

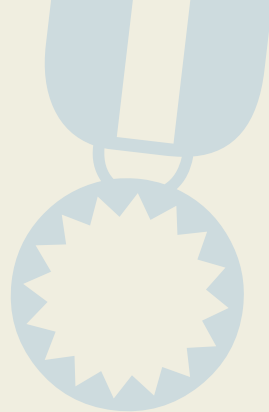
VILLANOVA NURSING

SPRING/
SUMMER
2007

A PUBLICATION OF THE VILLANOVA UNIVERSITY COLLEGE OF NURSING



Liberal Education: Context for Nursing



Nominate a Colleague or Classmate for a Medallion

Each year the College of Nursing solicits nominations for its medallion to be awarded at the Alumni Mass and Awards Ceremony, held in April. The medallion is the highest award bestowed by the College for distinguished achievement.

Due to rising costs, the College will no longer mail out its fall solicitation. Instead, the information will be included in *Villanova Nursing* and on the College's Web site.

We look forward to receiving your nominations for the medallion, which should include both the completed form and the nominee's résumé or curriculum vitae. All nominations must be received by December 7 to be considered for the following April's ceremony.

Please send nominations to:

Office of the Dean
College of Nursing
Villanova University
800 Lancaster Avenue
Villanova, PA 19085

For more information about the medallion, previous recipients, criteria and nomination forms, visit www.villanova.edu/nursing/about/medallion.htm.



Sign up for Our E-Newsletter

The College of Nursing has developed an e-newsletter for alumni and friends with information about College activities and the new building now being constructed. (Note: The College will continue to publish *Villanova Nursing*

and to post updates on our Web site at www.villanova.edu/nursing.)

The College uses the e-mail addresses in the Villanova University Alumni Association database. To subscribe to the Nursing e-newsletter, please add in your e-mail address to this database by visiting the VU Online Community at www.villanova.edu/advance/alumni/vuonline.htm. You can also update other areas of your profile at that link. Or call 1-800-VILLANOVA (1-800-845-5266).

Mark your calendar!

Fall 2007

August 23-26	New Student Orientation and registration
September 14-16	Parents' Weekend
September 24	Health and Human Values Lecture "Extending Health Care to the Rural Poor"
October 6-7	Homecoming
October 7	Undergraduate open house for prospective high school students
November 7	30th Annual Distinguished Lecture in Nursing

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On the Cover: Nursing students integrate the liberal arts and sciences as they progress through their professional education. (Large photo) Theresa Capriotti '95 M.S.N., D.O., R.N., CRNP, clinical associate professor, makes use of students' scientific grounding as she teaches pathophysiology. (Smaller photos) Colleen Avery, Class of 2009, is an accomplished musician. Jon Messing '07 B.S.N., during a practicum in Peru, applied what he had learned.

Editorial Board

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Dear Alumni and Friends of the College of Nursing:

“Seeing is believing” is a familiar cliché, but nothing could be truer on the Villanova University campus right now. The new facility for the College of Nursing is rising right before our eyes. By the end of this summer, it will be prepared for interior construction to complete the project and make it possible for our move from St. Mary’s in the summer of 2008, in time for the new academic year.

We are delighted with the important investment that the University’s Board of Trustees and administration have made in advancing the future of nursing. The cross-section of colleagues and friends who joined us for the ceremonial groundbreaking in April demonstrated the support and spirit that the project has generated. Our new facility and central location will provide many opportunities for collaboration. This building will be a venue for the larger professional and regional communities to share projects, programs, lectures and celebrations with us. It will be a gathering place for the many constituencies within the Villanova family.

For our alumni and professional colleagues, especially those of you who are in agencies that provide clinical experiences for our students, we hope you will view our new home as a locus for cooperative projects, just as we view your clinical sites as an extension of Villanova University in the community. Facilities are important in supporting the way nursing is now taught, and technology is vital to the way nursing is practiced. The need for this facility requires no further historical or contemporary explanation.

The litmus test of our College’s excellence, however, will continue to be the quality of our academic programs as demonstrated by our graduates. Service as a core value is integral to nursing and imbedded in all we do within an academic nursing program. Whether it is provided in a clinic, hospital, home, school or shelter—in South Philadelphia or South Africa—Villanova is there; the College of Nursing is there.

What is important to contemplate and revisit from time to time are those characteristics that make a Villanova Nursing education distinctive. We need to ask ourselves what distinguishes us from our peer institutions—especially those that we are perceived to be like and that may offer education in nursing considered comparable to ours. In my estimation, when all else is peeled away, that distinguishing characteristic is our unwavering commitment to the Augustinian mission and values.

We demonstrate this commitment in the College of Nursing’s steadfast belief in the centrality of a liberal arts and sciences education. In the College, these opportunities exist at both the undergraduate and graduate levels and are not merely building blocks required to support or complement the major. Despite the formidable challenges of a professional major that is influenced by numerous external statutory regulations and accreditation criteria, our College of Nursing stands out because of the primacy of its liberal arts education and its importance to the formation of the intellectual, personal and spiritual development of our students. Rooted in a faith-based, intellectual tradition, the gestalt that is a Villanova Nursing education provides the preferred paradigm for preparing individuals who choose this profession as a major and a career path.

As reflected in this issue of our magazine, a Villanova Nursing education has many dimensions, played out in many arenas all over the world. This education is not limited to our campus or traditional clinical sites. Our new facility will be the hub of activity that will continue to move the College to the next level of its development and energize our commitment to academic rigor, scholarship and service.

This new building is your building—it represents much more than space for the College of Nursing. It marks a milestone in the College’s development. I invite you to participate in our shared future by investing in advancing Nursing’s future. We have before us a tremendous opportunity to provide tangible support for the kind of nursing education that Villanova offers.

I hope that you will join me and our alumni, faculty, staff and friends in moving our important agenda forward. As always, your interest, support and contributions to our College of Nursing are greatly and enthusiastically appreciated.

Sincerely,



M. Louise Fitzpatrick, Ed.D., R.N., FAAN
Connelly Endowed Dean and Professor



“Facilities are important in supporting the way nursing is now taught, and technology is vital to the way nursing is practiced.”



Transformed for a Complex

By Carol Toussie Weingarten, Ph.D., R.N.
Associate Professor of Nursing

What do such courses as English, writing, psychology, theology, social studies and free electives have to do with a nursing career? Funny thing about including liberal arts and science courses in nursing education: along the way, learning takes place in far more ways.

Most incoming students would not verbalize “transformation”—the process of changing and becoming different—as a reason for choosing a university, although right on its home page, Villanova University includes its mission as “transforming minds and hearts.” In five years of asking my freshmen at the College of Nursing, as well as my non-nursing orientation groups, about their reasons for attending Villanova, not one person has ever stated “transformation” as a reason for enrolling. Yet transformation is what takes place, intellectually, spiritually and professionally.

The College of Nursing, like the College of Engineering and the Villanova School of Business, has a professional career orientation. But successful graduates need much more if they are to meet the challenges of the present and future.

Why a liberal arts education? The answer to this question is actually another question. What preparation should nursing graduates have to thrive in a complex, ever-changing world? A university that values diversity cannot isolate its students in any homogeneous, single-focused, basic course of study. A broad-based, liberal education develops the cognitive skills and values for professional and personal life beyond graduation. The College’s goal is to graduate nurses who are “liberally educated, clinically competent, compassionate and ethically motivated,” prepared and empowered to serve society.

The framework for professional practice

A liberal education *is* the standard for all baccalaureate education, including nursing. The American Association of Colleges of Nursing (AACN) in its 1998 publication, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, called for a broad-based, liberal education. AACN defines this approach as an integrated educational experience, one that includes courses in the arts, sciences and humanities to prepare nurses who approach life and career with broad perspectives and strong skills. One of the most vital of those skills is critical thinking, which is “the basis for clinical judgment and ethical decision making,” according to AACN.



Liberal studies offerings go hand-in-hand with professional courses and practica at the College of Nursing. This integrated approach guides Villanova nurses as leaders in helping patients and the community achieve wellness in body, mind and spirit.

World



An education in the liberal arts and sciences exposes nursing students to structure as well as content, and this becomes part of critical thinking. Nurses must be critical thinkers throughout the process of assessment, planning, implementation and evaluation of patient care, and in every facet of leadership in their profession and their communities.

Today, people are living longer and surviving horrific trauma that previously would have resulted in death. Diseases like diabetes and certain cancers are chronic conditions. Hospital stays are shorter and more complex. The world faces pandemics that include diseases such as AIDS. Health promotion activities have become crucial in preventing or minimizing health problems.

Landmark studies by nurse researcher Linda Aiken, Ph.D., R.N., FAAN and others have correlated collegiate preparation in nursing with better patient outcomes and survival. Why? Nursing in every setting involves often fast-paced, multi-faceted decision making, frequently in times of stress. A nurse needs a background that encompasses and translates the science of health into the art of valuing human life that affects behaviors of individuals, families and communities around the planet.

Along with three other factors—a global economy, worldwide media and international travel—have come the considerable challenges of addressing health in even the most remote areas. To do so requires appreciation of the richness of cultures nearby and far away. Life in a diverse world requires being comfortable with diversity in many forms, including diversity of thought. In a world where lives depend upon communicating, courses focused on verbal and written skills enhance students' ability to express themselves clearly.

“Transformation” is much more than part of a slogan at Villanova. It requires contact and immersion in a learning environment enriched by its variety in race, ethnicity and religion. Respect comes with reaching beyond one's background experience to encounter differences in ideas, as well as among individuals, and to connect through the shared common-



alities. This theme of diversity becomes woven through courses in all disciplines, and the objectives themselves evolve from a variety of fields.



Many liberal arts and science courses enroll undergraduates from throughout the University and around the world. They form friendships across the disciplines, they shape networks among people who otherwise might never have known each other in an academic setting. As students journey through an important time in their life, they are shaped by their shared assignments and classes. Through their contact in liberal arts and science courses and co-curricular activities, majors in a

myriad of disciplines come to know and appreciate the talent of their Nursing classmates. As a result, they develop an informed view of the nursing profession. In several instances, such contact has led to choosing to return to school to become nurses themselves after graduation.

Faculty express their enthusiasm about Nursing students

Professors from other disciplines at Villanova appreciate having Nursing students in their classes. According to Beth Hassel, P.B.V.M., D.Min., executive director of Campus Ministry and an adjunct faculty member, the Nursing students in her theology classes "...are aware of the whole person, which includes the spirituality of all people." They "have experienced ethical situations that sharpen their critical thinking and deepen their ability to question academic material."

Evan Radcliffe, Ph.D., associate professor and chair of the English department, points out that the Nursing students in his Literary Experience class "...showed a particular skill with language and in understanding human situations. Without their contributions to our explorations of literature, the class would have been much impoverished."

Just as a chemical engineering major might sit next to a future pediatric nurse, or an Omani student next to a Hispanic one, theory

and practical application sit side-by-side as well. Sheryl Bowen, Ph.D., associate professor of communication and director of the Women's Studies Program, observes that "...students who have had experiences in clinicals bring to classes real-world examples of what the professor might be discussing in a theoretical sense."

According to Russell Gardner, Ph.D., pharmacology professor and chair of the biology department, "Pharmacology provides our Nursing students with an opportunity to integrate chemistry, physiology, pathophysiology and nursing with proper drug treatment. Our students meet this challenge with great success. They are a constant source of inspiration!"

Liberal arts and science courses, as these faculty members affirm, have a lot to do with a nursing career. Transforming minds and hearts is the Augustinian-inspired goal of a Villanova education, and being part of an academic environment that values a broad-based education enables the College of Nursing to gain from and contribute to transformation. When the College's new building opens on the main campus, Nursing students will be even more centrally sited within Villanova's liberal arts tradition. Whatever students' stated reasons for enrolling in the College of Nursing, transformation is what occurs as they transition into Villanova graduates and nursing professionals.

Fluent in Compassion

Sarah E. Iverson, Class of 2008
French minor
Rochester, N.Y.

Beginning in eighth grade, Sarah Iverson took French classes and didn't stop until she completed her French minor last year. During a high school trip to France, she grew to understand that language opens new portals and perspectives on the world.

Before her sophomore year, Iverson returned to France, this time with Villanova University's six-week study abroad program in Rennes and Paris. The six credits she earned in language and culture that summer confirmed her belief in the importance of being multilingual. She now hopes to expand her language study to Spanish.

Already, she can better relate to patients who struggle to communicate because of language barriers or physical impedance. "As a nurse, I will have the opportunity to interact with an extremely diverse patient population," Iverson says. "I hope to aid my patients and co-workers in establishing effective and easy ways to convey thoughts, needs and feelings."

Iverson foresees practicing nursing for several years in the United States, then earning a master's degree in public health and becoming a nurse practitioner. "My ultimate career goal is to work with the underprivileged to ensure they receive the health care we all deserve. It is possible that this experience may be abroad," she says.

"Should I decide to take my profession abroad, I have a skill set that enables me," Iverson affirms. "Many countries in Africa have French as a primary language. The AIDS crisis that has struck this continent needs urgent medical attention. Whether it is on the ground, or at the World Health Organization (WHO), the French language is of official importance in assisting this crisis," she explains. "I could see myself in a role at WHO some day."

Learning French that could be used while caring for AIDS patients in Africa...tutoring in chemistry...minoring in sociology and swimming competitively...composing for viola...singing on stage...stepdancing in a nursing home. Six of our talented undergraduates confirm how they have expanded their vistas through a Villanova Nursing education.



Profiles by Ann Barrow McKenzie '86 B.S.N., '91 M.S.N., R.N.

A Nurse's Path Through the Curriculum



Psychology and a teen-ager coping with bulimia...theology and a patient at the end of life...sociology and health promotion in a Peruvian village. At each signpost, Nursing undergraduates apply the critical thinking learned in their liberal studies courses as they progress through their professional education.

By Catherine Todd Magel, Ed.D., R.N.,BC, Assistant Professor of Nursing

“My ultimate career goal is to work with the underprivileged to ensure they receive the health care we all deserve.”



Sarah E. Iverson's international experiences have led to insights into how to aid those struggling to communicate. While studying in France, she took a weekend trip to Dinan to learn more about Bretagne culture.

There's another benefit that has led Iverson across new borders. Her scholarly pursuits have changed her way of thinking. "Being able to interact with French and English speakers alike has broadened my horizons," she observes. "I am able to witness people and cultures with more of an open mind because of my immersion experience in the French culture. It is my hope that I would be able to transfer this type of understanding to other cultures and peoples as I develop as a person and a professional."

[More profiles](#) 

Liberal arts and sciences courses provide an essential foundation for professional nursing practice. There is widespread agreement about this educational philosophy. However, it takes careful deliberation among the faculty who plan, implement and evaluate the undergraduate curriculum to decide on the selection and placement of these courses.

In general, B.S.N. programs follow one of two approaches to determining at what point liberal arts and sciences courses will be offered. One approach is providing all liberal studies during the first two years of a program. The second is offering them throughout the program.

Villanova University's College of Nursing emphasizes the second approach in its sequence of humanities, natural sciences, social sciences and elective courses. In the freshman and sophomore years, the curriculum features liberal studies and the beginning courses in nursing. The junior and senior years focus on nursing theory and clinical practicum courses, along with liberal arts and science courses that complement the Nursing courses by encouraging students to apply their knowledge across disciplines.

Making use of science in clinical situations

In planning the sequence of courses, our Nursing faculty kept several considerations in mind. The required science courses in the freshman and sophomore years—General Chemistry I and II, Principles of Cell Biology and Genetics, and Human Anatomy and Physiology I and II—ground students in the fundamental scientific laws, theories and knowledge that are essential for their nursing theory and practicum courses. For example, sophomores apply their knowledge of Krebs's cycle in their Principles of Nutrition course and again as juniors when studying diabetes mellitus during the Nursing Care of Adults course. As juniors, in the accompanying practicum course they also are learning to provide care for patients with diabetes.

