursing circles." —**JUDY BEAL '75**



"Yale had profound influences in my personal and professional life. The first place must be given to the intellectual support I felt in the community. I was an odd bird most of the time in my undergraduate nursing school. Yale embraced that side of me and made me feel welcome to question and explore to the fullest of my abilities." —**TINA BURKE '76**



"Yale taught me that the questions are as important as the answers and that doing what is right is always the priority." —**BERNADETTE FORGET '76**



"YSN expanded my vision regarding advanced practice nursing and gave me the courage to blaze my own trail in weaving together advocacy, community organizing, education, and scholarship regarding the holistic care of persons living with and affected by HIV/AIDS." —**JILL STRAWN '77**

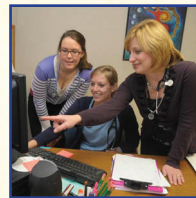


YALE NURSING LEGACY PARTNERS

*Give and Receive Lifetime Payments from Yale:
Charitable Gift Annuity*

The charitable gift annuity, one of the most popular life income gifts, provides you with secure, predictable payments, as well as income and capital gains tax savings.

For a minimum gift of \$10,000, you may establish a charitable gift annuity with Yale. You contribute cash or marketable securities in exchange for Yale's agreement to pay you and, if you wish, your spouse or other annuitant, a fixed income for life. The amount paid is based on the age of beneficiaries when payments begin.



Yale's Gift Annuity Rates

Age	Immediate CGA	Deferred 3 Years	Deferred 5 Years
70	4.5%	6%	7%
75	5.5%	7.5%	10%
80	7.5%	11%	15%

Gift annuities may help ensure your future, and may also help to 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



**The new home of Yale School of Nursing
on Yale's West Campus**



Yale SCHOOL OF NURSING

100 Church Street South
Post Office Box 9740
New Haven, Connecticut 06536-0740

NON-PROFIT ORG.
US POSTAGE

PAID
NEW HAVEN, CT
PERMIT NO. 541

