



NURSING Dimensions

New Director Believes Diversity Will Define School's Excellence

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"Organizations reach peak effectiveness when people feel valued, included, and supported," says Louise Root-Robbins, PhD, RN, "when they can bring their authenticity, their voice, and their opinions to an organization striving to be as good as it can be."

Root-Robbins is director of diversity and community outreach initiatives at the University of Wisconsin-Madison School of Nursing. Her goals, grounded in diversity, are solidly aligned with UW-Madison's 2009 reaccreditation initiatives to create a welcoming, respectful, and empowered university community.

"Promoting diversity means all members of the organization are treated in an equitable manner," Root-Robbins says, "and resources, broadly defined, are distributed fairly." Research on organizational change, she adds, reveals that the more perspectives considered when making decisions, the better the outcomes.

Root-Robbins joined the school's faculty in spring of 2007. At that time, the school was beginning to craft a new strategic plan, which, according to the new diversity director, was a stroke of luck. "I was given the opportunity to hear what people's hopes for the organization are," she says. "This dialogue initiated the defining of school priorities, values, and outcomes over the next three years."

One initiative centers on achieving commitment to diversity via three strategies: climate change; recruiting and retaining a diverse student body, faculty, and staff; and infusing diversity content and cultural competency skills throughout the curriculum.

Root-Robbins believes all are tenable goals. Climate change is very elusive, but attainable, she says. "It requires a critical mass within the organization that can tip the culture to embrace inclusiveness and equity."

Recruiting and retaining a diverse school population, Root-Robbins explains, is inextricably linked to climate. "Recruiting more students, faculty, and staff of color to the school, for example, will force change," she says. "The perspectives they bring that are different from ours will invite change."

With an eye toward preparing nurses for the multicultural, global society of the twenty-first century, Root-Robbins has invited expert Marianne Jeffreys, nationally known author of *Teaching Cultural Competence in Nursing and Health Care*, to the school in May of 2008 to present

Bob Rashid



Louise Root-Robbins (above) brings rich experience to the directorship, including knowledge on women's issues across the UW System gained while in President Katherine Lyall's office, skills in community development activities in Madison and Dane County, and expertise in both public health nursing and leadership.

design strategies for cultural competence education.

"Promoting diversity means all members of the organization are treated in an equitable manner, and resources, broadly defined, are distributed fairly."

– Louise Root-Robbins

Root-Robbins's academic pedigree—a bachelor's degree in nursing, a master's degree in public health, and a doctorate in organization development—coupled with past career roles and civic engagement, gives her a keen understanding of the challenges of building healthy, effective organizations in higher education.

Former positions have included special

assistant to former UW System President Katharine Lyall, director of the President's Initiative on the Status of Women, and senior institutional planner within UW System Administration. She also served as a faculty member at both the School of Nursing and Edgewood College School of Nursing.

Root-Robbins's efforts toward helping the school attain excellence mirror her involvement in campus activity. She is a participant in the Seeking Educational Equity and Diversity (SEED) Project—an accredited seminar course.

She spent Monday evenings throughout the 2007–2008 fall semester exploring with students the different aspects of diversity—race, class, gender, age, ability, sexual identity, and other defining aspects of self and culture. The group targeted the development of inclusive and responsive teaching, learning, and working environments.

"What we heard from students every single week without exception," Root-Robbins explains, "was 'I never thought of that before. As part of a majority, it

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Dean's Message



Kathryn A. May, DNSc, RN, FAAN
Dean and Professor
UW-Madison School of Nursing

Recently, I was drawn to a television commercial that centered on the properties of the term *with*. As soon as the term is used, the ad noted, a bond is established. *With* conveys promise—the strength of partnership, the power of involvement, the vitality in connection.

At the University of Wisconsin-Madison School of Nursing, my colleagues and I know that the core of our mission is to serve the people of Wisconsin and beyond by educating nurse clinicians, nurse educators, and future nurse scholars and researchers. Of course, we do not do this alone. We do this *with* the help of those we serve. We do

this through partnerships.