Do students understand and appreciate the role these foundational science courses play in their Nursing education? Some, of course, see the value early in their academic program. But for most students, it is in their clinical practicum courses that they make the initial application of knowledge from the sciences to nursing.

Two special factors—the College's low student-to-faculty ratio and its minimum of 12 hours of clinical time per week—foster strong student-faculty relationships that facilitate learning. Faculty employ a variety of



strategies to help students apply previously learned principles, both when discussing nursing care with individual students or during the group meetings to discuss the clinical day. The students' ability to apply knowledge independently grows as they progress through the B.S.N. program. Applying knowledge, in fact, becomes the approach that students draw upon when encountering new clinical situations.

Learning about the human and the divine

Other liberal studies courses provide the basis for understanding, working and communicating with people, all of which educates the person and is essential to nursing practice. The freshman year Core Humanities seminars and theology course, plus the theology elective that follows, help students appreciate the various traditions of thought, spirituality and religion. Nursing students examine Villanova's Catholic Augustinian traditions, and throughout the Nursing program, faculty guide students in reflecting on these traditions when planning and providing care. These courses also encourage students to determine the role of spirituality and religion in their own life.

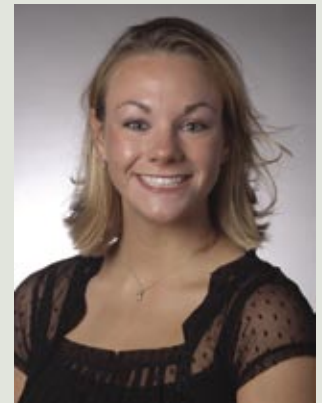
The insight they gain serves them well as practicing nurses in providing care that is sensitive to a patient's belief system.

The General Psychology course in the freshman year provides knowledge about human behavior, while Principles of Sociology grounds students in the analysis of socialization and collective and group behaviors. These courses establish the framework for nurse-patient interactions. The Psychology of Human Development course is

Helping Others Stay Afloat

Allison Stine, Class of 2007
Sociology minor
Shippensburg, Pa.

Four years ago, Allison Stine arrived at Villanova University with not only a handful of medals from her high school swim meets but also college credits, thanks to her school's directed studies program with neighboring Shippensburg University. This opened the door for her minor in sociology. As a four-year member of Villanova University's varsity women's swimming team, she specialized in the individual medley and breast stroke events. Concurrently, she dove deeper into the academic study of human interaction in society.



A course in social psychiatry provided Allison Stine with a better idea of what support services are available for those with mental illness.

"My sociology minor helped me to better understand human behavior. I am able to relate to patients knowing that their actions are largely a response to the conditions, situations and societies in which they live," explains Stine. Villanova's sociology department also developed in her a stronger appreciation for politics and public policy, she adds.

Through a social psychiatry course, Stine says she also grew in her recognition of the impact of mental illness. The class "provided me with in-depth understanding and compassion for mental illness; the individuals it affects directly; and all of the friends, family and communities that are directly affected," she recalls. "I will take care of patients and families in the future who suffer from psychiatric disorders, and I have an idea of the types of support services that these groups need and what is available. I also recognize how our society will be affected if the individuals cannot remain at their maximum level of functioning," she says.

Minoring in sociology changed Stine's outlook in general, as well as enhanced her approach to patient care. She notes, "My studies have enlightened me about social inequalities in the various dimensions of society, and this knowledge helps me critically analyze a patient's social support system and to advocate for all patients to receive excellent care."

This summer, Stine is putting her expanded knowledge base into clinical practice. She has begun her career in obstetric nursing as a staff nurse at AtlantiCare Regional Medical Center in Pomona, N.J.

The Catalyst in Her Career

Khine Shan, Class of 2009
Chemistry concentration
Myanmar (formerly Burma)

Khine Shan loves chemistry. "I enjoy learning its reactions, mechanisms and structures," she says with delight. She looks forward to taking additional chemistry and biochemistry courses, and she tutors in these subjects.

While Shan does not know yet where her nursing career will lead, she knows chemistry will serve as a guide in her profession. "It will help me better understand physiology and pharmacology, which is the basic knowledge required in caring for patients. With the knowledge of science, we can also get involved in the cause of diseases and effects of drugs," she says. This additional science foundation, she believes, will assist her in helping patients understand their diseases and make decisions about their treatment, as well as aid her in making clinical judgments that affect care.

Shan appreciates the greater value of studying chemistry. She notes, "It will help me become a critical thinker. Chemistry gives us another way to understand and view our lives and the world, and ability in solving problems and thinking in the abstract."



With her knowledge of chemistry and biochemistry, Khine Shan can probe deeper into the cause of illness and the effects of drugs.



offered during the sophomore year, as is the Principles of Nutrition course. In that way, sophomores apply psychological concepts to obtain a better understanding of food behaviors in general, and altered nutritional practices such as eating disorders in particular.

Sophomores in the Nursing Process and Health Assessment theory and practicum courses make use of information about normal human psychological development when conducting patient assessments. Faculty use case studies, videos and scenarios to expand students' opportunities to explore situations that differ from their personal experiences. In this way, faculty challenge students to apply knowledge that is theoretically based and culturally sensitive. This helps provide the groundwork and principles necessary for the psychiatric/mental health nursing theory and clinical courses in their junior year, as well as the Community Health Nursing and Health Promotion course in the second semester of the senior year. Indeed, the liberal arts courses in the freshman year prove their relevance throughout the B.S.N. Program.

Bright Lights, Big Clinic

Patty Gillin, Class of 2007
Performing artist
Broomall, Pa.

Patty Gillin's theatre career started in fourth grade, fostered by her love of music, piano, dance and plays. At Villanova University, she has taken many theatre classes in addition to her College of Nursing curriculum. In spring 2006 she was part of Villanova Theatre's production of the musical *Urinetown*. She has been a member of Villanova Student Musical Theatre as well as the Pastoral Musicians throughout her college career.

Gillin describes the Nursing faculty as being very supportive of her theatre interest. She believes that her involvement in theatre arts benefits her in terms of confidence, care and communication. "My stage experience over the years has helped in my ability to speak with people I don't know, which can be beneficial when I walk into a hospital room, nursing home or private residence. I also believe that music can be an integral component to relaxation, health and healing," says Gillin.

Studying theatre has definitely played a role in Gillin's maturation, both as a person and a professional. "As a theatrical performer, it is not only important to listen and understand the dialogue another actor is speaking, but to also be in tune with their emotions," she points out. "By developing this skill on the stage, it has helped me to look beyond just the words of patients and focus on how they are feeling, becoming a more holistic, compassionate nurse."

Gillin looks forward to furthering her education in the field of music therapy. She will move to New York to start her nursing clinical practice in a hospital. It's also a great city for someone who wants to stay connected to musical theatre.



In Villanova Theatre's Fall 2005 production of Joseph and the Amazing Technicolor Dreamcoat, Patty Gillin was the narrator.

Electives reflect personal interests

In addition to required liberal arts and science courses, Nursing students are encouraged to pursue their interests through electives. For their required social studies elective, then may choose from history, political science or economics offerings. These courses help

students understand various factors that may be related to the current health care system and policies in the United States. The two Nursing courses for seniors—Trends in Nursing and Nursing Management and Leadership—include content, discussions and seminars that foster an appreciation of historical, political and economic influences on nursing and health care. These courses also prepare students to be change agents and leaders who operate from a theoretically sound base.

The free elective provides a chance for a personal selection. Many times Nursing students say they want to take a "fun course," yet regardless of the course they choose, this option helps diversify their background to better handle varied situations in practice. Some students study a foreign language, others take art or music, or perhaps delve further into psychology or sociology. The free elective can include an international experience, and Nursing students may participate in summer study abroad programs. During discussions with faculty and peers, students often point out the relevance of their elective to nursing practice. At the heart of most of these discussions is the recognition that a broad liberal arts and sciences education contributes to nursing practice in meaningful and individual ways.

The chance to integrate it all

In their Community Health Nursing and Health Promotion course, seniors have a culminating opportunity to integrate knowledge from many of their liberal arts and science courses. Their practicum sites are usually in communities very different from their own. The background they gained studying sociology and psychology helps them to plan and provide care that reflects an appreciation of personal and cultural differences. Often, seniors travel to sites in South America, Central America or the Caribbean during the Spring Semester as part of their clinical experience. Those fluent in Spanish are able not only to provide nursing care but to serve as interpreters during home health visits and to teach health education classes in the community. Other seniors visit a clinical site on a Native American reservation in Nevada.

The extremely indigent communities the students visit engage them in understanding cultural beliefs, attitudes and practices that may be worlds apart from their own. Their liberal studies courses help significantly to prepare them for practicing in a totally different environment than they would encounter in more familiar areas in the United States.

The benefits of a professional nursing education that includes a rich background of liberal arts and sciences courses are convincing. As graduates of the College of Nursing reflect on their education, what might first come to mind is their preparation for clinical practice, leadership roles and graduate school. However, the success that Villanova Nursing graduates experience could not occur without the foundational knowledge and insight that comes from the liberal studies—a vital part of a Villanova Nursing education. In every nursing setting, and in their life in the wider world, Villanova nurses continue to build upon the ideas, experiences and knowledge they gained through liberal studies.



[More profiles](#) 



Harmonic Progression

Colleen Avery
Class of 2009
Musician
Turnersville, N.J.



Her 12-year dedication to playing the viola and violin now prompts Colleen Avery to consider becoming involved in music therapy.

Music draws Colleen Avery into thinking about problems from different angles. “When you start learning a piece for the first time, it’s not just about rhythms, intonation and dynamics,” she observes. “You have to put yourself into the piece. You ask, ‘Who’s telling the story? Why? How can you do it justice?’ I find it easier to address problems with an open mind, to be explorative and put myself in other peoples’ positions.”

This open approach has refined Avery’s assessment skills as a professional. “Nursing is a balance between critical analysis and helping people handle and sustain illness more comfortably. Reading and addressing a patient’s personality and behavior can lead to better diagnoses,” she finds. Music helps her do just that.

In the third grade, Avery began playing the violin. Her music appreciation grew into a passion when she picked up the viola. In high school, she performed with her school, All-South Jersey and All-State orchestras. Upon arriving at Villanova’s week-long summer Music Camp, she discovered fellow freshmen with similar interests. These women musicians bonded and formed “Les Six,” a sextet that performs at University events.

Avery also is one of the College of Nursing’s Presidential Scholars. Her intellect, focus, skill and creativity converged when as a freshman she responded to a challenging assignment in her Modern Thought class. Dr. Edwin L. Goff, associate dean for the Honors Program and undergraduate grants and awards, asked the class to perform an evaluation of the biblical story of Job, using any medium. Some chose to do essays, others chose art, collages, a guitar or other means. Avery conceptualized in terms of musical notes, not words—a natural response for her. She composed “Job 42:1-6,” named for the verses that impacted her the most.

“I have dealt with great things that I do not understand; things too wonderful for me, which I cannot know. I had heard of you by word of mouth, but now my eye has seen you.”

—from Job 42

Her interpretation and talent earned her the Honor Program’s Celina Mariceth Ramos Award for Outstanding Honors Composition. She received the award last fall for her original composition.

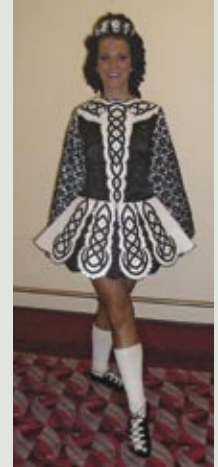
Avery views the Honors Program as amplifying her nursing education by diversifying her academic world. “It has helped me develop an academic independence that allows me to fuse my own experiences and interests into the professional curriculum, and carries over into my approach to nursing care,” she explains. Music also accompanies her personal and intellectual growth. “Music has been more of an outlet for thought, rather than fuel for change,” she believes. “It helps me think through my emotions, put thoughts into words and words into action.”

Through her music, Avery moved toward providing more confident, connected and passionate care. She wants to attend graduate school, perhaps to become a nurse practitioner or educator, and anticipates becoming involved in music therapy. “I would love to incorporate my gift into the care and therapy of patients,” she says.

You can read more about and listen to Avery’s composition by following the link to her story at www.villanova.edu/nursing.

A Step Ahead, in Ghillies or Nursing Clogs

Colleen O’Neill, Class of 2009
Irish dancer
Allentown, Pa.



Colleen O’Neill at the World Irish Dancing Championships in Glasgow, Scotland, last April

Colleen O’Neill is making up for lost time. After seeing Irish dancers perform at a church function when she was in second grade, she had to wait a year to take classes when they were finally offered near her home. Now a member of the DeNogla School of Irish Dance in Verona, N.J., she makes the 90-minute commute from campus several times a week because of her self-described “addiction.” Irish dancing connects O’Neill not only to her cultural heritage but her love of dance in general.

That dedication has paid off. O’Neill has competed and performed all over the world, finishing fifth in the Mid-Atlantic Region, ninth in the nationals and 33rd in the world competition in 2005. Despite performing at Irish festivals with well-known bands and even dancing with the Philly Phanatic mascot, the performances that mean the most to her are those at nursing homes. “To see the joy on the residents’ faces as they visited with the young dancers is something I will never forget.... These experiences have allowed me to share my passion of dance with others...to learn the importance of giving back as well as the therapeutic benefits of music and dance to the interaction with the residents,” explains O’Neill. “Irish dancing introduced me to nursing and the interaction of nurses with patients.... I want to give back to my patients and share my knowledge, time and compassion.”

Nursing is a highly interactive profession requiring constant exchange with others, O’Neill points out. Through her dance, she has learned the importance of team work, focus, determination and perseverance. “You also must be able to identify your strengths and weaknesses and accept constructive criticism. I believe all of these qualities will help me in the nursing profession,” she says. “Dancing helps me as a thinker as well. If I am dealing with a situation that is not my strong point, I know I can ask for help or advice in order to deal with the situation properly, as well as learn from it and improve my performance,” she explains.

O’Neill has an appreciation for diversity, one that evolved from traveling around the world to dance competitions. She values this experience for how it assists her in relating to a variety of patients, and she looks forward to bringing her positive energy to a career as a pediatric oncology nurse. She also hopes to one day teach Irish dancing.



Connections Across the Cultures

In the Dominican Republic, students applied all they had learned about health promotion and nursing care to help impoverished teen mothers and their children.

By Ann Barrow McKenzie '86 B.S.N., '91 M.S.N., R.N.

Clockwise from top left:

Jodie Pollock '07 B.S.N., of Flemington, N.J. (left) and Alex Fasula '07 B.S.N., of East Amherst, N.Y., check the height of a Dominican boy. "I realized that I will always be able to find some way to relate to a patient, regardless of how different he or she may appear to be," Pollock says of serving the underserved during her senior year.

A street scene in a bateye (shanty town)

Geri O'Hare '85 B.S.N., M.S.N., R.N., CRNP listens to the heart sounds of a young resident of the bateye. She was one of two alumnae who accompanied the students during Spring Break. Refugees from Haiti have migrated by the thousands to the Dominican Republic's shanty towns.

Thousands of Haitians have migrated to labor in the Dominican Republic's sugar cane fields. Under the sweltering sun, these workers cut cane for scant pay and live in unimaginable circumstances. In crossing this shared border, they were fleeing Haiti's historically unstable government and infrastructure. Yet their immigration status has never been legitimized. Over the years, they have become a group without a country.

"Home" for these refugees in Quisqueya is now a *bateye* (shanty town), where there is no running water. Diarrheal diseases are rampant due to water-borne microbes. Pits in the ground serve as latrines. Clothing is tattered. Malnutrition is the norm.

