

CONnections

Spring/Summer 2002

University of Kentucky College of Nursing

Linda C. Gill Chair in Nursing

Debra Moser

a cardiovascular researcher
and teacher fits perfectly into
Coronary Valley

Inside

New Doctor of Nursing Practice Program
offers expanded clinical leadership
opportunities

SimMan patient simulator — is he really
breathing?

Reunion celebrates 15-year anniversary
of Ph.D. program



From the Dean

What a great year this has been in the life of the College of Nursing! A major accomplishment has been the addition of 84 to the ranks of the College's alumni: 43 individuals received baccalaureates, 31 master's, four post-master's clinical scholars and six Ph.D.s.

During the year we welcomed several new faculty portrayed in this newsletter, including Dr. Debra Moser, the occupant of our first endowed chair, the Linda C. Gill Chair in Nursing. Dr. Moser "hit the ground running" and quickly established her office of research.



We are very pleased that research activity in the College is expanding at a very good rate. Several faculty have received significant funding. Others are preparing proposals for submission for external support.

Another major development was the launch in Fall 2001 of our new program, the Doctor of Nursing Practice (D.N.P.), explicitly designed to prepare graduates for top leadership roles in health care delivery. The program emphasizes research utilization and clinical and executive leadership to improve outcomes. It is the first of its kind in nursing and is attracting considerable national attention.

Other new developments include the addition of "SimMan" to our teaching resources (see article on page 7).

SimMan is part of the first phase of a major expansion and renovation of our clinical teaching laboratory. We also began offering an honors option for undergraduates and added a synthesis course to the senior year curriculum in the baccalaureate program.

I am very pleased that Terry Green has joined us as the new director of development for the College. Terry has excellent development experience, most recently as director of development for the Henry Clay Foundation. She will be working with me and with Nancy Mangrum, our director of alumni affairs, to reach out to our large community of graduates and friends of the College.

This August the College begins its 42nd academic year! One of the highlights will be the celebration being planned for October to commemorate the 15th year of our Ph.D. program. We look forward to other indications of the contributions being made by our outstanding faculty, staff and students. We hope you will join us for this celebration and other activities being planned for alumni and friends of the College.

During this past year we have enjoyed wonderful support, financial and otherwise, from alumni and friends of the College. This has been deeply appreciated and has enabled us to move the College forward as one of the leading colleges of nursing in the country.



Carolyn A. Williams, R.N., Ph.D., F.A.A.N.
Dean

CONnections

Editor:

M. Claire Baker

Contributors:

Tammy Gay, UK Public Relations
Terry Green

Lynne A. Hall, Dr. P.H., R.N.
Juliann G. Sebastian, Ph.D., A.R.N.P., F.A.A.N.
Marcia K. Stanhope, D.S.N., R.N., F.A.A.N.,
Associate Dean and Professor

Peg Teachey
Darlene Welsh, M.S.N., R.N., C.S.

Design:

M. Claire Baker

Photography:

M. Claire Baker
Nancy Mangrum
Shooters Photography, Inc. (page 12)
J. Breck Smither (pages 3 and 5)
Lee P. Thomas (front cover and page 9)
UK Medical Arts and Photography (page 2)

Connections

is published twice a year by the
University of Kentucky College of Nursing.

**Carolyn A. Williams, R.N., Ph.D., F.A.A.N.,
Dean**

University of Kentucky
College of Nursing
315 College of Nursing/
Health Sciences Learning Center
Lexington, KY 40536-0232

Visit us on the Web at

www.mc.uky.edu/nursing

U.K. College of Nursing
UNIVERSITY OF KENTUCKY

College's First Chair

Moser studies state's number one cause of death

Eight Americans will die of cardiovascular disease while you read this article. Kentucky ranks higher than most states in coronary heart disease mortality and has the unfortunate distinction of being part of what's referred to as the Coronary Valley. National data reveal a clustering of coronary heart disease in the Ohio and Mississippi River Valleys.