In this issue of *Nursing Dimensions*, you will read about the school's initiatives intended to foster both a learning environment and an organizational structure where diversity of cultures and perspectives is not only valued, but is seen as something that makes us stronger and better as a school. Dr. Louise Root-Robbins, the school's director of diversity and community outreach initiatives, is working with other leaders on campus, with nursing students, and with leaders in some of Madison's most diverse communities to secure partnerships that promote health and quality of life in our city.

You will also read about our participation in a nurse residency program through our strong alliance with the University of Wisconsin Hospital and Clinics (UWHC). This national program provides our graduates with confidence-building opportunities and guidance throughout their first challenging year as professional nurses at the UWHC. This program has already demonstrated that it can play an important role in managing today's health care goals: patient safety, nurse retention, and quality care.

And we continue our

commitment to excellence and innovation in our academic programs. In this issue, our readers will learn about the efforts of School of Nursing recruiters who work to bring UW-Madison's educational opportunities to those living miles away through online access to nursing programs. It's truly the Wisconsin Idea in action: connecting with nurses across the state who want to advance their education while remaining and practicing in their home communities.

As a school, we are also moving forward in our efforts to implement the Doctor of Nursing Practice (DNP), perhaps as early as 2009. This program will support the profession of nursing and the health care system by preparing advanced practice nurses to take on broader leadership roles in clinical practice. These new clinician-scholars will have the clinical expertise as well as the "system savvy" to tackle critical issues in health care today and tomorrow.

Our mission is to develop nurses who adeptly fuse science *with* the art of humane care and who work in partnership *with* other professionals and *with* those whom we serve to improve health and quality of life for all. There is so much power in such a small word.

(New Director continued from page 1)

never occurred to me what it's like to be in the minority—the only one, every day, every minute, all the time." Raising this awareness, she adds, is the first step to becoming culturally competent.

She and campus colleagues have adapted a SEED course for the health sciences. Students from the schools of nursing, pharmacy, and medicine and public health participated in the fall 2007 course. Its success prompted continued scheduling of the course at least once each academic year.

"You can't know what you don't know," Root-Robbins says, which is why she joined the American Assembly of Men in Nursing. In the fall of 2007, she attended its national conference in Philadelphia.

Participants reported feeling marginalized within nursing, she explains, similar to what women have experienced in nontraditional career paths. "With the predicted dearth of nurses," she says, "it's imperative that more talented people be brought into the profession, but the number of males in nursing has continued to remain around 6 percent."

Last summer, Root-Robbins directed the school's involvement in PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence), a campus-wide initiative. As part of the PEOPLE internship experience,



Louise Root-Robbins explores differing perspectives on responsive teaching-learning environments with nursing students (from left) Autherine Ikanih, Chiebonam Oraedu, Padau Yang, and Uchenna Oraedu.

talented students from underrepresented populations in Madison- and Milwaukee-area high schools lived on campus while spending six weeks at the School of Nursing. Additionally, they were responsible for developing and implementing peer health education at Wexford Ridge Neighborhood Center in Madison.

"The overarching goal of the internship," Root-Robbins says, "was to introduce the students to the expectations associated with nursing school. It also gave them a taste of nursing's capacity to make a difference in the lives of others."

The multicultural Wexford Ridge experience planted the seeds of trust between its players. "That trust,"

Launching Careers with Confidence

"I have never been part of an organization or program," says Jody Pankow, BS'07, RN, "that cares so much about how you perform as a nurse and ensures that you're absolutely comfortable in that role."

Pankow, whose clinical focus is home health care, enrolled in the Nurse Residency Program at the University of Wisconsin Hospital and Clinics (UWHC) in July of 2007, shortly after graduating from the UW-Madison School of Nursing. The program, she adds, offers a secure learning environment for new nurses while ensuring quality patient care.

The nurse residency program is an outstanding transition-to-practice experience for graduates of the UW-Madison School of Nursing, explains Dean Kathryn May. "It gives new-to-practice nurses a built-in support team and guidance throughout their first year. They report greater confidence in their clinical judgment and in their own ability to work as part of the health care team in a very complex care environment."