This March, during Spring Break, the College of Nursing reached out to promote health to this underserved Dominican population.

Assistant Professor Marilyn Fetter, Ph.D., R.N., CS describes the living conditions of those in the *bateyes* as "unbelievable poverty." As part of the clinical practicum in health promotion that Dr. Fetter teaches, six Nursing seniors sought to aid this vulnerable population through health education. Two alumnae went along as volunteers to help the students prepare and deliver their presentations. Geri O'Hare



“I was able to see first-hand how much you can do to make even the smallest difference in someone’s life.”

—Lindsay McQuade '07 B.S.N.



(Top left) Mary Beth Appel '81 B.S.N., M.S., R.N., CFNP, and Tricia Bean '07 B.S.N., of Farmington, Maine, (standing on left) visit with an elderly man and his wife. With them is a local physician who was raised in the bateye and now provides care to its people.

(Top right) Hundreds or thousands of refugees live in a bateye.

(Left) O'Hare and Appel distribute health-related pamphlets and teaching materials to health promoters from a Dominican bateye.

'85 B.S.N., M.S.N., R.N., CRNP is a pediatric nurse practitioner at the Children's Hospital of Philadelphia and Mary Beth Appel '81 B.S.N., M.S., R.N., CFNP is a family nurse practitioner at a Catholic Worker free clinic that offers medical and dental services in the Kensington section of Philadelphia.

Healthier choices in a bateye

Residents of the *bateyes* can number in the hundreds to thousands. As cane processing plants close, the men migrate to the cities for work. The socioeconomic impact is significant.

Children and teens are left to fend for themselves. Young girls are encouraged to move into relationships to shift them out of the already-stressed household. Family structure is disintegrating, and the youth have few strong models for healthy lifestyles. HIV infection rates rise as older men pursue young girls. Toddlers with protuberant abdomens battle intestinal worms in addition to their malnutrition. There is desperation. "It feels like Africa," notes Dr. Fetter.

Because of the area's cultural, social and health issues, the Villanova nurses directed their efforts to teen mothers and their children, especially to address infant mortality and malnutrition. The group sought to educate not only the young girls and women about healthy development and making good choices in life, but the local health workers as well.

The Nursing students engaged the school-girls by role-playing about stages in life and by talking about their own goals. They bonded especially with a 12-year-old who after attending a lecture twice was finally able to talk with her new role models about a classmate's pregnancy, which has had a profound and frightening effect on her own life.

Personal outreach to a community

To be effective teachers in such situations, Dr. Fetter emphasizes the importance of



Pollock (with Santo, a translator) teaches Dominican school-girls about health behaviors and life choices.

breaking through cultural barriers with sensitivity and making a personal connection with the participants.

Working with a local nun, Sister Concepción, the Villanovans also connected with the community through home visits. Sister Concepción runs a mobile clinic, sponsored by the nonprofit Medicines for Humanity. Through this clinic, the Villanovans helped a woman with severe hypertension to replenish her supply of blood pressure medication.

In preparing for their trip, the seniors had solicited contributions from parents and friends to support their efforts. They were able to donate money, toothbrushes, topical antibiotic creams, diapers, over-the-counter medications and sports equipment. They also left behind their own extra clothing and toiletries.

Nurses, professor and students alike returned knowing they had received much more than they had given. The experience also enabled the seniors to integrate all they had learned about health promotion and nursing care.

"Traveling to the Dominican Republic and meeting the people of the *bateyes* was such a life-changing experience," recalled Lindsay McQuade '07 B.S.N. of Ashland, Ore. "This trip embodied what it means to me to be a nurse. This is why I decided to join the profession. I was able to see first-hand how much you can do to make even the smallest difference in someone's life. It was amazing."

The students saw how non-governmental agencies can work together, overcoming hurdles of funding, culture, capabilities and expectations. They look forward to visiting the community again next year, hoping to learn more about the people and their environment and needs.

Jodie Pollock '07 B.S.N., of Flemington, N.J., is ready to return. "Professionally, I would like to continue my education to become a nurse practitioner. After doing so, I'd like to continue to travel to the Dominican Republic and other Third-World countries and offer health care that they otherwise would not have access to. Spending one week there was incredible, but I left feeling like I had not done enough. I want to do more."

BSNExpress Adds Weekend-Evening Option

The College of Nursing—always a busy place—is now even busier on weekends and evenings. In May, the College added a second cohort to its BSNExpress Program, this one to run in non-traditional hours. BSNExpress, launched in May 2003, enables a qualified student to earn a B.S.N. degree in 14 months, provided the student has a bachelor's degree in another discipline, has fulfilled prerequisites and has met admission requirements.

Maryanne Lieb '85 M.S.N., R.N., who is the BSNExpress coordinator, is excited about the new weekend/evening option. "We are

able to meet the needs of these students," says Lieb, "as well as the community at large in terms of the nursing shortage." Some applicants were interested in the option because they are caring for their children when classes would normally be held. Others wanted to enroll because of the program's reputation, regardless of the class schedule.

The curriculum for the weekend/evening option is the same rigorous one found in the weekday program. Both BSNExpress options, like the traditional B.S.N., require the same 136 credits, although with the

accelerated program, many of the credits are already accounted for due to the student's previous course of study and prerequisites completed.

Both BSNExpress cohorts will have 38 students, many of whom were able to attend the recent Welcoming Dinner. At this annual event, current BSNExpress students meet with incoming students to answer questions and share their own stories and tips. Out-of-state students could connect via e-mail with volunteer mentors from the Class of 2007.

The Week When Even the Generators Failed

On duty at Tulane's hospital following Hurricane Katrina, an alumna reveals how nurses rallied to bring their transplant patients through the ordeal.

By Elizabeth Burgess Dowdell, Ph.D., R.N., CRNP
Associate Professor of Nursing

Speaking of strength and survival, of grace and fear, Theresa Boyer Hess '98 B.S.N., R.N. shared her compelling story "Katrina: Nurses in Extraordinary Circumstances" with Villanovans in March. In the desperate situation after the levees broke in New Orleans, Hess was among those health-care professionals who had to make the critical decisions and take the necessary actions. She was the final lecturer for the College of Nursing's 2006-07 Health and Human Values Lecture Series. This year's theme was "Profiles in Human Adversity."

Following her graduation from the College of Nursing, Hess served in the Navy Nurse Corps for seven years. She was a staff nurse at the Tulane University Health Sciences Center when the devastating hurricane named Katrina hit the city over Labor Day Weekend in 2005. The day before it struck, she had been called into the Tulane University Hospital and Clinic for hurricane duty. She was told to "bring clothes for three days; we should be out by then."

What transpired instead was a week-long odyssey that she could never have predicted. "I've used the word 'autopilot' quite often when asked how I did it," Hess said, "but I do believe that functioning on autopilot would not have been possible without my education and background. I owe everything to Villanova and the U.S. Navy for shaping me into the nurse I am today!"

Reflecting on her experience as a staff nurse during Hurricane Katrina, Hess in an interview noted that "Villanova empowered me as a nurse, so I believe in my abilities and my knowledge and am able to react calmly in an emergency situation."

When she arrived at the hospital on August 27, Hess reported to the Bone Marrow Transplant Unit to help care for four patients. Two were pediatric and one, a 21-year-old woman,

was receiving comfort measures only. Hess was joined in the hospital by 1,100 staff and family members, 160 patients (a number that would soon increase with walk-ins and patients from Charity Hospital) and 76 pets.

The night the hurricane struck, Hess was on duty with another R.N. The next morning, Hess noted that their building had sustained some damage but the emergency generators were working, although the hospital was getting hot. That night they faced flooding on the first floor due to the broken levees. Luckily they had filled all available basins with fresh water. Soon, however, they lost their normal water supply, generator power and all communications. Hess and her colleagues began to hoard intravenous, dressing and medication supplies, creating a packet for each patient to last a week.

Fighting unbearable heat and working by flashlight, Hess searched for a cooler place for her patients, their family members and the staff. She found it in a large storage closet that was about 15 to 20 degrees cooler than their transplant unit. Along the way, she kept sight of her goal of reuniting her dying patient with the young woman's family after the storm, which she was able to do.

Word began to spread that helicopters were coming to evacuate all patients and staff. They began to head for the garage roof to await transport. The nurses also absorbed and helped care for exhausted patients and staff from neighboring Charity Hospital.

Wednesday, August 31, brought reports of shootings, so the Tulane group was guarded by a Marine sniper. By the following day, the last Tulane patient had been evacuated. Next it was the staff's turn as they tried to escape the looters. Hess slept in the parking garage and on September 2 finally boarded a Black Hawk helicopter. "It was while I was flying out that I could see from the air the true amount of damage to the city," she said.



Tulane's nurses stayed the course as the situation deteriorated in New Orleans following the devastating hurricane in 2005, noted Theresa Boyer Hess '98 B.S.N., R.N. She spoke in March as part of the Health and Human Values Lecture Series.

Landing some distance outside of New Orleans, Hess was fed and started on antibiotics for possible infections. Her father, who had seen her on CNN awaiting evacuation, later drove her to Houston.

In her lecture, Hess also mentioned her personal losses. During that long week at the hospital, it was left to Jason Hess, at the time her fiancé, "to be the one who had to pack up our pets and belongings and drive out of town. We lost all the contents from our apartment," she said.

When asked about her life and experiences post-Katrina, Hess answered that she is changed. "I have a different definition of what normal is," she said. New Orleans is starting to rebuild, but "We are still recovering, so the progress is slow."

Hess mentioned that, right after Katrina, she had "lots of nightmares and trouble sleeping... even now I have not been back to that hospital since I was airlifted out." In December 2005, she began working at another hospital within the Tulane Health System. Now married and expecting their first child, Hess has made some big changes. Jason has left the military, and she added, "We are moving. I am transitioning and am taking a break from nursing."

"Your alma mater is very proud of you," responded M. Louise Fitzpatrick, Ed.D., R.N., FAAN, Connelly Endowed Dean and Professor, resulting in a resounding round of applause from the audience.

Doctoral Student Highlights

Students in the College of Nursing's Doctoral Program are a high-achieving group. Following a two-week intensive summer session on campus, they study from their homes and offices via live Web-based seminars. Here are a few of their recent accomplishments.

- **Bonnie Altieri, M.S.N., R.N.** has begun a new position as executive assistant to the dean of the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School. She also serves as president of the Yale School of Nursing Alumni Association Board.
- **Teresa Conte '03 M.S.N., CRNP** in July will present "Did you say CANCER? Oncology Review for the Pediatric Nurse," at the Pediatric Nursing Conference in Philadelphia. She was an invited guest lecturer on pediatric palliative care and pediatric brain tumors at this spring's University of Pennsylvania School of Nursing Oncology Seminar. She recently authored "Blood Beyond the Basics: A Transfusion Guide," a module that will appear in the Association of Pediatric Hematology/Oncology Nurses' forthcoming book, *Hematology Core Curriculum*.
- **Ruth Crothers, M.S.N., APRN, BC, CNOR** in April successfully defended her dissertation proposal "Development of Organized Continuing Education for Registered Nurses in the United States 1957-1974: Challenge for a Maturing Profession."
- **Deatrah DuBose, M.S.N., R.N.** presented "Using High Fidelity Patient Simulators to Teach Care of the Patient in Cardiac Arrest" at the 24th Annual International Nursing and Computer Conference, held in Toronto in May 2006. At this year's conference, held in June, she co-presented a speech on "Clinical and Academic Use of Simulation for Nursing Education."
- **Janet Fogg, M.S.N., R.N.** is publishing "Dermatologic Concerns; Auditory and Ophthalmologic Disorders; and Substance Abuse" in *Core Review for Neonatal Intensive Care Nursing*, 3rd ed., edited by Robin L. Watson (2008, W.B. Saunders Company).
- **Ann Fronczek, M.S., R.N., FNP** in April presented her poster, "Visible Facial Disfigurement in Persons with Head and Neck Cancer: An Integrative Review," at the Eastern Nursing Research Society's Scientific Sessions, which took place in Providence, R.I., in April. She also presented the poster at the College of Nursing's Research Symposium, held on campus in March.
- **Margaret Hattori-Uchima, M.S.N., R.N.** spoke on "Marginalization and Health Disparities" at the Guam Nurses Association's Annual Conference in May. She has been re-appointed to the Guam Board of Nurse Examiners and re-elected as its vice-chairperson.
- **Catherine Heilferty '06 M.S.N., R.N.** in December 2006 accepted an appointment as an instructor at Holy Family University School of Nursing and Allied Health Professions. She is teaching pediatric nursing in clinical rotations, as well as in the classroom at Holy Family's Northeast Philadelphia Campus.
- **Cynthia Hoens '97 B.S.N., '01 M.S.N., RNC, CPNP** in July will speak about "Food Allergies in Schools" at the 23rd annual Pediatric Nursing Conference in Philadelphia. In October, she will present her paper, "Food Allergies in Children: When Food is the Enemy," at the American College of Nurse Practitioners' National Clinical Conference in San Antonio.
- **Kelly Kuhns '00 M.S.N., R.N.C.**, has been re-elected to the Pennsylvania State Nurses Association (PSNA) Cabinet on Practice and Professional Development and re-appointed to PSNA's Continuing Education Reviewer Unit. She has been appointed to a full-time tenure-track position as instructor at Millersville University's nursing department.
- **Ruth McDermott-Levy '96 M.S.N., R.N.** successfully defended her dissertation proposal, "The Lived Experience of Female Nursing Students from the Sultanate of Oman Studying in the United States."
- **Amy McKeever, M.S.N., CRNP** presented a poster, "Knowledge of Human Papillomavirus in College-age Women: An Integrative Review" at the College of Nursing's Research Symposium, held on campus in March.
- **Jacqueline Meyer, M.S.N., R.N.** is counselor for the Pi Kappa Chapter of Sigma Theta Tau International at Allen College in Waterloo, Iowa. She also serves as president of the Iowa League for Nursing and has authored half of the on-line case studies accompanying the *Nies Community/Public Health Nursing* text, published in fall 2006.
- **Jo Ann Platko, M.S.N., R.N., CRNA** has been appointed as a nursing grant reviewer for the Health Resources and Services Administration in the U.S. Department of Health and Human Services. She also is now a reviewer for the *International Student Journal of Nurse Anesthesia*.
- **Cynthia Rubenstein, M.S.N., R.N., PNP** in April presented a poster, "Improving Child Feeding Practices of Parents of Preschool Children," at the Eastern Nursing Research Society's Scientific Sessions, held in Providence, R.I., in April.
- **Anne Vitale, M.S.N., APRN, BC** published, with Priscilla O'Connor, "The Effect of Reiki in Pain and Anxiety in Women with Abdominal Hysterectomies: a Quasi-experimental Study" in *Holistic Nursing Practice*, 20 (6), 263-272. She also presented her poster at the College of Nursing's Research Symposium, held on campus in March. She has completed the Certificate in Distance Learning Program through Thomas Edison State College.

An Ideal Place

for



Learning and Inquiry

In April, the University community gathered for the groundbreaking and blessing of the site of Nursing's new facility on campus.

Fifty-four years after its founding, the College of Nursing celebrated a historic milestone on April 10—the groundbreaking ceremony for its new state-of-the-art facility.

The midday ceremony, held at the building site near the main gate of the Villanova University campus, drew a crowd of several hundred administrators, trustees, faculty, staff, alumni, students and supporters from across the University. The pep rally atmosphere was fostered by the Villanova Band and the Wildcat mascot, who joined guests in rejoicing in the College's future and that of nursing and nursing education.

The building, which has 75,500 square feet of space and is environmentally friendly, is slated to open in summer 2008. It is designed by the architectural firm of Richter Cornbrooks Gribble, Inc. (RCG, Inc.), based in Baltimore. Torcon, Inc., headquartered in Red Bank, N.J., is in charge of the project's construction management.