"When I found my state ranked fifth worst in heart disease, the challenge was very clear," said Linda Gill, who, with her husband, Jack, made a donation to the University to build a state-of-the-art heart institute, which became the Linda and Jack Gill Heart Institute. Linda Gill grew up in Louisville and Fort Thomas, Ky., and is a 1962 graduate of UK. She and her husband began the charitable Gill Foundation that supports higher education and health care.

The Gills' donation also helped to establish the Linda C. Gill Chair in Nursing to support leadership in research relevant to the prevention, management, and rehabilitation of people with cardiovascular and/or pulmonary problems. Debra K. Moser, D.N.Sc., R.N., accepted the Chair position and joined the College in July 2001. Moser came to UK from The Ohio State University College of Nursing.

Moser, an internationally known nurse researcher in cardiovascular health, leads an interdisciplinary team of researchers in developing research projects to answer clinical questions.

"I want to provide clinicians with useful information to identify cardiac patients at high risk for poor physical or psychosocial recover after acute cardiac events or during adaptation to chronic cardiac conditions," Moser says.

Several different funded projects are keeping Moser busy. In one of those, a \$2,778,548 multi-center study funded by the National Institute of Nursing Research, National Institutes of Health, Moser, as co-investigator, and her colleagues from across the country are studying ways to encourage people to seek immediate treatment when they experience cardiac symptoms. Her mentor, Kathleen Dracup, D.N.Sc., F.A.A.N., dean of the University of California at San Francisco School of Nursing, is the principal investigator.



Professor Debra Moser conducts heart rate variability analysis, a non-invasive method for assessing autonomic nervous system tone.

Moser is also principal investigator for the study, "Effect on Outcomes and Resource Utilization of a Focused Home-based Education Program for Elderly Heart Failure Patients," funded by a \$300,000 Established Investigator Grant from the National American Heart Association. Nurses see patients at home within a couple of days of the patient's release from the hospital.

Since 1997, Moser has served as co-editor of the *Journal of Cardiovascular Nursing*. She is co-author, along with Barbara Riegel of UCLA, of the textbook, *Improving Outcomes in Heart Failure: An Interdisciplinary Approach* (2001).

Moser's work has been published in numerous journals, including the *Journal of the American College of Cardiology*, *Circulation*, *Nursing Research*, *Social Science and Medicine*, *American Heart Journal*, *American Journal of Cardiology*, and the *American Journal of Emergency Medicine*.

She has numerous honors and awards to her credit, including the 2001 Research Article of the Year from the American Heart Association, Council on Cardiovascular Nursing, the 2000 Mentor Award from the Epsilon Chapter of Sigma Theta Tau, and the 1999 Alumnus of the 1990s award from the UCLA School of Nursing.

New doctoral program offers clinical leadership opportunities

The College's new Doctor of Nursing Practice (D.N.P.) program opened in the Fall of 2001 with much excitement over the promise of contributing to the development of top-level clinical nursing leadership. Thirteen highly qualified students are enrolled in the first class.

Assistant Dean for Advanced Practice Nursing Julie Sebastian, Ph.D., A.R.N.P., F.A.A.N., and Associate Dean Marcia Stanhope, D.S.N., R.N., F.A.A.N., co-direct the program.

The program complements the College's highly successful Ph.D. in Nursing program. Together, they provide nurses varying opportunities for advanced study.

The D.N.P. program prepares nurses interested in clinical nursing leadership to function effectively at the highest levels of clinical decision-making and to do so using a population-based approach.

The curriculum contains two options for specialization. Clinical track students focus on becoming expert in designing, implementing, and evaluating care for individual clinical populations. They develop a broad understanding about the state of the science related to their populations of interest. They also design new models of care delivery for those

populations that take into account the complex array of comorbidities, social, economic, and cultural variations present within the population.

Students in the nurse executive track learn to design systems of care that respond to the needs of multiple populations. They focus on the interaction between highly complicated physical and psychological health needs of multiple populations, and on the intersection between these clinical needs and the social, cultural, and economic demands within health care organizations.

Students in the D.N.P. program become expert in providing clinical leadership within all types of health care organizations, including hospitals, outpatient and community-based facilities, public health and managed care. They blend expert clinical knowledge with a depth of understanding of leadership, evidence-based practice, and population-based care delivery.