The yearlong program focuses on professional learning experiences built on the information taught in undergraduate nursing programs. Monthly seminars with master clinicians, shadowing experiences demonstrating expert patient care, and evidence-based projects validating clinical practice all support nursing residents' transition to practice.

"The practice environment of an academic health center, such as the UWHC, is, by nature, very challenging," May explains. "The care is more complex, the pace is faster than in nonacademic-affiliated hospitals, and the teaching and research missions of the center add potential stresses on nursing practice responsibilities. The residency program helps new-to-practice nurses master this complexity."

"They understand that the program offers a safe haven to share their fears and frustrations with peers while growing in knowledge and confidence."

— Kimberly McPhee

"Outcome data have shown that the program has a positive effect on retention rates," says Maureen P. McCausland, DNSc, RN, FAAN, senior vice president for patient care services and chief nursing officer (CNO) at the UWHC. "The UWHC has reduced new graduate nurse turnover during the first year of practice dramatically from a high of 34 percent in 1999 to 6.8 percent in fiscal year 2005."

McCausland helped to design the National American Association of Colleges of Nursing—University Health Systems Consortium Post-baccalaureate Nurse Residency Program while chief nurse executive at the University of Pennsylvania Health System and associate dean for nursing practice at the University of Pennsylvania School of Nursing.



The success of the Nurse Residency Program, says Dean Kathryn May (left), is due to the leadership of Maureen McCausland (right), "a gifted leader who is committed to excellence in every area of patient care."

McCausland brought the national program to the UWHC in 2004. Because it requires an explicit partnership between a nursing service and a nursing school, May explains, McCausland invited the School of Nursing to join with her department in supporting the enterprise.

"Dr. McCausland recognized that the residency program would make an excellent nursing environment at the UWHC even better," May says. And like any strong partnership, both sides benefit, May adds. "We, as a school, have a much clearer perspective on the challenges our students face in practice and can do a much better job preparing them for their first professional position."

School of Nursing clinical faculty and program liaison Jayne McGrath, MS, RN, teams up with Kimberly McPhee, MS, RN,



Nurse Residency Program coordinator Kimberly McPhee (second from right), and School of Nursing liaison Jayne McGrath (far right), help nurse residents like Robin Bettinger (far left) and Jody Pankow gain confidence as new-to-practice nurses through seminar break-out sessions that support open dialogue among the residents.

gram coordinators around the country on emerging trends in both nursing education and practice further benefit the program.

Like Pankow, Robin Bettinger, BS'07, RN, joined the residency program in July of 2007 with a clinical focus in cardiac care. The educational opportunities found at a teaching hospital, she believes, stand alone.

"Nurse residents attend unit-specific classes," Bettinger says, "on topics such as cardiovascular nursing, moderate sedation, and heart/lung transplantation. Also, I have learned a lot of information from skilled preceptors in a variety of clinical areas, and the longer residency than most hospitals—that is, a six-month orientation—has helped me feel at ease in my training."

"I like knowing that I can bounce ideas off my peers," Pankow adds, "and that they're going through the same experience as I am. I do not feel alone."

McGrath adds that monthly phone discussions and meetings with other pro-

Nursing's Clinical Doctorate Coming Soon to School of Nursing

The Doctor of Nursing Practice (DNP) is slated for the UW-Madison School of Nursing's curriculum beginning in the fall of 2009 or 2010, depending on needed approvals. The school will join the UW System schools of pharmacy, audiology, and physical therapy in offering a professional doctorate. The DNP is different from the PharmD (pharmacy), AudD (audiology), and DPT (physical therapy) degrees because it is built upon generalist (BS) preparation in nursing and is not envisioned as the first professional degree.

Nadine Nehls, PhD '89, RN, professor and associate dean for academic programs, explains the rationale and intent behind adoption of the practice doctorate in nursing.



According to Nadine Nehls, the goal of the School of Nursing in implementing the DNP is to move the level of preparation necessary for advanced practice nursing from the master's degree to the doctoral level by 2015.

What is the need for the DNP program?

Functioning effectively as a clinical nurse leader in today's complex health care settings requires additional knowledge beyond what is gained through a bachelor's or master's nursing program. The explosion of new practice knowledge and expansion of nursing responsibilities makes the time spent in earning a master's-level nursing education not compatible with the degree earned. If the UW-Madison wishes to continue to prepare advanced practice nurses for the future, the master's degree must be expanded to a professional doctorate.