"This facility is not about brick and mortar," explained M. Louise Fitzpatrick, Ed.D., R.N., FAAN, Connelly Endowed Dean and Professor, during her remarks. "It is about what will happen inside—fostering the intellectual climate and continuing to cultivate a mature,

energetic professional school with a commitment to the preparation of clinical experts and leaders for health care within the context of a values-driven liberal arts education."

Nursing's new building is designed to provide a space that stimulates learning and inquiry, as noted during the invocation by the Rev. Kail C. Ellis, O.S.A., Ph.D., '69 M.A., dean of the College of Liberal Arts and Sciences. It is not only for Nursing students and faculty, but for the entire University community, explained the Rev. Peter M. Donohue, O.S.A., '75 A&S, University president. "The building will be open to all students at Villanova," Father Donohue said. It includes areas for public events and student activities, as well as centers for nursing research and global health studies.

In addition to classrooms, seminar rooms, and an auditorium and lecture hall (both with 200 seats), the new building will house future-oriented clinical simulation labs for health assessment, adult health, maternal/child health, anesthesia and critical care nursing. It will also contain observation and testing labs for simulations using "standardized patients," actors who follow scripted scenarios to mimic real patient situations.

Track the Progress Online

You can learn more about the new building, its scheduled progress and related events on the College of Nursing's Web site. Visit www.villanova.edu/nursing/building. You may also watch the construction live via a Webcam.



Cheered on by the Wildcat sporting a hard hat, these Villanovans participated in the April 10 groundbreaking for the new Nursing facility. They are (from left) John G. Drosdick '65 Ch.E., chairman of Villanova's Board of Trustees; the Very Rev. Donald F. Reilly, O.S.A., '71 A&S, D. Min., Prior Provincial of the Province of St. Thomas of Villanova; Dr. M. Louise Fitzpatrick, Connelly Endowed Dean and Professor; and the Rev. Peter M. Donohue, O.S.A., '75 A&S, University president.



Student organization presidents who participated were (from left) M.S.N. student Ahmed al-Saaidi (Omani Student Association); Jennifer Louie '07 B.S.N. (Villanova Chapter of Chi Eta Phi); Annie Donnelly, Class of 2008 (Villanova Chapter of Student Nurses' Association of Pennsylvania); Caroline Dixon '07 B.S.N. (Undergraduate Nursing Senate); and Susan Berryman '07 M.S.N. (Graduate Nurse Network).

The role of technology and simulations in student learning is vital. Villanova Nursing students gain experience in a variety of clinical situations, such as simulations for a post-operative patient whose condition is deteriorating, a woman in labor, a child with an asthma attack or a patient with a blood transfusion reaction. In each, the students learn in the lab setting how to recognize signs and symptoms, assess a patient, make critical judgments about appropriate nursing actions and evaluate their outcomes. They will apply this knowledge in the hospital, clinic or home setting when caring for actual patients. Nurse Practitioner graduate students will also use these facilities as they develop their advanced practice role.

Moderating the ceremony was Nursing sophomore and Presidential Scholar Lyndsay Escajeda of Unionville, Conn. She and her Nursing classmates will be the first to graduate following completion of the building. Escajeda shared her excitement about the new facility, as did John G. Drosdick '65 Ch.E., chairman of Villanova's Board of Trustees, who applauded the quality of Nursing's graduates.

In blessing the site, the Very Rev. Donald F. Reilly, O.S.A., '71 A&S, D. Min., Prior Provincial of the Province of St. Thomas of Villanova, extended the congratulations of Augustinians around the world. Father Reilly noted that "As we turn the ground, we turn a new page in our history as part of our healing ministry to one another."

After the groundbreaking, Dean Fitzpatrick acknowledged the efforts of those over the years who built the programs and reputation of the College, which is a National League for Nursing Center of Excellence in Nursing Education. She also gratefully acknowledged the administrators, alumni, friends and partners of the College, including the Connelly Foundation, who have supported it in various ways over the last half-century.

Dean Fitzpatrick's sights are on the days ahead. The building "will help to widen our lens as we vision and create a future full of new possibilities that transform minds and hearts," Dean Fitzpatrick said. She sees a clear role for Nursing students. "Today," she said, "Villanova takes another leap forward in advancing its future as well as that of its College of Nursing... and you, our students, are that future."



Beyond the Bricks: The Story Inside

As construction proceeds on the College of Nursing's new facility, the possibilities represented by this expanded space have been an energizing element in advancing the College's future. In her remarks at the groundbreaking on April 10, M. Louise Fitzpatrick, Ed.D., R.N., FAAN, Connelly Endowed Dean and Professor, summarized why this new facility is so important. She noted that the building is about:

- "using technology to better the human condition and advocacy for the marginalized and poor;
- "providing students with global perspectives about health and illness;
- "helping transform the roles that nurses must play in shaping policies as well as delivering services that address healing and comforting the ills of a complex multicultural society;
- "ethical decision-making in health care;
- "educating new generations of nurses rooted in a faith tradition;
- "the synergy between compassion and competence; and
- "seeing God in every human being for whom we provide care."

An Invitation to Advance Your College *and* Your Building

The College of Nursing, a National League for Nursing Center of Excellence in Nursing Education, enjoys an international reputation for superior programs and graduates. Collaborating with colleagues, the College will continue to develop distinguished nursing alumni through its undergraduate and graduate programs, as well as its continuing education programming. Villanova nurses influence health care in all parts of the globe. The future is bright.

By summer 2008, the College's new state-of-the-art facility will open. It is being constructed on a central location on the Villanova University campus to educate the next generation of nurses. It will support student learning in technology-driven clinical simulation labs and enhance an environment for learning, teaching and scholarship. It will provide an atmosphere that stimulates advancing the future of nursing. We look forward to this environmentally friendly building on our central campus and the ways in which it will support the College's core values and mission.

Live the legacy, and transmit it to others

College of Nursing alumni, faculty, corporate partners and friends are the ones who establish the College's reputation of excellence and transmit it to the next generation of nurses. This Villanova Nursing culture of high expectations echoes in the halls as Villanova nurses live this legacy while advancing the future.

Thank you!

Your contributions will:

- * advance the future of the College of Nursing by supporting its strategic vision;
- * prepare the next generation of expert Villanova nurses for roles in clinical practice, nursing education and administration;
- * expand College initiatives related to global health studies, nursing research and scholarship;
- * ensure the latest technology for teaching-learning strategies integrated with a highly regarded curriculum;
- * express the value and mission of Villanova University and the nursing profession in a tangible way; and
- * continue to make possible the tradition of bringing Villanova Nursing minds and hearts to patients and communities around the region, nation and world.

We invite you to join us in supporting the Building Enhancement Fund. There are varied opportunities to offer financial support—from general contributions to landscaping to interior spaces.

Villanovan to Assist Development Effort for Nursing

Sue Stein, a director of development in the Office of University Development, has been assigned to work with the College of Nursing. Stein, who comes from a family of nurses, has served since 2004 as senior director of Development at Villanova University. She joined the Development staff in November 1995 and has held a number of positions, including research and grants coordinator, acting director of research and prospect management, senior research analyst, coordinator of Development programs, and director of research and prospect management.



Stein's experience in development activities, including at Allegheny University of the Health Sciences (now Hahnemann/Drexel), as well as her background at Villanova, provide a valuable resource to advance the College and increase its external support. She has an intimate working knowledge of Villanova's development process and operation. As part of the College's team, she has been planning the structure and strategy for its fundraising efforts, including but not limited to the opportunities that the new building project present.

Stein, while working at Villanova, earned her undergraduate degree as a humanities major.

She will staff the newly formed College of Nursing Board of Consultants (see page 18) and will assist in the College's collaborative activities with University Development at Villanova.

Our Wish List for In-kind Gifts

The College of Nursing is also seeking in-kind donations from corporations or organizations to furnish simulation lab spaces, such as:

- Human patient simulators (adult and pediatric)
- Hospital beds (adult and pediatric)
- Exam tables
- Diagnostic equipment
- Headwalls and related equipment

For more information on the College's in-kind needs or how to donate such gifts, please contact Sue Stein, development officer.

Special Opportunities to Support the Building Enhancement Fund

The College of Nursing gratefully acknowledges the leadership of the Connelly Foundation in support of our Building Enhancement Fund. Since hearing the announcement of the College's state-of-the-art facility, so many of our alumni, parents, friends and corporate partners have been asking "How can I help?"

There are many ways to support the College and the advancement of its future. Your contributions to the Building Enhancement Fund in general, as well as to the special opportunities listed below, are most welcome. Nursing alumni and friends will also receive a mailing later on with details on opportunities to give.

Administrative Spaces

Administration Suite	\$500,000
Board Room	\$300,000
Center for Nursing Research	\$300,000
Center for the Study of Global Health	\$300,000
Continuing Education Suite	\$250,000
Faculty/Staff Lounge	\$100,000
Assistant Dean's Suite	\$100,000
Emeritus/Visiting Faculty Office	\$50,000
Nursing Alumni Society Office	\$50,000
Conference Rooms (5)	\$50,000 each

Instructional Spaces

Auditorium/Theater	\$1 million
Lecture Hall	\$500,000
Maternal/Child Simulation Lab	\$300,000
Adult Health Simulation Lab	\$300,000
ICU/Critical Care Simulation Lab	\$300,000
Tiered Classrooms—60 seats (2)	\$250,000 each
Clinical Practice Simulation Lab (2)	\$250,000 each
Health Assessment Simulation Lab	\$250,000
Nurse Anesthesia Simulation Lab	\$250,000
Large Classroom—60 Seats (3)	\$200,000 each

Other Opportunities

		Committed
Statues (2)	\$80,000 each	
Small Pavers (12" x 12") (125)	\$750 each	2 RESERVED
Large Pavers (12" x 18") (80)	\$1,000 each	
Crucifix (1st Floor)	\$75,000	
Cross	\$50,000	RESERVED
Medallion	\$50,000	RESERVED
Trees (44)	\$1,000 each	
Stone Benches (4)	\$2,500 each	1 RESERVED
Teak Benches (6)	\$1,000 each	4 RESERVED

Patient Simulation Rooms (2)	\$150,000 each
Medium Classroom—50 Seats (2)	\$150,000 each
Seminar Room (2)	\$150,000 each
Standardized Patient Room (4)	\$50,000 each

Student Spaces

Café Commons—second floor	\$500,000
International Activities Room	RESERVED
Student Nursing Organizations Room	\$150,000
Graduate Study Room	\$150,000
Undergraduate Study Room	\$150,000

General Spaces

College of Nursing Building	\$10 million
Building Lobby	\$1 million
Chapel/Meditation Room	\$350,000
Lower Lobby	\$250,000
Reading and Historical Collection Room	\$250,000

Outdoor and Space Enhancements

Courtyard Garden Wall	\$75,000
Stained Glass Window	\$75,000
Etched Lobby Partition	\$50,000

Pavers may be engraved. Other naming opportunities allow for an inscription. Sue Stein, development officer, will follow up with donors regarding specifics as required.

Nine Reasons to Join in Advancing the Future

1. to acknowledge the life-changing education you—or someone you would like to honor—received at the College of Nursing;
2. to remember a classmate;
3. to offer a tribute to faculty, family, friends and mentors;
4. to honor the nurse in your life;
5. to support the next generation of Villanova nurses;
6. to advance the College's future-oriented strategic initiatives;
7. to commend the nursing profession;
8. to demonstrate your investment in and support of nursing education at Villanova; and
9. to acknowledge the College's contributions to health care.

For more information about giving opportunities, please contact:

Sue Stein
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(610) 519-7980
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M. Louise Fitzpatrick, Ed.D., R.N., FAAN
Connelly Endowed Dean and Professor
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Their mailing address is:
College of Nursing
Villanova University
800 Lancaster Ave.
Villanova, PA 19085-1690

Introducing the Board of Consultors

The College of Nursing is pleased to announce the establishment of a Board of Consultors. Its members will serve in an advisory capacity to the dean of the College and provide an external perspective on matters that affect the nursing profession, the College and its strategic direction.

Its 15 inaugural members are College and Villanova University alumni and parents and leaders in nursing, health care and business:

H.E. Dr. Ali Al-Moosa, Minister of Health, Sultanate of Oman;

Thomas E. Beeman, president and chief executive officer, Lancaster General;

Chairperson: Rear Adm. Christine M. Bruzek-Kohler '74 B.S.N., director, U. S. Navy Nurse Corps and chief of staff of the Navy's Bureau of Medicine and Surgery;

Dr. Helen R. Connors '64 B.S.N., associate dean for Academic Affairs and professor at the University of Kansas (KU) School of Nursing and executive director of KU's Center for Healthcare Informatics;

Tara M. Easter '92 B.S.N., vice president for adult and geriatric clinical services, Lighthouse International;

Rear Adm. James W. Eastwood (Ret.) '68 C.E., chairman, Granary Associates;

Stephen P. Fera, vice president, social mission programs, Independence Blue Cross;

Daniel Finnegan, executive director, Private Wealth Management, Morgan Stanley;

Margaret M. Hannan '84 B.S.N., senior international clinical trial manager, Sanofi-Aventis;

Veronica Hill-Milbourne '84 B.S.N., chief community development officer, Inglis Foundation;

Richard J. Kreider '83 VSB, controller/principal, Kohlberg, Kravis, Roberts & Co.;



The College of Nursing's Board of Consultors gathered on March 24 for its first meeting with Dean Fitzpatrick (second from left). Those pictured are (from left) J. Patrick Lupton, Dr. Thomas F. Monahan, Rear Adm. Christine M. Bruzek-Kohler '74 B.S.N., Richard J. Kreider '83 VSB, Dr. Helen R. Connors '64 B.S.N., Margaret M. Hannan '84 B.S.N., Tara M. Easter '92 B.S.N., Dr. Mary D. Naylor '71 B.S.N., Daniel Finnegan and Veronica Hill-Milbourne '84 B.S.N. Not pictured: H.E. Dr. Ali Al-Moosa, Thomas E. Beeman, Rear Adm. James W. Eastwood (Ret.) '68 C.E., Stephen P. Fera and James V. O'Donnell '63 VSB.

J. Patrick Lupton, higher education admissions consultant;

Dr. Thomas F. Monahan, the John M. Cooney Professor of Accounting, Villanova School of Business;

Dr. Mary D. Naylor '71 B.S.N., the Marian S. Ware Professor in Gerontology and director of the Center for Health Transitions, University of Pennsylvania School of Nursing; and

James V. O'Donnell '63 VSB, chief executive officer, American Eagle Outfitters.

Coming to a City Near You!

Representatives from the College of Nursing have attended several of the alumni events that Villanova University has held to introduce alumni to the Rev. Peter M. Donohue, O.S.A., '75 A&S, Villanova's 32nd president. Nursing administrators have spoken with many Villanova

nurses in north and central New Jersey; Wilmington, Del.; Bucks County, Pa.; Hartford, Conn.; San Francisco; Los Angeles; and San Diego.

Several College of Nursing events are being planned for the 2007-08 academic year. These include gatherings in Boston, New York, Long Island, Philadelphia, Baltimore and Washington, D.C. These events will offer the College opportunities to speak with Nursing alumni and parents about plans for the future and the new building.