Reaccreditation Underway

For three days in April the College of Nursing engaged in a national reaccreditation process for B.S.N. and M.S.N. programs in colleges of nursing. This is a process the College participates in every 8-10 years to showcase the quality of the nursing education programs we offer to our B.S.N. and M.S.N. students and the College's involvement in continuous quality improvement.

Four visitors from the Commission on Collegiate Nursing Education (CCNE), Washington, D.C., visited the College to conduct a site visit. For the past 18 months College faculty, staff, and student representatives engaged in self-study. The visitors participated in the Southern Association of Colleges and Schools (SACS) review of the University, and reviewed the College for the SACS report as well.

A final report will be available this summer.

Part of the first D.N.P. class. Front row, left to right: Patricia Sebolt, Tukea Talbert, Karen Mutsch and Kathleen Haley. Standing, left to right: Barbara Kitchen and Kelley Furlong.



It's what we learn that counts

During the past two years, faculty have been extremely successful in garnering federal funding for research. Deborah Reed, Ph.D., R.N. (Ph.D., 1996), assistant professor, received two research grants from the National Institute for Occupational Safety and Health/Centers for Disease Control and Prevention (NIOSH/CDC).

She was awarded \$1.2 million for a five-year study, "Sustained Work Indicators of Older Farmers." Reed and her co-investigators, Mary Kay Rayens, Ph.D., associate professor, and Steve Browning, Ph.D., assistant professor, along with Jan McCollough, Ph.D., associate professor of family studies, and Lori Garkovich, Ph.D., professor of rural sociology, will track the work patterns of aging farmers and identify factors that influence their decision to remain in farm work. They also will develop physical and mental health profiles and injury risk profiles of older male and female farmers.

Reed's second award was \$594,485 for a multi-site evaluation research project to examine the effectiveness of Farm Safety 4 Just Kids day camps, a national program. She and co-investigators Mary Kay Rayens, Ph.D., and Hank Cole, Ed.D., of the College of Education will investigate the long-term effects of the program on children, their families and their communities.

Professor Ann Peden, D.S.N., A.R.N.P.-C.S., is the principal investigator of, "Prevention of Depression in Low-Income Single

Mothers," a three-year \$648,980 study funded by the National Institute of Nursing Research/National Institutes of Health (NINR/NIH). Peden and her co-investigators, Lynne Hall, Dr.P.H, R.N., professor and assistant dean for research and the Ph.D. program, and Mary Kay Rayens, Ph.D., are testing the effects of a cognitive-behavioral intervention in reducing the risk of clinical depression in single mothers.

Assistant Professor Patricia Burkhardt, Ph.D., R.N., received \$144,800 from NINR/NIH for a two-year study, "Promoting Children's Adherence to Recommended Asthma Self-Management." Her co-investigators are Mary Kay Rayens and Robert Revelette, M.D., Ph.D., Pediatric & Adolescent Associates, Lexington. They will use an intervention that combines a contingency management protocol with asthma education, based on the National Asthma Education and Prevention Program treatment guidelines. A variety of health outcomes in children with asthma will be examined, including adherence to peak expiratory flow rate monitoring.

The College is taking part in a multi-site, international intervention study, "Reducing Delay in Myocardial Infarction." Debra Moser, D.N.Sc., R.N., F.A.A.N., professor and Gill Chair, is a co-investigator and director of the Kentucky site. This \$2.8 million study is funded by the National Institute of Nursing Research/National Institutes of Health. See the article on Moser on page 3.

Associate professors Ellen Hahn, D.N.S., R.N., and Mary Kay Rayens, Ph.D., received a \$100,000 grant from the American Legacy Foundation for their study, "Testing the Effect of a Multi-component Statewide Smoking Cessation Contest."