How does adoption of the DNP fit into the national and statewide picture?

The American Association of Colleges of Nursing has pushed for schools around the country to phase in the DNP as the standard for advanced practice nursing by the year 2015. Eventually, credentialing for advanced practice will shift as well. Currently, there are fifty-seven existing DNP programs nationwide; more than 140 additional programs are now under development. It is anticipated that, within the decade, all nursing programs in the Committee on Institutional Cooperation (CIC), the Big Ten's academic arm, will be offering the DNP.

Both the UW-Madison and the UW-Milwaukee have been granted entitlement to plan their programs by the Board of Regents. The UW-Madison School of Nursing is now working on the details of the program, such as admission requirements, number of credits, specific content, and needed resources. The MS programs at the UW-Eau Claire and the UW-Oshkosh are exploring a collaborative DNP model. At the current time, it is anticipated that there will be three distinct DNP programs in Wisconsin with collaborative work and sharing of resources as appropriate.

How will the DNP affect the school's other degree programs as well as its master's program?

The School of Nursing will continue to prepare nurses for practice through our BS programs. The master's program, with the exception of the MS/MPH option, will be transformed to the DNP. A bridge program will be designed to ensure a smooth transition from master's preparation to the DNP program. It will be similar to the post-master's degree option where students who have a master's want to specialize in another clinical area. We envision looking closely at an individual's portfolio in order to tailor a program based on what the student needs for a practice doctorate.

The DNP and PhD prepare nurses for different roles. The DNP provides academic preparation for advanced nursing practice and leadership. The PhD program prepares students for a research career.

How will the program benefit the School of Nursing?

The mission of the UW-Madison School of Nursing is to improve human health through nursing leadership in research, education, and practice. The preparation of advanced practice nurses through the DNP helps the school achieve this mission by addressing unmet needs and emerging trends in health care.

Our school has produced excellent clinicians within our master's program options. The DNP, however, will add another dimension to practice in terms of more clinical experience, along with added emphasis in organizational and systems leadership, inter-professional collaboration, and evaluation of quality improvement in patient care.

Leading the Way to the DNP

Beth Strauss, MS '99, RN, a clinical assistant professor at the UW-Madison School of Nursing, is currently enrolled in the Doctor of Nursing Practice (DNP) program at Case Western Reserve University in Cleveland. She joined the program in January of 2007.

"As an advanced practice nurse, I was a bit annoyed when I heard of the recommendation to remove the MS in nursing," she says. "When I started looking at DNP programs, however, I realized how much I could learn from a different level of thinking, teaching, and nursing."

The many benefits of the DNP program, Strauss says, makes the two- to three-year commitment worthwhile.

"Many of my DNP colleagues practice as administrators, researchers, educators, clinical nurse specialists, and nurse practitioners," Strauss explains. "The sharing of knowledge is incredible."

Strauss plans to complete her DNP in December of 2009. Her coursework has inspired a renewed respect for research and its integral relationship to nursing practice. "Without research, nursing practice would not exist," Strauss says, "and research would not be complete without nursing practice. Both PhD- and DNP-prepared nurses are needed to bridge research and practice and, in turn, strengthen our profession."

Nursing Education: Bringing the Campus to the Student



Recruiters Gale Barber (left), Pam Scheibel (middle), and Marcia Voss have traveled throughout Wisconsin—Appleton, Ashland, Fond du Lac, La Crosse, Oshkosh, Milwaukee, Stevens Point—informing RNs of educational online opportunities that prepare nurses for roles as nurse practitioners, educators, or researchers.

They often arrive wheeling a large suitcase stuffed with pamphlets, but they bring something much more valuable. Traveling Wisconsin, three recruiters from the UW-Madison School of Nursing relay a simple message to prospective students: Nursing education is within reach, no matter how distant your home community, thanks to the School of Nursing's online programs.

"We want to increase the level of nursing care in all areas of the state," says Gale Barber, MA, assistant dean for graduate studies at the School of Nursing, and one of the individuals who actively recruit students for the undergraduate and graduate nursing programs.