Fast Facts about the New Facility

- **Cost:** \$32 million
- **Size:** 75,500 square feet
- **Environmental footprint:** It will be first LEED-certified ("green") building on the Villanova University campus.
- **Internet access:** Its wireless environment will support learning strategies.
- **Largest rooms:** a 200-seat auditorium and 200-seat lecture hall
- **Classrooms:** Eight high-tech seminar rooms and classrooms
- **Clinical labs:** 10 future-oriented clinical simulation labs for health assessment, adult health, maternal/child health, anesthesia and critical care

- **Simulation labs:** three labs to provide for "standardized patient" observation and testing
- **Other special features:**
 - Center for Nursing Research;
 - Center for the Study of Global Health;
 - a reading room that also houses the College's historical collection;
 - space for prayer and reflection;
 - space for student organizations and international student activities;
 - spaces for student, faculty and alumni events and social interaction;
 - a Nursing Alumni Society office;
 - office space for faculty and administrative support; and
 - a courtyard.

Villanova Nurses Are Changing the Face of Health Care in Oman



Faiza Mohamed al-Jabri '99 B.S.N., '03 M.S.N. was one of the many Nursing alumni in Oman who visited with the Villanova University representatives in February. In the Sultanate of Oman's Ministry of Health, she serves as section head of continuing education for administration and finance, Office of the Director General for Education and Training. She is standing beside the Sultan's Palace in Mutrah, an ancient part of Muscat.

In late February, two organizations from places rich in tradition—one ancient—renewed their relationship that has spanned more than a dozen years. The College of Nursing at Villanova University and the Ministry of Health of the Sultanate of Oman will be continuing their partnership in educating the nurses of Oman. Omani nurses are becoming prepared to replace expatriates and assume clinical, academic and administrative positions in their country.

“Oman is moving ahead and we are there,” says Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN.

For more than 12 years, Omani nursing students have been coming to Villanova to earn their bachelor's and master's degrees in nursing. Dean Fitzpatrick, who initiated the collaboration with H.E. Dr. Ali Al-Moosa,

Minister of Health, regularly travels to Oman to interview prospective students, consult with ministry officials and visit with Villanova Nursing alumni.

On her visit in February, Dean Fitzpatrick was accompanied by Rose O'Driscoll, M.S.N., R.N., assistant dean for administration, and the Rev. Kail C. Ellis, O.S.A., Ph.D., '69 M.A., dean of Villanova's College of Liberal Arts and Sciences. Father Ellis is exploring a future relationship with the Ministry of Higher Education and Sultan Qaboos University in Muscat, the capital.

O'Driscoll noted that it was “gratifying” to visit with and see many of the more than 100 Villanova Nursing alumni in Oman who are making a difference in nursing and health care in their country. These alumni are practicing nurses, educators, deans of nursing,

chief nursing officers in hospitals and administrative staff in the Ministry of Health. Their roles are diverse and their responsibilities, to name just a few, involve developing accreditation and practice standards and leading the Omani Nursing Council. One alumnus serving in another ministry oversees all nursing services for the Diwan of the Royal Court, which attends the sultan's staff.

“The impact is palpable,” says Dean Fitzpatrick, voicing her pride in this successful relationship and in the professional progress of the Villanova Nursing alumni. During her visit, she interviewed the next group of students for the B.S.N. Program and met two Nursing Doctoral Program applicants. Additionally, two new M.S.N. students from Oman are expected to arrive at Villanova this summer.

A group of Nursing alumni attended a gathering with the Villanova visitors in Muscat. Dean Fitzpatrick has already spoken with Gary R. Olsen '74 A&S, '80 G.S., executive director of the Villanova University Alumni Association and associate vice president for Alumni Affairs, about starting an alumni chapter in Oman. The two deans also met with other distinguished leaders in education and health care, including H.E. Dr. Saud Nasser al-Riyami, Sultan Qaboos University's president and vice chancellor, who is interested in visiting Villanova in the future. They also met with H.E. Dr. Abdullah Mohammed al-Sarmi, the undersecretary of the Ministry of Higher Education; Mohammed al-Afifi, the director-general of Education and Training; and H.E. Mohammed al-Hassan, undersecretary for Planning Affairs.

Villanova awarded Dr. al-Moosa an honorary degree in 2001 for his primary leadership in developing programs commended by the World Health Organization that significantly reduced maternal-infant mortality and improved health care in Oman and that region of the Middle East.

The American ambassador to the Sultanate of Oman, Gary A. Grappo, and his wife, Rebecca, hosted a formal dinner for the Villanovans during their visit. The Grappos' younger daughter, Kristina, will be a sophomore in the College of Liberal Arts and Sciences and her sister, Michelle, will begin master's study in the fall at Villanova. Among the dinner guests were representatives of

Omani higher education and health-care communities and those involved in Christian-Islamic relations.

Notes Dean Fitzpatrick, “Our biggest success is helping to develop nursing practice and education in Oman while the country also advances health care. Beyond that, we have helped Oman meet its objective of replacing expatriates with Omani nurses in leadership positions,” she adds. More alumni are publishing in scholarly journals and assuming these roles. She sees the influence of having a significant number of Villanova nurses in Oman. “Their education at Villanova helped them move together toward their goals and those of Oman. They are making a contribution, and we at Villanova are part of that contribution,” she observes.

Dean Fitzpatrick looks forward to an expansion of current relationships and the creation of new ones in the region. Some of the College’s faculty already have taught courses in Oman for nurses in health-care management positions. There is a possibility that Nursing faculty will deliver continuing education workshops in Oman in the near future. There is also a future plan for a nursing conference jointly sponsored by Villanova and Oman. A current Nursing doctoral student developed her dissertation research topic as a result of becoming acquainted with Omani students in her M.S.N. classes.

Dean Fitzpatrick envisions continuing to build on the success to enhance the relationship. “Villanova has a presence in Oman, and our graduates are making valuable contributions,” she observes. “An important benefit for us is the richness of culture and experience that Omani students bring to us at Villanova. They are an important part of Villanova’s global community.”

Convocation Has Two Special Highlights

This year’s College of Nursing Convocation celebrated the 50th class to graduate from the College and welcomed as the speaker Oman’s ambassador to the United States (see pages 21 and 22), in recognition of Nursing’s relationship with the Sultanate of Oman. The annual Convocation, held on May 19, paid tribute to 76 traditional B.S.N. candidates, 63 nontraditional students (adults who already hold a degree in another field) who will graduate in August and 18 Omani B.S.N. completion students who graduated in May. Also celebrated were the 50 M.S.N. graduates who graduated in December 2006 and this May.

The following awards were presented at Convocation, which took place in the St. Thomas of Villanova Church.

College of Nursing Medallion for Distinguished Academic Achievement

Maureen D. Willcox '07 B.S.N.
Teresa A. Holman '06 M.S.N.
Stacy Rodes Meyers '06 M.S.N.

Joseph Petro and Helen Yura-Petro Award for Achievement in Nursing Theory

Jennetta A. Jackson '07 B.S.N.

Dean’s Award for Service to the College

Shelley L. Hickey '07 M.S.N.

The Hazel Johnson Leadership Award

Jaclyn K. “Jacy” Farwell '07 B.S.N.

Claire M. Manfredi Graduate Nursing Leadership Award

Susan M. Berryman '07 M.S.N.

H. Elaine McCaully Award for Clinical Excellence

Meghan C. Murphy '07 B.S.N.

The Reverend Francis X.N. McGuire, O.S.A. Award of the Villanova University Alumni Association

Jonathan A. Messing '07 B.S.N.

Nursing Pioneer Award

Lauren A. Chapnick '07 B.S.N.

Ralston Center Award for Gerontology Nursing Excellence

Evelyn Sheaffer '06 M.S.N.

Special Recognition

Jokha Al-Harthy '07 B.S.N.



Students who received special awards at Convocation included (from left) Stacy Rodes Meyers '06 M.S.N., Shelley L. Hickey '07 M.S.N., Meghan C. Murphy '07 B.S.N., Jaclyn K. “Jacy” Farwell '07 B.S.N., Lauren A. Chapnick '07 B.S.N., Jonathan A. Messing '07 B.S.N., Jennetta A. Jackson '07 B.S.N., Maureen D. Willcox '07 B.S.N., Jokha Al-Harthy '07 B.S.N. and Susan M. Berryman '07 M.S.N. Not pictured: Teresa A. Holman '06 M.S.N. and Evelyn Sheaffer '06 M.S.N.

Omani Students Publish Newsletter

The inaugural issue of the first electronic newsletter—*News of Omani Students at Villanova*—was published in March by the newly formed Omani Student Association. The association’s mission is to bring awareness about the Sultanate of Oman to

Villanova University and to coordinate activities for its undergraduate and graduate student members to enhance their college experience.

“This association is an opportunity for Omani students at Villanova to build and strengthen their leadership abilities for their expected future in Oman,”

notes its president, Ahmed al-Saaidi. He is an M.S.N. student in Health Care Administration.

Ruth McDermott-Levy ’96 M.S.N., R.N., the association’s advisor and a visiting clinical instructor, commended the Omani students. “Their leadership and membership interaction and support is a model for other student organizations,” she noted.

The newsletter is produced by the association’s Academic Committee, led this year by Fatima al-Amri ’07 B.S.N. The committee also is responsible for the related Web content. The first issue’s articles included ones on the Eid celebrations, a trip to Niagara Falls, time management tips and a graduate student’s reflections on participation in the Student Nurses’ Association of Pennsylvania.



At Multicultural Night in April at the Connelly Center, Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN joined students for the food, entertainment and speakers sponsored by Villanova University’s Multicultural Students League.

Aspire to New Heights in a Global World

At Convocation, Oman’s ambassador addressed the emerging role of nurses in international health and commended the College’s beneficial partnership with her country.

By Ann Barrow McKenzie ’86 B.S.N., ’91 M.S.N., R.N.

“You have earned a distinctive credential,” said H.E. Hunaina Al-Mughairy, the ambassador of the Sultanate of Oman to the United States, in congratulating the College of Nursing’s Class of 2007.

“Your graduation will translate into improved quality of care as well as greater accessibility to health care for many, many people. You as nurses and as leaders in your field should be actively involved in sharing knowledge of effective strategies in global health improvement,” Ambassador Al-Mughairy added in her speech at Convocation on May 19. “Collaboration can be in sharing resources to address health problems, promoting good health and preventing various diseases affecting our communities worldwide,” she said.

Given her achievements and leadership positions (see page 22), Ambassador Al-Mughairy is a role model who offered encouragement to Nursing’s graduating class. “If you believe in your dreams and believe in yourself, you can aspire to heights that you never thought possible,” she said. “I



The Arab world’s first female ambassador to the United States, H.E. Hunaina Al-Mughairy of the Sultanate of Oman, emphasized to Nursing students the unique role they will play in international health. She spoke at Convocation on May 19.

stand here before you as an example of a woman who has become the first female ambassador from an Arab country to the United States. I am here to tell you it is possible.” She also holds the distinction of

being the second female ambassador from Oman to a foreign country.

In her remarks, Ambassador Al-Mughairy thanked Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN “who has been instrumental in establishing this beneficial relationship” between Oman’s Ministry of Health and the College of Nursing over the last 12 years (see page 19).

The ambassador acknowledged the important future for nursing graduates in international health. “As a nurse, you will play a unique role in the delivery of health services. You will bear the responsibility of bringing health care to communities.... We should always have a vision beyond our community, as our world has become one big village...the causes and effects of many health problems are increasingly global in nature. Many infectious, environmental and behavioral health problems can have major implications not only locally but also across borders. Therefore, addressing global health issues is very important.”

A Pace-setting Ambassador



The College of Nursing's Class of 2007 included 18 B.S.N. completion and five M.S.N. students from Oman. Many of them gathered with Ambassador Al-Mughairy at Convocation, which took place in the St. Thomas of Villanova Church.

In 2005, H.E. Hunaina Al-Mughairy was appointed as ambassador to the United States by H.M. Sultan Qaboos bin Said, ruler of the Sultanate of Oman. Ambassador Al-Mughairy helped negotiate the United States-Oman Free Trade Agreement (FTA) Implementation Act that President George W. Bush signed in 2006. The FTA enhances the bilateral relationship between these strategic friends and allies and promotes economic growth and prosperity for both nations. It is seen as a significant step in implementing the president's plan for a broader Middle East free trade area.

Ambassador Al-Mughairy earned a bachelor's degree in business communications from

High Politechnical Institute in Cairo, Egypt, and a master's degree in economics from New York University.

Her previous positions include serving as:

- representative of the Omani Center for Investment Promotion and Export Development in New York City and as its director general for investment promotion;
- advisor to the undersecretary for industry at Oman's Ministry of Commerce and Industry;
- assistant to the economic advisor to H.M. Sultan Qaboos.

In Our Thoughts and Prayers

In early June, Cyclone Gonu devastated areas of the Sultanate of Oman, where the College of Nursing has many alumni. Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN, notes that "We have been in touch with our graduates and officials in the Ministry of Health to let them know they are in our thoughts and prayers. We are happy to report that we have heard from many of our Omani colleagues that things are returning to normal."

D'Ambrisi Family Establishes Endowed Scholarship

The College of Nursing gratefully acknowledges its latest endowed scholarship, established by Joseph V. D'Ambrisi '50 Ch.E. and Mary F. D'Ambrisi '82 A&S. The Frances Farrell D'Ambrisi Endowed Nursing Scholarship provides financial support to academically talented students in the College of Nursing who demonstrate financial need.

Navy's Top Nurse— a Villanovan— Commissions New Officers

Rear Adm. Christine Bruzek-Kohler '74 B.S.N., M.A., Ed.D., R.N., FACHE (center in photo below) commissioned 24 Navy ensigns and six Marine Corps second lieutenants at a ceremony on May 18 in the Villanova Room of the Connelly Center at Villanova University. The rear admiral is director of the Navy Nurse Corps and chief of staff of the Navy's Bureau of Medicine and Surgery. This spring, she was nominated for appointment as a rear admiral (upper half), the first two-star rear admiral in the Navy Nurse Corps.

Among the new ensigns from the Class of 2007 were four College of Nursing students commissioned into the Navy Nurse Corps from Villanova's NROTC Program. They are (from left) Emily R. Karonis '07 B.S.N., Lindsay K. McQuade '07 B.S.N., Maura K. Adams '07 B.S.N. and Erin C. Deegan '07 B.S.N. In a separate ceremony, Kathryn M. Heim '07 B.S.N. was commissioned as a second lieutenant in the Air Force Nurse Corps.



Twin Pins

College of Nursing alumni are eligible to wear the College's school pin, signifying they are emblematic of the University motto, *Veritas, Unitas, Caritas*, that is included in its design. Each year, the College selects several students to represent their class in the pinning ceremony. Nursing alumni who are relatives of these graduates pin this symbol on their child or sibling. At Convocation on May 19, Carol Michaylytza Christie '74 B.S.N. presented pins to her twin daughters, Katelyn A. Christie '07 B.S.N. (on the left) and Meghan M. Christie '07 B.S.N.



Ratios or RUGs?

In her detailed study, a researcher examined how staffing affects care quality in Ohio nursing homes.

By Marcia Costello, Ph.D., R.D.
Assistant Professor of Nursing

Long-term-care facilities, where nursing shortages are common, frequently have drawn criticism for being environments “prone to deficiencies in quality and resultant negative effects on resident safety,” according to Kathy D. Gray-Siracusa, Ph.D., R.N., M.B.A., CCRN, CNAA, assistant professor in the College of Nursing.

While numerous studies have looked at nurse staffing and patient acuity, few have examined acuity-based staffing in the nursing home environment and what effect this better staffing might have on the quality of care.

As a researcher, Dr. Gray-Siracusa has made her mark in this area. In her doctoral study of Ohio nursing homes, she found that when the R.N. staffing level is closer to that required through an acuity-based approach, several outcomes improve for residents.



Dr. Gray-Siracusa (left) has devoted her research career to studying issues related to the delivery of nursing care. She focuses her research on the use of nurse staffing systems and care delivery models and their impact on patient outcomes.

In her doctoral study, completed in 2006, she laborously examined the data from 80,000 residents and 690 nursing homes in Ohio. She concluded that only 30 percent of these nursing homes would have had enough staffing if acuity-based standards had been used.