Alumni receive national awards

Associate Professor Patricia B. Howard, Ph.D., R.N., C.N.A.A. (Ph.D., 1992), received the Melva Jo Hendrix Lectureship Award for 2002 from the International Society of Psychiatric-Mental Health Nurses. Criteria for the award include leadership, commitment, and contributions to the profession and to the care of individuals with psychiatric-mental health problems and their families. Howard teaches in the graduate program here at the College. At the same ceremony, Evelyn Parrish (M.S.N., 1997) received the Clinical Practice Award.

Alums, mark your calendar...

for the 2002 College of Nursing Alumni Association Alumni Reunion to be held Sat., Oct. 26, 2002, at Spindletop Hall in Lexington. There will be a special recognition for members of the 1972, '77, '82, and '92 classes. Watch your mail in August for more information.



Debbie Reed, Ph.D., R.N., has a five-year grant from NIOSH/CDC to study work patterns of older farmers and reasons why they continue to work.

Ph.D. program hosting long-awaited reunion

“Baby Jessica” McClure fell down a backyard water well and was rescued two days later. President Reagan first said the word “AIDS.” *Three Men and a Baby* was the top grossing movie. The first class of four students began studies in the new Doctor of Philosophy Program at the UK College of Nursing.

That was 1987. Fifteen years later, 40-plus students are enrolled and another 36 have graduated.

On October 11, we are hosting a 15th anniversary celebration and reunion to be held at the Hilton Suites at Lexington Green. Kathleen Dracup, D.N.Sc., F.A.A.N., dean and professor, University of California at San Francisco, will be the keynote speaker. The internationally-known cardiovascular researcher will discuss her 20-year program of research in a presentation titled, “For Better or Worse: the Role of the Cardiac Spouse in Recovery.”

As part of the event, there will be a poster session to showcase the research of alumni and students. Faculty, faculty emeriti, past and current committee members and others from the University community will be invited. Alumni and Ph.D. students – watch the mailbox for your invitation!

In other Ph.D. program news, Deborah Armstrong (Ph.D., 2001), received the 2002 Sigma Theta Tau International Research Dissemination Award for her dissertation, “Emotional Distress and Prenatal Attachment in Pregnancy After Perinatal Loss,” and for dissemination of her research through publications and presentations. Armstrong also received the 2001 *MCN: American Journal of Maternal/Child Nursing* Best Paper award for her publication, “Exploring Fathers’ Experience of Pregnancy After a Prior Perinatal Loss.” She conducted this research and wrote the

paper as part of a course assignment for Professor Emeritus Barbara Sachs. Armstrong is an assistant professor at the University of Louisville School of Nursing.

Ph.D. student Patricia K. Howard, M.S.N., received the 2002 You Make a Difference Award from EN CARE, the Emergency Nurses Association (ENA) Injury Prevention Institute for her voluntary contributions to injury prevention. Howard wrote ENA’s Gun Safety: It’s No Accident training program. She also is a member of the ENA board of directors.

Ph.D. candidate Debra Hall, M.S.N., was selected as a member of the National Institutes of Health (NIH) Director’s Council of Public Representatives. The council is an advisory committee representing patients and their families, health care professionals, scientists, health/science communicators and educators. The group advises the director of NIH regarding programs, activities and policies.

For your favorite alum...you!



UK Polar Fleece Vest

UK royal blue, embroidered UK Wildcat logo.

XS, S, M, L, XL: **\$35.00**

2XL: **\$37.00**; 3XL: **\$39.00**; 4XL: **\$41.00**

UK fleece stadium blanket

50" x 60", UK royal blue, embroidered

UK Wildcat logo.

Includes carrying case.

\$25.00

Christmas ornament

3 1/2" diameter, printed with “University of Kentucky

College of Nursing” in blue.

\$10.00

To order, complete the form below, and mail with your check made payable to CONAA, to: CONAA, University of Kentucky College of Nursing, 315 CON/HSLC Bldg., Lexington, KY 40536-0232.

Name _____

Address _____

City _____ State _____ Zip _____

Item _____ Size _____ Quantity _____ Price _____

Item _____ Size _____ Quantity _____ Price _____

Item _____ Size _____ Quantity _____ Price _____

Shipping and Handling \$ 2.50

Total \$ _____

Kentucky state sales tax is already included. Proceeds go to support many College of Nursing Alumni Association projects.