"We go to some of the smaller, remote areas where most people don't go," Barber notes, "but there are nurses there who seek graduate education. It's a good way to bring the face of Wisconsin—the Wisconsin Idea—to the borders of the state. Even though we are located in Madison, we can make sure that the health care needs of Wisconsin are met by providing advanced practice education in other areas of the state."

Thanks to a \$525,000 grant in 2004 from the federal Health Resources and Services Administration (HRSA) to support advanced nursing education, the Nurse Educators for Tomorrow (NET) online option has been preparing RNs to become educators, concurrent with roles as clinical nurse specialists (CNS) and nurse practitioners (NP).

With the federal grant, more than half of the fifty recruited students to the master's program have come from underserved urban and rural areas. Barber hopes to expand the impact of this program by recruiting students from even more areas across the state.

"When nursing students come to Madison for graduate education, they tend to stay in Madison," says Pamela Scheibel, MS '76, RN, clinical professor at

the School of Nursing. "We want to improve the care in their home communities. That's what NET is all about. We bring the education to them."

In 2006, Barber and Scheibel met with administrators from the La Crosse Medical Health Science Consortium (LMHSC) and the Western Wisconsin Hospital District to create a partnership that remains a model for what can be accomplished.

"Hospitals in the western Wisconsin district identify nurses they want to promote to a leadership role in the organization," Barber explains. "We commit to offering them an online program that makes them eligible for the certification they want to pursue."

"We want people to know they can do this program at a distance while juggling family responsibilities and work."

— Gale Barber

To date, seven students have been funded. The LMHSC provided money for tuition and books and gave each student a laptop computer. Quite often, a hospital will offer paid release time. Scheibel calls it a win-win situation.

"The hospitals will gain advanced practice nurses, and we will gain students from this part of the state," she says. "Plus, our alums work in their hospitals as preceptors and, in turn, provide education. It's a circle of life. We'd love to do that in other hospital districts."

Barber and Scheibel are eager to talk with people and welcome the opportunity to visit technical colleges, critical-access

hospitals and other health care organizations.

"We want people to know they can do this program at a distance while juggling family responsibilities and work," Barber says. "There is a contact person here to make it easier for them. They don't have to navigate this on their own." Marcia Voss, BS, master's program coordinator, is a primary contact person for the school. Voss guides students from the time they start thinking about the program through graduation. "It's very rewarding to work with students," Voss says. "It's nice to hear someone say, 'I saw you two years ago, and now I'm ready to go back to school.'"

Voss sets up a display at recruitment fairs and statewide meetings similar to the ones conducted by the Wisconsin Nurses Association. She answers questions about the popular BSN@Home program offered through the UW System. The online program is directed to nurses who already have RN certification, but want to earn a baccalaureate degree.

Doctoral candidates are recruited at the Midwest Nursing Research Society's annual conference. Here, thirteen states are represented. The School of Nursing typically hosts a breakfast where prospective students and faculty members can meet current program participants. Funding is available to bring candidates to Madison for meetings.

Barber looks at the recruitment program with a great deal of hope. "When you think about a nurse in Butternut, Wisconsin, getting a master's degree in nursing—it may be the first person in Butternut to do so," Barber says. "And if she or he is involved in teaching, the impact of the program spreads further."

Bringing Technology-Enhanced Relationships to Nursing



James Gill

Maryalice Jordan-Marsh is currently under contract to write a book on health technology for Baby Boomers. The anticipated year of publication is 2009.

When UW-Madison School of Nursing alum Maryalice Jordan-Marsh, PhD, RN, began rethinking the backyard at her Los Angeles residence, she decided to install a labyrinth. A circular walking path that invites meditation, the labyrinth has been found to reduce stress and lower blood pressure.

"It helps break set with what's in your head," Jordan-Marsh says. "The tool is empowering. It's rudimentary technology; nonetheless, it's technology that offers health benefits."

The labyrinth is a tangible reminder of Jordan-Marsh's goals as educator and researcher—incorporating new technologies in new ways to improve health care and inspiring students to seize the opportunity as well.