At the University of Maryland School of Nursing, her dissertation advisor had a very large database on nursing home residents. The availability of this rich source of information, combined with her interest in care delivery systems, led Dr. Gray-Siracusa as a



graduate student to pursue a secondary data analysis of quality of care, acuity level, nurse staffing and patient outcomes.

Little did she know she first would have to spend six months cleaning the data before she could begin to analyze it. “The biggest challenge in conducting secondary data analysis was cleaning the data and developing the research file for the study,” Dr. Gray-Siracusa explains. “The acuity data that I needed for each resident had to be calculated from other variables in the dataset. Since I had over 80,000 residents in my sample, that calculation was time-consuming. The data itself came from an administrative dataset that is known for inaccuracies and missing values.”

Despite these tremendous hurdles, Dr. Gray-Siracusa, motivated by her passion for research, continued to explore resident safety and quality of care in long-term-care facilities. “The use of minimum nurse staffing ratios has been proposed as a way to improve the quality of care for long-term-care residents,” she notes. “However, the American Nurses Association has criticized the appropriateness of ratios for the determination of staffing needs. A more appropriate staffing methodology is one that is based on a measure of intensity that takes into consideration the aggregate population of patients and the associated roles and responsibilities of the nursing staff.”

Her dissertation had a three-fold purpose. First, she wanted to determine the difference between the hours of care required by nursing

home residents and the reported staffing levels. Second, she sought to examine whether these differences can be explained by the organizational characteristics of these facilities. Third, she hoped to determine whether the differences influenced the quality of resident care.

To conduct her study, she performed a descriptive/correlational analysis using a cross-section of the administrative data contributed by Ohio nursing homes to both the CMS (Center for Medicaid and Medicare Services) Online Survey and Reporting Systems (OSCAR) and the Minimum Data Set version 2.0 (MDS 2.0). The resulting sample was 690 nursing homes. To calculate acuity-based staffing, she used the best-known case-mix algorithm—the Resource Utilization Groups (RUG-III) groupings—and standardized times obtained from the CMS. To gather data on the quality measures for the nursing homes, she used indicators derived from the CMS Minimum Data Set and the deficiencies reported in OSCAR.

The results of her study indicated that acuity-based total nurse staffing was found to be significantly higher (4.7 hours per patient day) than reported total nurse staffing (3.46 hours per patient day). More than 70 percent of the nursing homes had lower staffing than that required based on acuity. Nonprofit ownership status, she found, reflected a higher amount of staffing in all categories (R.N., L.P.N., nursing assistant and total).

This difference between reported staffing and staffing based on acuity had a significant influence on several indicators of patient care: the prevalence of no range of motion, the use of antipsychotics and pressure ulcers. Similarly, this staffing difference influenced the variation in the number of cited deficiencies in the nursing homes and the number of sub-standard quality of care deficiencies.

Based on these results, Dr. Gray-Siracusa concluded that “Acuity-based staffing approaches would likely increase the demand for nursing staff in nursing homes where shortages are already common. Only 30 percent of Ohio nursing homes would be

considered to have enough nursing staff if staffing standards were based on RUG-III acuity and time estimates.”

Her study also indicated that “As the difference between reported and acuity-based staffing increased, several quality outcomes were found to be negatively influenced, even after controlling for organizational characteristics such as profit, size, location and percent Medicaid.” After controlling for those factors, Dr. Gray-Siracusa found that “as the R.N. staffing becomes closer to that required by acuity-based staffing, the prevalence of weight loss, tube feeding and bedfast residents decreased.”

Also, she noted, as R.N. staffing decreased, pressure ulcers increased, both in high-risk and low-risk residents.

Undergraduates have the opportunity to benefit from Dr. Gray-Siracusa’s expertise by taking her Nursing Research course. Nurse administrators also learn from her research findings since she teaches a continuing education course. She also consults on nursing research for a local hospital applying for Magnet® accreditation.

Dr. Gray-Siracusa is working on publishing her research and plans to conduct further studies in various types of staffing and care delivery models and their effects on patient outcomes.

Lindback Award Honors Nurse Educator

Isabelle “Belle” Erickson, Ph.D., R.N., assistant professor of Nursing, received Villanova University’s Lindback Distinguished Teaching Award at Commencement on May 20. The award recognizes academic excellence and outstanding teaching.

A native of Mineola, N.Y., Dr. Erickson earned her bachelor and M.S.N. degrees at Adelphi University and her doctoral degree at the University of Pennsylvania. She joined the College of Nursing’s faculty in 1978 and has a teaching focus in medical-surgical nursing and education.

Dr. Erickson teaches undergraduates the fundamentals of nursing, physical assessment



“My greatest joy is working with Nursing majors because they are so committed to humanity,” says Dr. Isabelle “Belle” Erickson, R.N. Her daughter Hayley joined her at Commencement.

and adult health nursing in the classroom, and also teaches adult health nursing in clinical practica. Additionally, she helps prepare future educators by teaching graduate students measurement and evaluation in nursing education.

The process of selecting the faculty member to be honored with the Lindback Award begins with student votes. Students are charged with nominating faculty members who are “intellectually stimulating, challenging and accessible, with efforts extending beyond the classroom.” A University committee selects the semi-finalists who are then presented to the faculty for further voting as well



award. I thank her for devoting so much of herself to her students and for being the wonderful nurse that she is. It’s a beautiful thing to see someone like Dr. Erickson doing exactly what she was placed on this earth to do.”

—Anna Menard, a Nursing sophomore from Bucks County, Pa.

More Praise for an Energetic Educator

“The energy and enthusiasm Dr. Erickson brings to the profession of nursing is unparalleled. Her love for nursing is evident in

all she does. Dr. Erickson cares about her students and wants them to succeed. It is truly an honor to have her in the College of Nursing as so much can be learned from her both in and out of the classroom.”

—Kim Chrupcala, a Nursing junior from West Chester, Pa.

“Dr. Erickson was my clinical instructor for my first clinicals in my sophomore year. I was fortunate to spend a great deal of time with her as she helped me take care of my patients and she taught me how to care for them. I was continually impressed about how she did all of this so effortlessly. She made my transition into the clinical setting as smooth as it could possibly be and now serves as the gold standard for what kind of nurse I will strive to become. She is a kind, energetic woman, passionate about her profession, and so deserving of this prestigious

THANK YOU!
THANK YOU!
THANK YOU!

as evaluation by the committee. Recommendations are then made to the University president.

Dr. Erickson has been nominated four times and been a finalist three times. She is the third Nursing faculty member to receive the award. The other two were Jean Mauer, M.S.N., R.N., now retired, and Teri Capriotti '95 M.S.N., D.O., R.N., CRNP, clinical associate professor.

When asked what makes her a model educator, Dr. Erickson first acknowledges her colleagues and the support she receives from all facets of the College. That support, she says, makes her job "easy." Her approach is a comprehensive and inclusive one. She is able to "break down complex

**"I see the students
as individuals, not a
sea of faces."**

**—Isabelle "Belle" Erickson,
Ph.D., R.N.**

material into a level we can all understand," she says. "I see the students as individuals, not a sea of faces. I'll work with them if they are having trouble or encourage them when they are doing well." She also uses humor to help students retain concepts.

Dina Bammer, a Nursing senior from Thorndale, Pa., observed that "Dr. Erickson is always willing to share her spirit and enthusiasm for the nursing profession with the Villanova community. She makes the classroom setting stimulating and interactive by incorporating the students in every aspect of learning...she will go the extra mile to help a student in need." Bammer added, "She has an indescribable energy that can keep a room's attention but can also put a student at ease when asking any question.... Dr. Erickson merits this award because she's not only an extraordinary teacher, but she's also an outstanding person."

The Lindback Award is sponsored by The Christian R. and Mary F. Lindback Foundation, which makes grants primarily to cultural and educational institutions and other charitable organizations in southeastern Pennsylvania and southern New Jersey.

Publications



Elizabeth "Buffy" Muncey Blunt, Ph.D., R.N., APRN, BC, assistant professor and coordinator of the Nurse Practitioner Program, published the article "Foot

Reflexology" in the September/October 2006 *Holistic Nursing Practice*.

Linda Carman Copel, Ph.D., APRN, BC, DAPA, associate professor, published the chapter "Confronting Violence Against Women: Community and Faith Based Strategies" in *Themes in Feminist Theology for the New Millennium (IV)*, edited by Dr. Gaile M. Pohlhaus (2006, Villanova University Press).

Mary Ann Cantrell '89 M.S.N., Ph.D., R.N., CS, associate professor, published "Health-related Quality of Life in Childhood Cancer: State of the Science" in *Oncology Nursing Forum*, 34 (1), 103-111 and "The Art of Pediatric Oncology Nursing Practice" in *Journal of Pediatric Oncology Nursing*, 24 (3), 132-138.

Lynore DeSilets, Ed.D., R.N., BC, assistant professor, assistant dean and director of the Continuing Education in Nursing and Health Care Program, published the article "What Are Good Business Practices, Anyway?" (Administrative Angles column) in the *Journal of Continuing Education in Nursing, Continuing Competence for the Future*, 37 (5), 196-197.

Elizabeth R. Dowdell, Ph.D., R.N., CRNP, associate professor, published the article "Alcohol Use, Smoking and Feeling Unsafe: Health Risk Behaviors of Two Urban Seventh Grade Classes" in *Issues in Comprehensive Pediatric Nursing*, 29 (3), 157, 171.

Patricia Haynor, D.N.Sc., R.N., NHA, associate professor, and Stacy Grant Hohenleitner '93 M.S.N., R.N., CNA, NHA published the chapter "Budgeting" in *Nursing Leadership and Management: Theories, Process, Practice*, edited by R.A.P. Jones (2007, F.A. Davis).

Elizabeth Keech '66 B.S.N., Ph.D., R.N., assistant professor, contributed the chapter "Health Care of the Older Adult" to *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (11th edition), by Suzanne C. Smeltzer, Ed.D., R.N., FAAN, professor and director of the College's Center for Nursing Research; Brenda G. Bare; Janice H. Hinkle;

and Kerry H. Cheever (2007, Lippincott, Williams & Wilkins).

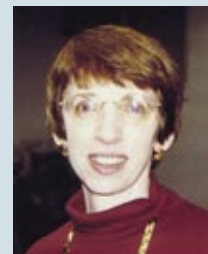
Maryanne Lieb '85 M.S.N., R.N., clinical assistant professor and coordinator of the BSNE*Express* Program, contributed case studies relating to "advocacy in action" to *Community Health Nursing: Advocacy for Population Health* (5th edition), edited by Mary Jo Clark (2007, Pearson Education). Two of Lieb's former students—Michelle DeSilets Gallagher '04 B.S.N., R.N. and Vienna Tomesheski '04 B.S.N., R.N.—also contributed. They drew from their experiences at St. Agnes Nurses Center in West Chester, Pa., a nurse-managed clinic for the uninsured that Lieb founded.

Mary Pickett, Ph.D., R.N., associate professor, was a co-author of the article "Effects of Advanced Practice Nursing on Patient and Spouse Depressive Symptoms, Sexual Function and Marital Interaction after Radical Prostatectomy" in the February *Urologic Nursing*, 27 (1) 65-80. The co-authors are R. McCorkle, M.L. Siefert, M.F. Dowd and J.P. Robinson.

Nancy C. Sharts-Hopko, Ph.D., R.N., FAAN, professor and director of the Nursing Doctoral Program, published the chapter "A Theory of Health Perception: Understanding the Menopause Transition" in the textbook *Middle Range Theory Development Using King's Conceptual System*, edited by Christina Leibold Seiloff and Maureen A. Frey (2007, Springer). Dr. Sharts-Hopko also published the article "Personal and Professional Impact of a Course on Contemplative Practices in Health and Illness" in *Holistic Nursing Practice*, 21 (1), 3-9.

Suzanne C. Smeltzer, Ed.D., R.N., FAAN, professor and director of the Center for Nursing Research, authored the article "Pregnancy in Women with Disabilities" in the January/February *Journal of Obstetric, Gynecologic and Neonatal Nursing*, 36 (1), 88-96.

Kimberly K. Trout, Ph.D., R.N., CNM, assistant professor, published the articles "Methods of Measuring Insulin Sensitivity" in *Biological Research for Nursing*, 8 (4),



305-318 and “Menstrual Cycle Effects on Insulin Sensitivity in Women with Type 1 Diabetes: a Pilot Study” in *Diabetes Technology and Therapeutics*, 9 (2), 176-182, co-authored by M.R. Rickels, M.H. Schutta, M. Petrova, E.W. Freeman, N.C. Tkacs and K.L. Teff.

Joyce S. Willens '83 B.S.N., Ph.D., R.N.,C., assistant professor, wrote a book review on *Healing Pain: The Innovative, Breakthrough Plan to Overcome Your Physical Pain and Emotional Suffering*, by Ann Berger, M.D.N., M.D. with C.B. deSwaan for the April *American Journal of Clinical Hypnosis*, (49) 4. Dr. Willens also published the chapter “Pain Management” in *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (11th edition), by Suzanne C. Smeltzer, Ed.D., R.N., FAAN, professor and director of the Center for Nursing Research; Brenda G. Bare; Janice H. Hinkle; and Kerry H. Cheever (2007, Lippincott, Williams & Wilkins).

Awards and Leadership Achievements

Elizabeth “Buffy” Muncey Blunt, Ph.D., R.N., APRN, BC, assistant professor and coordinator of the Nurse Practitioner Program, was elected to the board of the American College of Nurse Practitioners.

Mary Ann Cantrell '89 M.S.N., Ph.D., R.N., CS, associate professor, in November 2006 presented her abstract “Clinical Simulations in Pediatric Undergraduate Clinical Education” at the American Association of Colleges of Nursing’s Baccalaureate Education Conference in Orlando, Fla. In April, she gave a presentation, “The Well-Being of Survivors of Childhood Cancer as Compared to Healthy Young Adults,” at the 19th Annual Scientific Sessions of the Eastern Nursing Research Society, held in Providence, R.I.

Linda Carman Copel, Ph.D., APRN, BC, DAPA, associate professor, reviews and rates articles for the Health Information Research Unit at McMaster University in Ontario. She analyzes articles on the concepts of violence and obesity for a project from the unit’s Editorial Office for Evidence-Based Nursing, with the goals of building a preliminary evidence-based database specifically for nurses and choosing the most relevant articles for Evidence-Based Nursing and other evidence-based information services.

Marcia Costello Ph.D., R.D., assistant professor, presented “Pediatric Obesity” at the

Annual Catholic Teachers and Administrators Conference for the Archdiocese of Philadelphia, held last September in Drexel Hill, Pa.

Lynore DeSilets, Ed.D., R.N., BC assistant professor, assistant dean and director of the Continuing Education in Nursing and Health Care Program, was appointed to the 11th National Magnet Conference, Continuing Nursing Education Task Force. She also presented “101 Planning and Achieving Best Practices. Partnerships toward Progress: Creating the Nurse of the Future” at the 33rd National Conference of the Professional Nurse Educators Group, held in Burlington, Vt., in October 2006.

M. Louise Fitzpatrick, Ed.D., R.N., FAAN, Connelly Endowed Dean and Professor, served on the 2006 National League for Nursing Selection Committee for Centers of Excellence in Nursing Education. She also served as a consultant to the University of Beirut School of Nursing for its accreditation self-study.

Elizabeth Keech '66 B.S.N., Ph.D., R.N., assistant professor, presented a session at a seminar on making decisions to prepare for successful aging. Held in November 2006 at Lankenau Hospital in Wynnewood, Pa., the seminar was co-sponsored by the Lankenau Institute for Medical Research, ElderNet and The Home Care Network of Jefferson Health System.

Michelle Kelly '94 B.S.N., M.S.N., CRNP, adjunct pediatric clinical faculty member, received the 2006 Leah Harrison Excellence in Clinical Writing Award from the National Association of Pediatric Nurse Practitioners for her article on the care of the premature infant in primary care. Her article, the second in a three-part series on the care of premature infants after neonatal ICU discharge, was published in the September 2006 *Journal of Pediatric Health Care*.



Lesley A. Perry, Ph.D., R.N., associate dean and professor, in February was elected to the Board of Trustees of her B.S.N. alma mater, Roberts Wesleyan College, in Rochester, N.Y.

Bing Bing Qi '94 M.S.N., Ph.D., R.N., adjunct faculty member, graduated in May with her doctorate from the University of Maryland School of Nursing. Her dissertation was on “Self-Efficacy Enhanced Education Program in Pre-

venting Osteoporosis among Chinese Immigrants.”

Jennifer Ross '00 B.S.N., '05 M.S.N., R.N., clinical instructor, was elected recording secretary for the Alpha Nu Chapter of Sigma Theta Tau International.



Gale Robinson-Smith, Ph.D., R.N., assistant professor, presented “Prayer after Stroke—Its Relationship to Quality of Life, When Disability Strikes...Like Lightning” at the “That All May Worship” Conference, held at the John Heinz Institute of Rehabilitation Medicine in Wilkes-Barre, Pa., in October 2006.

Suzanne C. Smeltzer, Ed.D., R.N., FAAN, professor and director of the Center for Nursing Research, as of June 1 is serving as the chairperson of the Villanova University Institutional Review Board for the Use of Human Subjects.

Debbie Wimmer '83 M.S.N., CRNP, clinical assistant professor, visited Qena, Egypt, with Operation Smile last fall. Bringing modern-day interventions to this ancient land, the group provided surgery for children and adults with facial anomalies who normally have no access to care. In her role as a pediatric nurse practitioner, Wimmer participated in the screening process, helping to identify patients eligible for surgery based on their medical history and physical examination. During the two-week mission, the multidisciplinary team triaged more than 900 people with an amazing variety of health issues. Wimmer was part of the surgical team in the post-anesthesia care unit, providing nursing care to 120 surgical patients of all ages.



Volunteering is very satisfying for Debbie Wimmer '83 M.S.N., CRNP, shown here with a patient and family in Egypt.

Medallions Awarded to Three Alumnae for Their Achievements

The College of Nursing honored three distinguished alumnae with its highest award, the College of Nursing Medallion. Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN presented the medallions at the 18th Annual Mass and Alumni Awards Ceremony, which took place on April 21 in the St. Thomas of Villanova Church. The event is co-sponsored by the College and its Nursing Alumni Society. The honorees' comments below are from their acceptance speeches.

Madeline McCarthy Bell '83 B.S.N., R.N.

Medallion for Distinguished Leadership
in Administration of Health
Care Services



Each day, Madeline McCarthy Bell '83 B.S.N., R.N. proves that partnerships between hospitals, children and families are a priority. She has been associated with The Children's Hospital of Philadelphia (CHOP) since her graduation from the College of Nursing 24 years ago. Taking Nursing's sense of mission with her to CHOP, which is consistently ranked the best pediatric hospital in the United States, has meant Bell has kept families at the core of her practice. She was awarded this medallion for her strategic vision and commitment to family-centered care in a challenging health-care environment.

While vice president for patient access and clinical services, Bell took on the mammoth task of assessing and restructuring CHOP's patient access and revenue cycle. She turned emergency room backlogs and misaligned departments into a highly regarded, streamlined system that effectively serves the needs of the hospital, its providers, insurers and most importantly, its children and families. Concurrently, Bell developed numerous community-based programs in Philadelphia and several new national centers

for excellence, including those for attention deficit hyperactivity disorder and feeding/swallowing care.

Now CHOP's senior vice president for patient access, revenue cycle and ambulatory network, Bell is a leader who sets the example for her team of 20 department heads and more than 3,000 staff members. She is the executive for 44 pediatric ambulatory sites and 10 community hospital partnerships with numerous associated responsibilities. Bell shares her expertise nationally and internationally at professional conferences. She also consults internationally, most recently in Chile and Ireland.

Bell recalls fondly her leadership course at the College of Nursing, as well as the pervasive lessons of professionalism that have shaped her career and guided her in pursuing many opportunities in nursing. She points with pride to the high number of Villanova nurses in practice at CHOP. "It is a badge of honor," she says, "They have an impact every day."

Pamela Zurkowski Cacchione '84 B.S.N., Ph.D., R.N., GNP, BC

Medallion for Distinguished
Contributions to Nursing
Scholarship, Practice and
Research

As an undergraduate at the College of Nursing, Pam Zurkowski demonstrated the

same enthusiastic spirit and a commitment to making a difference that she does today as Dr. Pamela Zurkowski Cacchione '84 B.S.N., Ph.D., R.N., GNP, BC, educator, geriatric nurse practitioner, researcher and organizational leader. She was awarded the medallion for her excellence in multiple realms and for reflecting the values and mission of Villanova's Catholic and Augustinian heritage.

Dr. Cacchione has developed as an outstanding scholar and nursing exemplar whose scholarship provides valuable insights and evidence on which to base the clinical decisions that improve the care of the elderly and their quality of life.

Since 1992, Dr. Cacchione has taught at Saint Louis University, where she currently serves as an associate professor and coordinator of the master's program that prepares gerontological advanced practice nurses. She engages weekly in her own clinical practice, thereby providing patients with the direct benefit of her expertise.

Co-editor of the journal *Clinical Nursing Research*, Dr. Cacchione publishes her work in top-tier nursing and medical journals. Her research reflects a sustained developmental stream of inquiry that includes Alzheimer's patients and concerns related to mental confusion in the elderly, sensory deprivation among elders and critical health-policy issues that impact the aging population. Her professional presentations are numerous and well-received. A \$1.47-million grant from the National Institute for Nursing Research supports her work.

Dr. Cacchione described how Villanova University and the College of Nursing taught her to "make a difference." She views the elderly as being grounded in spirituality and she approaches providing care to them as a ministry. She is grateful for the College's having instilled in her "an inquiring mind...to ask why we do what we do," which was the germination for her research into hearing and vision impairment in the elderly.



Beverly LeBar Welhan '83
M.S.N., M.Ed., D.N.Sc., R.N.



Medallion for Distinguished Contributions to Nursing Education

This medallion honors Beverly LeBar Welhan '83 M.S.N., M.Ed., D.N.Sc., R.N. for her leadership, mentorship and knowledge of sound educational principles,

which in tandem with her creative approaches to program development make her stand apart from her peers. She has a highly successful career in preparing new generations of nurses for patient care and motivating them to continue their education.

Early on, Dr. Welhan identified her own talent for teaching and her profession's need for mentors. In 1998, she was named director and professor of nursing at Montgomery County Community College (MCCC) in Blue Bell, Pa. She currently is serving as interim dean of health and physical education. Dr. Welhan has developed MCCC's associate's degree in nursing into a premier program. With her abilities and commitment to this level of nursing education, she is one of its key spokespersons.

At MCCC, Dr. Welhan provides innovative curriculum leadership. She has developed creative community service projects that involve her students and meet their learning needs. She maintains high standards of performance for students and faculty.

Dr. Welhan serves on the governing board of the Montco-Mercy Nursing & Community Partnership, which provides services in Montgomery County. She also has served on accreditation-related committees and boards. She presents frequently to professional groups on nursing education and learning-oriented pedagogical strategies.

The nursing professor credits the College's M.S.N. program in nursing education for her professional development. "It made me a reflective thinker," Dr. Welhan says, adding that she also values her "outstanding faculty mentors." She described using the lessons learned at Villanova to guide other educators. Noting that the College's reach extends well beyond Philadelphia to a national and international level, Dr. Welhan mentioned that 50 percent of her nursing education colleagues at MCCC earned an M.S.N. from Villanova.

Nurse Leader with a Purple Heart

Dedication and determination define the life of a Navy Nurse Corps commander, mother of five and recipient of a high honor for courage.

By Ann Barrow McKenzie '86
B.S.N., '91 M.S.N., R.N.

Navy Nurse Corps Cmdr. Lenora C. (Harris) Langlais '87 B.S.N., M.S.A., R.N. clearly enjoys serving her country. That's been true throughout her career as a leader in military nursing. It was especially true when she took the initiative to go to Iraq as a combat trauma nurse. And it remained true even when she was injured in a bomb attack.



In stabilizing critically injured patients while serving in Iraq's Al Anbar Province, Lenora C. Langlais '87 B.S.N., M.S.A., R.N. worked alongside her Navy and Navy Nurse Corps colleagues, including a chaplain.



A Special Recognition for Two Supporters

Through their work in the Connelly Center, two long-time supporters of the College of Nursing have been invaluable. To honor them, Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN (left) awarded them Nursing alumni pins, a special recognition "for the large and small ways they contribute to the College."

Anthony N. Alfano '74 VSB, '86 M.B.A. (center) is director of the Connelly Center and facilitates multiple events there throughout the year for the College, as did Teresa M. Sousa (second from right), former assistant director for

its events and catering. She was especially commended for her distinctive assistance in planning the College's 50th Anniversary Gala in 2003. Alfano's daughter Devin is a Nursing student.

Dean Fitzpatrick presented the two pins at the 18th Annual Mass and Alumni Awards Ceremony on April 21. Also pictured are the Rev. Peter M. Donohue, O.S.A., '75 A&S, University president, and Rose O'Driscoll '64 B.S.N., M.S.N., R.N., assistant dean for administration and assistant professor (second from left).

After her graduation from the College of Nursing, the Philadelphia native became a civilian nurse before entering Officer Indoctrination School. Langlais spent four years each in the Air Force Nurse Corps and Army Nurse Corps to advance her education. Following the deployments of her husband, Daniel, who is a naval officer, she moved into the Navy Nurse Corps in 1997, where the mother of five continues to serve as a commander.

Langlais' career has a clinical focus in perioperative and emergency nursing. As an officer, she has held leadership positions including head nurse, division officer and clinical nurse specialist.

From February to June 2006, Langlais was stationed in central Iraq at Camp Taqaddum with the 1st Marine Logistic Group. This camp in Al Anbar Province is about 45 miles from Baghdad.

“During the indirect fire [from insurgents], we would have to position ourselves and patients carefully.”

“I have supported my husband on seven deployments,” Langlais observed. “I volunteered to go to Iraq for several reasons: to allow my husband time with the children, to have a tangible understanding of where I am sending my sailors and lastly to take my skills to the Americans who need it most.”

At Camp Taqaddum, she worked with the Surgical Shock Trauma Platoon (SSTP) and Forward Resuscitation Surgical Services in the trauma area, operating room and post-

anesthesia care unit. In that capacity, she created and implemented the Combat Trauma Nursing strategic guidelines, received and directed combat casualties, and assessed and gave emergent care. Her patients included American service members and contract personnel, members of the Iraqi and Turkish armies, insurgents, and local residents ranging in age from 2 years to senior citizens.

Langlais supported the camp's surgeons in stabilizing critically injured patients for Medevac transport to a more sophisticated level of care for further surgical management. Most of her trauma cases resulted from sniper fire, indirect fire or the improvised explosive devices that cause severe blast injuries. She worked alongside other members of the U.S. Navy and Navy Nurse Corps, including registered nurses, nurse practitioners, nurse

anesthetists, corpsmen, administrative personnel, various technicians and chaplains.

The trauma setup for the base consists of operating rooms, trauma beds and acute care units. “During the indirect fire, we would have to position ourselves and patients carefully,” Langlais noted. The initial tent hospital was converted to a more protective hard-cover roof. This did not stop insurgents from attacking the SSTP area or the rest of the camp, as Langlais learned first-hand.

“On 07 April 2006 at 1400, I became a casualty,” Langlais explained. After a morning shift, she had left with others to have breakfast in the galley a half-mile away. During her return walk, four “airbursting bombs” were sent in from the insurgent town of Habaniyah. “On the second blast, I was hit twice, in the right neck and right jaw,” Langlais stated. She has a laceration the length of her neck and nerve damage resulting in numbness on the right side of her face and neck. For her injuries, she was awarded the Purple Heart, established by George Washington to honor those wounded or killed in action.

Following reconstructive surgery on her neck, Langlais did so well postoperatively that on the first night she walked to a neighboring Marine's bed to administer an intravenous drug to treat an allergic febrile reaction. She declined a trip home and was able to recover on the base, eventually returning to duty. Her spirits were high, and to prove to her concerned family that she was all right, she sent them video of herself.

Several months later, when Langlais developed nightmares that led to short-term insomnia, she decided to take the opportunity to return home. The insomnia has since resolved, due to her early departure from Iraq. No further therapy was necessary.



Areas of the Camp Taqaddum in central Iraq were surrounded by HESCO barriers—large containers filled with sand to protect patients and staff from insurgent attacks.

Now in California at Camp Pendleton, Langlais uses her nursing skills and personal experience in Iraq to aid returning Marines and sailors. She works with a team of providers, including medical officers and nurses, who go out into the field and screen these personnel for health problems, both physical and emotional. She is excited about this new program. By reaching out to avoid stigmatizing these servicemen and women who otherwise would have to come to the hospital for assessments, she helps ensure a brighter future for them.

Langlais also looks forward to her own future. This July, she begins doctoral study in health care leadership. She balances her career with an active home life in Eastlake, caring for their five children during Daniel's deployments at sea.

Since her return, Langlais has shared her experience with Navy and veterans' organizations. It is not one she would trade. She notes, “The great opportunity of caring for the American, Iraqi Army and civilians was very special and most of all, a life-long treasure.”



Military nurses must be resourceful professionals since conditions and supplies are often less than ideal. Note the coffee urn used as a blood warmer at Camp Taqaddum.

First Graduates Return for 50th Reunion



Among those in the Class of 1957 gaining clinical experience at Children's Hospital of Philadelphia are Dolores Cofield (left) and Winifred Daly (right). With them is Helen-terese Coffey '58 B.S.N., R.N.

Congratulations to the Class of 1957, the first graduating class from the College of Nursing. Three classmates celebrated this milestone on June 8-10 during Villanova University's Alumni Reunion Weekend.

Members of that first class included six graduates: Dolores Cofield Buchanan '57 B.S.N. (now deceased), Winifred Daly '57 B.S.N. (now deceased), Betty Ann Curran Grozier '57 B.S.N., Cecelia DeMuro Paul '57 B.S.N., Rita Shigo DeFebo '57 B.S.N. and Sister Theolinda, O.S.F., '57 B.S.N. (the former Joan Moore, now deceased). They also were Villanova's first full-time women undergraduates.

News from Our Graduates

1970s

Dr. Susan W. Salmond '73 B.S.N., interim dean of the University of Medicine and Dentistry of New Jersey School of Nursing, this spring received the C.A.R.E. Award for Excellence in Education from the New Jersey State Nurses Association. She developed the state's first Doctor of Nursing Practice Program and a new M.S.N. in clinical leadership, both launched in 2006; developed an innovative graduate women's health initiative; and is the research editor of the journal *Orthopaedic Nursing*. **Rose Mary Beck Murphy '75 B.S.N., CSN, R.N.** and **Noreen O'Mara Richardson '75 B.S.N., M.Ed., CSN, R.N.**, in conjunction with four teachers from The Timothy School in Berwyn, Pa., wrote *Guidelines for Vision and Hearing Screening of Students with Autism: A Supplemental Manual for School Nurses*. The manual, distributed to all school districts in Montgomery and Chester counties in the Philadelphia suburbs, was funded through a grant awarded to the school from Pennsylvania's Department of Community and Economic Development. Both Murphy and Richardson are certified school nurses employed by the Tredyffrin-Easttown School District in Berwyn. **Donna Marino Gares '78 B.S.N.**, chief nursing officer at San Jacinto Methodist Hospital in Baytown, Texas, was named to the additional position of chief operating officer.