Jordan-Marsh is a nurse psychologist and associate professor at the University of Southern California (USC) School of Social Work in Los Angeles, where she teaches human behavior theory and

information technology applications for health and research methods. She currently directs the Nurse Social Work Practitioner Option, which is the first master's degree program (MSW) to blend the two disciplines.

"The Nurse Social Work Practitioner Option combines health care with social service to provide nurses with skills in case intervention, treatment, advocacy, research, and policy matters," Jordan-Marsh says. "The option appeals to nurses who have been held to narrow job descriptions or who seek ways to stay in nursing through a more flexible schedule."

As a nursing student at the UW-Madison in the mid-1960s, Jordan-Marsh learned the value of interdisciplinary education and teamwork. "My education at Wisconsin prepared me to be a bold and fully functioning member of the health care team," she explains, "to bring insights to the health care encounter and, if necessary, to step forward and say, 'I'm not certain that this is what's best for the patient.'"

Today, the term *interdisciplinary* knows no bounds, Jordan-Marsh explains. "Our changing health care requires that nurses be boundary spanners, able to collaborate across disciplines and generations," she notes. "Nursing has mastered the art of creating collaborations with limited resources; therefore, our field is ideally suited to create pathways for consumer health technology."

According to Dean Katharyn May, at the heart of nursing practice and its anticipated pathways is what she calls "nursing intelligence"; that is, the capacity of the expert nurse "to process and integrate information from a variety of sources," May explains, "and to use professional judgment and skill in discerning from nursing's unique vantage point how to help patients and families move forward."

"Nursing intelligence anticipates

changes," Jordan-Marsh explains. "Nurses bridge situations to help the person, the family and the community cope in different environments." With more health care consumers receiving care at home, she adds, nurses must manage transitions to help them recognize how technology will make a difference in their lives.

The USC faculty member recently examined how the Internet and e-mail access affect health care decisions among older adults and their families. To this end, she and colleagues collaborated with the St. Barnabas Multipurpose Senior Center in Los Angeles to secure funding for a cybercafé. As a result of this project, she and colleague Iris Chi, DSW, created a Web site to help Chinese-speaking elderly better navigate the Web.

In a digital world where health care has embraced informatics, nursing faces a formidable hurdle, Jordan-Marsh says. "Historically, nursing's role has been 24/7 in the hospital and hands-on at the point of care. Now, it must determine how to maintain a sense of presence in a digital age where care may happen asynchronously and interaction may be both face-to-face and virtual."

"Technology can help ensure that nursing intelligence is everywhere the patient and family need it to be," May adds, "despite time and distance. Technology-enhanced, relationship-based nursing is nursing of the future."

In December of 2007, Jordan-Marsh visited the School of Nursing as its Helen Denne Schulte Scholar. Her lecture made one point clear: Nursing must take leadership in integrating technology with quality of life.

"Nurses have unique skills and insights to shape new partnerships between consumers, health professionals, and technology for improved quality of life," Jordan-Marsh notes. "Technology is nursing's next great opportunity."

Faculty Emeritae Lead the Way in Giving



John Hamahan

Colleagues praised Marsha Rather (above with her husband, Jerry) at her retirement celebration in May of 2007 for her loyalty and generosity to school and community and for her commitment to excellence in teaching.

Who better than a nursing educator to recognize the certainty and scope of this statement: Quality nursing care stems from quality education grounded in nursing science and evidence-based practice.

Specifically, faculty emeritae from the UW-Madison School of Nursing who are recognized as pioneers in nursing science and evidence-based practice are stepping forward to support UW nursing's future through philanthropy.

"Faculty emeritae are helping to paint the vision," says Coleen Southwell, BA'82, APR, director of development at the School of Nursing. "They have devoted their lives to nursing and nursing education, and they continue to make tremendous contributions through their philanthropy while inspiring others to join in the commitment."

Dean's Club, Bunge Society, and Legacy Society donor lists serve as testament that faculty emeritae are "walking the walk": Their names are found peppered throughout the donor membership lists. Indeed, the focus of giving may vary, but the purpose is the same—to promote nursing's vision within education and research.

Norma Kolthoff, PhD, RN, professor emerita of nursing, was a faculty member at the School of Nursing in the 1970s and 1980s. As a nurse-researcher, she published scientific findings on blood flow and circulation in rats undergoing stress. Today, she is a member of the Bunge Society and has made a leadership-level gift to the Nursing Science Center.

As Kolthoff explains, a new building will create "a sense of pride and place for nursing at the UW-Madison" and would

help in recruiting research faculty. "There is intense competition for nurse scientists," she notes. "To recruit top faculty, the physical environment must reflect the importance of the profession. Yes, image does matter."

Marsha Rather, PhD, RN, clinical professor emerita, is a philanthropist who retired in May of 2007 from her role as a nursing educator after approximately twenty-two years of service. Obtaining three degrees from UW-Madison, Rather is a self-described member of the Badger faithful and proud School of Nursing alumna. She and her husband, Jerome, have chosen to include the school in their estate plans. The couple's long-range goals include supporting the school's education and research missions through a named professorship.

"If you've dwelled in nursing science," says Rather, "you understand that scientists and their research form the heart of the school's mission. Named professorships will recruit world-class nursing faculty to the UW and provide nurse scientists with the resources to provide real solutions to health care challenges."

Most donors give to areas that drive their individual passions. For Rather and her husband, it is nursing education and clinical patient issues surrounding gerontology, cardiology, and intensive care. She notes, however, that philanthropy targeting any area of nursing will support the school's vision by bringing it to the forefront of public awareness.

"If you value high-quality health care," Kolthoff says in summarizing the importance of donorship, "then I can think of no better place to give your money."

In Other News

Joanne Disch, PhD, RN, FAAN, the Katharine R. and C. Walton Lillehei Chair in Nursing Leadership and professor of nursing at the University of Minnesota School of Nursing, is one of four alumni chosen to receive the 2008 Wisconsin Alumni Association Distinguished Alumni Award. The prestigious award honors individuals for their professional achievements, contributions to society, and support of the university. Disch, who is also director of the Katharine J. Densford International Center for Nursing Leadership at the University of Minnesota, is a 1968 alumna of the UW-Madison School of Nursing and a current member of its board of visitors.

In November of 2007, **Susan Heidrich**, PhD'89, RN, professor of nursing,

presented research findings at the annual Gerontological Society Scientific Meeting in San Francisco. With Heidrich as co-author, the following researchers and doctoral students authored five poster presentations at the meeting: Elizabeth Batz, MS, RN; Roger Brown, PhD; Judith Egan, MS, RN; Mary Hook, PhD'07; Feng Lin, BS; Jane Mahoney, MD; Amanda Moe MS, RN; Klaren Pe-Romashko, MS; Oscar Perez MS; Cynthia Phelan, MS, RN; and Hyun-E Yeom, MS.

Doctoral graduates **Mary Hook**, PhD'07, RN, and **Lori Anderson**, PhD'06, RN, were chosen by the Gerontological Section and Pediatric Section, respectively, of the Midwest Nursing Research Society (MNRS) to receive the 2008 Dissertation Award. Hook's dissertation was titled "Perceptions

for Fall Risk in Community-Dwelling Older Adults"; Anderson's was titled "Parenting Stress Predictors in a Diverse Sample of Parents of Adolescents."

The Hospice and Palliative Nurses Association (HPNA) awarded **Karin Kirchhoff**, PhD, RN, FAAN, Charlotte Jane and Ralph A. Rodefer Chair and professor of nursing, the HPNA Distinguished Researcher Award for 2008. The award honors a nurse who has demonstrated longevity and consistency in research on hospice and palliative nursing.

The National Institute of Nursing Research (NINR) awarded early-entry doctoral student **Melanie Krause**, MS'07, RN, funding for predoctoral research training. Her dissertation research

will examine the relationship between nursing home staffing and nursing home residents' continuity of care and its impact on resident hospitalizations.