1980s

Helen J. Streubert Speziale '83 M.S.N., Ed.D., R.N., associate vice president of academic affairs at College Misericordia in Dallas, Pa., was named by the National League for Nursing to head a national task group to evaluate nursing student learning in classroom, laboratory and clinical settings over a three-year period.

Lt. Col. Jeanne Lyons Campsie '84 B.S.N. on October 1 will retire from the Air Force after 23 years of service. Currently with the Air Force Nurse Corps, she serves as chief, Healthcare Integration (Population Health, Case Management) and deputy chief nurse at Charleston (S.C.) Air Force Base. Campsie is from a Villanova Nursing family. Her mother is **Anne Ruof Lyons '55 B.S.N.** and her

sister, **Lisa Lyons Duffin '82 B.S.N.**, continues to practice nursing in the Winchester, Va., area. **Nancy Zelnik '84 B.S.N., M.S.N., CNM** this fall joined the Chelmsford, Mass., practices of Harvard Vanguard Medical Associates, a multi-specialty physician group with practice sites throughout eastern Massachusetts. Zelnik will attend births at Lowell (Mass.) General Hospital. She lives in Milford, N.H. **Ann Marie Mazzeo Stiefbold '86 B.S.N., R.N., APN,C** published *Central Nervous System Tumors: a Handbook for Families* (Fall 2006, Association of Pediatric Hematology/Oncology Nurses). She is an advanced practice nurse in New Jersey at the pediatric neuro-oncology program at the Tomorrows Children's Institute, part of The Joseph M. Sanzari Children's Hospital at Hackensack University Medical Center. **Earl Goldberg '86 M.S.N., Ed.D., APRN, BC** has been promoted to associate professor of nursing with tenure at La Salle University in Philadelphia. **Maria Maiaroto '87 M.S.N., APRN, GNP,BC** is a geriatric advanced practice nurse with the VA Connecticut Healthcare System. She received her post-master's certificate in geriatrics from Yale University in May 2006 and became board-certified as a geriatric nurse practitioner last July.

1990s

Tresa E. "T" Zielinski '90 B.S.N., M.S., R.N., PCCNP, APN-NP was interviewed by the *Chicago Tribune* for an article about pediatric nurse practitioner careers, published in March. She is a PNP on the kidney transplant team at Children's Memorial Hospital in Chicago and is immediate past president of the Chicago Chapter of the National Association of Pediatric Nurse Practitioners. **Cmdr. Marie Bridy-Casey, U.S.P.H.S., '94 B.S.N.** received an exceptional proficiency promotion to the rank of commander in the Public Health Service Commissioned Corps. A nursing consultant for the corps in Baltimore, she also received an Outstanding Service Medal, Commendation Medal and two Unit Commendations. Most recently she was awarded a Crisis Response Service Award for assisting with hurricane relief. **Amy Latyak '97 B.S.N.** achieved clinical ladder level III status as an R.N. in the

family centered maternity unit of Paoli Hospital in Paoli, Pa. She is also certified as a childbirth educator.

2000s

Lauren Kattany '00 B.S.N., M.S.N., R.N. is a clinical nurse specialist at Massachusetts General Hospital in Boston, where she co-chairs a group that brings visiting scholars to the hospital. She is developing a proposal for a moral distress project to submit as part of her application for a Harvard Ethics Fellowship, a one-year interdisciplinary program at Harvard Medical School. This winter, Kattany taught at an ethics conference hosted by Boston College and also did a presentation with Dr. Patricia Benner, R.N., Ph.D., FAAN, FRCN about her role as a CNS in moving nurses from novice to expert. Additionally, Kattany and colleagues presented a poster on diabetes teaching in May in Atlanta at NTI (National Teaching Institute & Critical Care Exposition). **Angel N. Martin '02 B.S.N., M.S.N., R.N.** is a clinical nurse specialist on the maternity unit at the Hospital of the University of Pennsylvania in Philadelphia. **Martha Olszewska '02 B.S.N., CNM, WHNP** in March 2006 completed her graduate studies in the dual specialty nurse midwifery and women's health nurse practitioner program at Columbia University. At a New York City hospital, she provides a wide range of midwifery and gynecological services to women and their families from varied backgrounds. She hopes to practice in Italy in the near future. **Nasser Al-Salmani '04 B.S.N.** in December 2006 completed his master's degree in quality management and services improvement in health care at the University of Birmingham in England. Now back in his native country, he works for Oman's Department of Primary Health Care Affairs at the Ministry of Health in Muscat, where he is in charge of national primary health care nursing services. **Joseph Anton '04 B.S.N.** this spring received the 2007 Emergency Nurse Manager of the Year Award from the New Jersey Emergency Nurses Association. He is nurse manager of emergency services for South Jersey Healthcare. **Lt.j.g. Kelly Lynne Williams '04 B.S.N., R.N.** for the last three years has been a Navy Nurse Corps staff nurse on the Naval Hospital Jacksonville's maternal/infant and labor and delivery units. In July, she

heads to Italy for two years at the Naval Hospital Naples's multi-service unit. **Eileen Feehan '05 B.S.N., R.N.** is employed in her hometown of Syracuse, N.Y., on the neurosurgical ICU of University Hospital of the SUNY Upstate Medical University. She has enjoyed precepting new staff members and has enrolled in Le Moyne College's master's program with a focus in nursing education. **Marshalette Gillings '06 B.S.N., R.N.** is a labor and delivery nurse at New York-Presbyterian Hospital/Weill Cornell Medical Center in New York City. **Tama J. Berman '06 B.S.N., R.N.** is medical policy coordinator for Independence Blue Cross (IBC) in Philadelphia, where she conducts research and writes medical policy. She had been a summer intern in IBC's Nurse Internship Program. **Teresa Holman '06 M.S.N., CRNP** is an adult nurse practitioner with an internal medical practice in Malvern, Pa.

In Memoriam: Alumni

Mary Anne Rooney '65 B.S.N. died on December 27, 2006, in West Orange, N.J. She was a pediatric nurse who served there as a school nurse for many years.

During the last several months of Rooney's battle with brain cancer, some of her closest, some of 1965 College of Nursing classmates traveled from great distances to be with her. These classmates have maintained an almost family-like relationship over the years.



Rooney was a lively, fun-loving and a loyal Nursing alumna who enjoyed her last class reunion in June 2005. She is survived by two brothers, Larry and Joey.

In Memoriam: Former Faculty

Catherine "Cass" Oblaczynski, M.S.N., R.N., who for a long time was a faculty member at the College of Nursing, died on January 14 at Bryn Mawr Hospital in Bryn Mawr, Pa. She was 76 years old.

Oblaczynski began her career in nursing following graduation from what was then the School of Nursing at Mercy Fitzgerald Hospital. She received her bachelor's degree from the University of Pennsylvania and her M.S.N. in psychiatric-mental health nursing



During her 30 years as a Nursing faculty member, Catherine "Cass" Oblaczynski, M.S.N., R.N. (back row, second from left) inspired many to choose the specialty of psychiatric/mental health nursing.

from The Catholic University of America. She joined the faculty of Villanova's College of Nursing in the late 1950s and served for more than 30 years, retiring as a tenured associate professor.

As a nursing educator, Oblaczynski witnessed dramatic changes in psychiatric-mental health nursing, the treatment and attitudes concerning mental illness, the integration of mental health concepts into the curriculum and the impact of the mental health movement.

During her retirement, Oblaczynski was exceptionally active in activities and service for the St. Thomas of Villanova Parish and faithfully attended many University and College events. She looked forward to hearing about the progress of Nursing's new building, although due to sudden illness was unable to attend the ceremony in which a rendering of the new facility was unveiled.

One of her former students, Dr. Lucille C. Gambardella '67 B.S.N., M.S., ANCC, professor and chair of the department of nursing at Wesley College in Dover, Del., e-mailed the College with a tribute. "I was so saddened to hear of the death of Mrs. O," Dr. Gambardella wrote. "She was truly my inspiration to choose the specialty of psychiatric/mental health nursing.... Her mentorship was outstanding from my junior year on, and resulted in my attending Boston University on a government traineeship to earn my M.S.N. and then, ANCC certification.... I have tried to emulate her as I worked with students at all levels over the years."

At Villanova, Oblaczynski taught many other nursing leaders, including those who

have distinguished themselves in her chosen field of psychiatric/mental health nursing. Among them are Dr. Gloria Ferraro Donnelly '63 B.S.N., R.N., FAAN, dean of the College of Nursing and Health Professions at Drexel University, who has often mentioned the value of having been taught by Oblaczynski.

Villanova Nursing's faculty, staff and administration join Oblaczynski's many former students, family, colleagues and friends in paying tribute to her for a life well-lived and for her contributions to nursing education and to Villanova.

She was the widow of John Oblaczynski. One son, John, and a sister, Mary, survive.



It is with sadness that the College of Nursing announces the death of its first dean, **Marion M. Schrum, Ed.D., R.N.**, on February 3 at Arizona Heart Hospital in Phoenix. She was 83 years old.

Dr. Schrum dedicated her career to nursing education. Born in Bryant, Iowa, after earning her bachelor's degree from Saint Louis University she began to teach nursing. She continued her education with a master's degree in nursing school administration from The Catholic University of America and a doctorate from Stanford University.

At Villanova University, Dr. Schrum served the College as dean from 1960 to 1968. In

recognition of her service when she left, the College presented her with a Wedgwood Philadelphia bowl which, at her request, has been returned to the College, where it will be displayed in the new Nursing building being constructed on campus. She also worked at San Francisco State University and at the University of Wyoming, where was department chair and dean of nursing. She retired as academic dean of nursing at the University of Nevada, Reno.

Dr. Schrum enjoyed following the progressive growth of the College. On the occasion of its 50th Anniversary in 2003, she wrote a letter to Connelly Endowed Dean and Professor M. Louise Fitzpatrick, Ed.D., R.N., FAAN to extend her congratulations and reflect on her own time as dean. "If I were to speculate on what may be my own legacy as the College grew, it is my firm conviction about what constitutes an educated person," Dr. Schrum wrote. "As we developed the undergraduate program, we made sure that it included an appropriate background in the humanities

including religion and philosophy, which are the hallmark of a Catholic university."

Dr. Schrum is survived by a nephew, a niece, a nephew's wife and seven great-nephews. She was buried in Iowa on February 16.



The Philadelphia Bowl presented in 1968 to the College's first dean, Marion M. Schrum, Ed.D., R.N., will be displayed in the new Nursing building, in keeping with her wish. Made for Bailey Banks & Biddle by Wedgwood, the 12" creamware bowl depicts 18th-century life in Philadelphia. A silver plaque on the base has the following inscription:

Marion M. Schrum
Dean 1960-68
In appreciation
College of Nursing
Villanova University

Call for Nominations to the Nursing Alumni Society — and Send Us Your News!

To nominate yourself for the following positions in the Nursing Alumni Society, please complete this form and mail for receipt by **February 8, 2008**.

I wish to be nominated for:

- Vice President
- Treasurer
- Board member

Use this form as well to send us your news for the next *Villanova Nursing* magazine and to receive future College of Nursing e-mail newsletters.

Mail this form to:

Nursing Alumni Society
College of Nursing
800 Lancaster Avenue
Villanova University
Villanova, PA 19085-1690

To update your alumni profile, please call the Villanova University Alumni Association at 1-800-VILLANOVA or e-mail alumni@villanova.edu.

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Work telephone: _____



To Korea on a Fulbright

As she prepares to teach English to schoolchildren near Seoul, there's one word this talented tutor doesn't plan to use.

By Ann Barrow McKenzie '86 B.S.N., '91 M.S.N., R.N.

Motivated by her 10-year desire to connect with her Korean heritage and to pursue her love of teaching, Jaelyn K. "Jacy" Farwell '07 B.S.N. was driven to engage in the rigorous process of applying for a Fulbright grant during her senior year at the College of Nursing. Her energies were well-directed. Farwell, of North Grafton, Mass., was awarded a Fulbright English Teaching Assistantship grant to teach English as a Second Language for a year in South Korea, thus fulfilling her immediate goal after graduation.

Farwell was inspired by how her mother has struggled with learning English ever since arriving in the United States years ago. The alumna is intrigued by Korea and looks forward to learning the language and being immersed in its culture. She will get that year-long opportunity starting this July.

Living with a South Korean family just outside Seoul, Farwell will take part in a six-week orientation, then begin her assignment in an elementary school. Her hopes are that her students improve their English and have a higher degree of confidence with the language. She has been teaching herself Korean in her spare time.

There wasn't much spare time, given Farwell's many activities and academic achievements at Villanova University. The Fulbright reviewers were impressed with her résumé. She has served as a Nursing leader and mentor, a tutor through Project Sunshine and the theology and religious studies department, co-director for a sexual offense support program, and Bravo Company commander for NROTC.

This will not be the first time Farwell has taught English. Through a theology course, she tutored a Chinese immigrant in Philadelphia whom she knew was bright but was being held back because of the language barrier. He excelled under her tutelage and passed an English exam, opening employment doors for him. "I feel like I'm empowering people," says Farwell, "and that makes me happy."

Farwell especially enjoys helping others understand difficult concepts. She used this talent to tutor fellow students in organic and general chemistry, pathophysiology, pharmacology, anatomy and physiology, and nursing theory. "I love teaching," she notes. As a gifted student with clear direction, Farwell applies her positive attitude to overcoming challenges. "I've had to work hard for everything I have achieved," she offers modestly, steadfast in her belief that "things happen for a reason."

Her professional goals involve critical care, perhaps in anesthesia or a neonatal ICU. Farwell wants to improve health care for those with language barriers. She may consider opening her own practice and believes she will attain her goals. "I don't like when people tell me I can't do something. 'Can't' isn't a word," she says.

Farwell was the College's first student to receive a Fulbright right after graduation. The Fulbright program, sponsored by the U.S. Department of State, is the largest U.S. international exchange program offering opportunities for students, scholars and

professionals to undertake international graduate study, advanced research and teaching worldwide. The core of the Fulbright mission is international partnership.

"I feel like I'm empowering people, and that makes me happy."



As a Nursing student, Jaelyn K. "Jacy" Farwell '07 B.S.N. traveled to Peru to teach health promotion to a variety of community groups during Spring Break. The banner promoted Women's Day in March. Farwell, who studied Spanish in high school, recently has been learning Korean.

An Influence Far and Wide

“We hope students will make a difference in their community and their world,” said the Rev. Peter M. Donohue, O.S.A., '75 A&S, University president, who presided at the College of Nursing's 18th Annual Mass and Alumni Awards Ceremony. It took place on April 21 in the St. Thomas of Villanova Church.

Father Donohue thanked the College's three medallion recipients for bringing Villanova's message to those outside the walls of the University. “You extend *Unitas, Veritas* and *Caritas* to many other people,” he said.

Calling the event “a tribute to the College of Nursing,” Father Donohue noted, “We reach so far and wide with our nursing practice here.”



For their distinguished achievement, three College of Nursing alumnae were awarded medallions at the 18th Annual Mass and Alumni Awards Ceremony on April 21. With those honored are M. Louise Fitzpatrick, Ed.D., R.N., FAAN, Connelly Endowed Dean and Professor (left) and the Rev. Peter M. Donohue, O.S.A., '75 A&S, University president. The medallion recipients are (from left) Pamela Zurkowski Cacchione '84 B.S.N., Ph.D., R.N., GNP,BC; Madeline McCarthy Bell '83 B.S.N., R.N.; and Beverly LeBar Welhan '83 M.S.N., M.Ed., D.N.Sc., R.N. (see page 27 for the article).

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