Krause was also recently selected as a 2008-2010 John A. Hartford Foundation BAGNC Scholar. In collaboration with her advisor, Barbara Bowers, PhD, RN, FAAN, and gerontology faculty and students across many campuses, Krause will design and implement a development plan that contributes to the knowledge base in geriatric nursing while expanding academic leadership. The Building Academic Geriatric Nursing Capacity (BAGNC) program is a partnership between the foundation and the American Academy of Nursing and is committed to preparing researchers, academicians, and practitioners who will lead geriatric

nursing in improving care of the elderly.

Pamela Pletsch, PhD, RN, professor of nursing, received funding from the National Institutes of Health/National Institute of Nursing Research to deliver and test an intervention to help pregnant women who stopped smoking avoid returning to smoking after giving birth. Partners in this study include the University of Wisconsin Hospital and Clinics, Duke University in Durham, North Carolina, and Womack Army Medical Center at Fort Bragg in Fayetteville, North Carolina.

Pam Scheibel, MS, RN, clinical professor of nursing, was appointed director of technology-enhanced learning at the UW-Madison School of Nursing. She will provide leadership in establishing

technology-enhanced teaching-learning initiatives. Her plans include developing the school's simulation learning environments, refining distance-technology approaches, and implementing emerging technologies.

The Midwest Nursing Research Society (MNRS) presented **Sandra Ward**, PhD, RN, FAAN, Helen Denne Schulte Professor of Nursing, with its 2008 Distinguished Contribution to Research in the Midwest Award at the 32nd Annual MNRS Research Conference held in March in Indianapolis. The award recognizes her research in the area of patient-centered interventions used to improve pain control for persons with cancer.

Preparing Tomorrow's Nurse Leaders

Baby boomers' mental health, a new generation of doctorates, a model for creating authentic leaders—as distinct as 2007 fall semester's special guest lectures were, they shared a common objective with the UW-Madison School of Nursing to prepare tomorrow's nurse leaders.

In late August of 2007, Kathleen Coen Buckwalter, PhD, RN, presented a lecture titled "Bracing for Boomers," which emphasized the need for funded research to explore older adults' mental health issues.

September's 2007 Littlefield Leadership Lecture showcased the research of Antonia Villarruel PhD,

RN, in developing interventions to reduce HIV sexual risk behavior among Mexican and Latino adolescents and to guide practitioners in educating them about sexual-risk decision making.

In mid-November, Daniel Pesut, PhD, APRN, presented "Creating Leaders," a lecture identifying tools and techniques that build successful leadership.

December's lectures introduced alumna Maryalice Jordan-Marsh, PhD, RN, and her husband, David Marsh, PhD. Jordan-Marsh lectured on the digital age's impact on older adults, who, through technology, will become participants in their own health care; Marsh examined key differences between

the research doctorate (PhD) and the practice degree (DNP).

In early January, Kristine Gebbie, DrPH, RN, discussed how the American Nurses Association's influence on nursing curricula can serve to strengthen practice competencies within the profession.

"These scholars share a vision of leadership within the context of their work," notes Mary Ellen Murray, PhD, RN, associate dean for academic affairs. "They have presented new models of nursing research, education, and service working jointly to improve health care."

Top photos from left: Kristine Gebbie, Elizabeth Standish Gill Professor of Nursing at Columbia University School of Nursing and director of its Center for Health Policy, leads funded research on public health law modernization and emergency preparedness education for clinicians. Maryalice Jordan-Marsh directs the Nurse Social Work Practitioner Option at the University of Southern California (USC) (see page 6). David Marsh, associate dean for academic programs at USC's Rossier School of Education, specializes in the area of professional doctorates and the process of change in educational organizations.

Bottom photos from left: Antonia Villarruel, Nola J. Pender Collegiate Chair in Health Promotion at the University of Michigan, is vice president of the National Coalition of Ethnic Minority Nursing Associations. Kathleen Coen Buckwalter (right), alongside Associate Dean Barbara Bowers, directs the John A. Hartford Center of Geriatric Nursing Excellence at the University of Iowa (UI) and is associate director of UI's Gerontological Nursing Interventions Research Center. Daniel Pesut, associate dean for graduate programs at Indiana University-Purdue University Indianapolis, co-authored *Clinical Reasoning: The Art and Science of Critical and Creative Thinking*.

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