SimMan

This superhero's just past this side of reality

A paradigm shift is occurring in nursing education, with a move from a teacher-centered to a learner-centered

model. Technology is the catalyst for this move, and the latest in technology is what the College of Nursing has invested in.

This is not about one new piece of equipment. This is part of an overall venture to create an entire Learning Resource Center within the College. In the last two years, the College has invested more than \$84,000 in

state-of-the-art patient simulation equipment. \$74,000 of the expenditure came from the Council on Post-secondary Education from funds earmarked for equipment to enhance programs at the University. The balance was paid with College funds.

The Center's anchor is the SimMan Adult Universal Patient Simulator. SimMan is a life-size adult male manikin, controlled by Windows-based software, which runs on an attached PC and wireless remote control.

It provides scenarios—actual patient cases can be recreated—that challenge and test clinical and decision-making skills.

Claudia Diebold, M.S.N., R.N., a lecturer with the College, says that for example, “Beginning students work with SimMan to

understand the body's response to a decrease in oxygen and how to intervene appropriately. Senior students will be challenged with

more complex scenarios involving a variety of disease processes such as diabetic ketoacidosis or abnormal heart rhythms.”

SimMan is especially designed to create situations related to typical and non-typical difficult airway management. Some of its capabilities are: spontaneous breathing with a full library of breath sounds, production of pneumothorax,

various cardiac rhythms and accompanying ECG readings, and response to synchronized cardioversion.

Using SimMan, students learn to take blood pressure, perform auscultation, interpret and treat malignant and lethal cardiac-related situations, and recognize, understand, and treat conditions related to a variety of abnormal heart, breath, bowel, and vocal sounds. SimMan can be intubated as well.

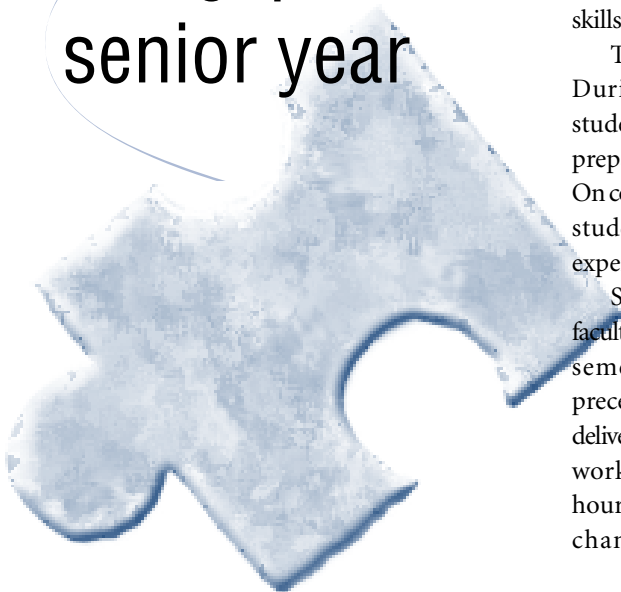
The instructor chooses from a set of scenarios he or she has programmed, and the software plays out this scenario through SimMan. The student must treat the “patient” (SimMan) as if he were real and provide interventions just as one would in real life.



Undergraduate students work with SimMan to alleviate respiratory distress. Feedback on the computer will indicate whether their interventions were successful.

See “SimMan,” page 8

Last piece of the puzzle fills gap in senior year



NUR 886, Synthesis of Clinical Knowledge for Nursing Practice, is a unique, new course started this past spring semester. The College developed it for undergraduates in the final semester of the senior year. The Synthesis experience provides students with one-to-one learning opportunities that develop clinical competence and leadership skills.

The course is divided into two parts. During the first half of the semester, students take part in a seminar series that prepares them for the clinical experience. On completion of this portion of the course, students begin the clinical immersion experience.

Students select a clinical site with faculty assistance at the end of the preceding semester. At the clinical sites nurse preceptors supervise the students as they deliver nursing care. Students and preceptors work on a one-to-one basis for 30-32 hours each week. The faculty's role then changes from teacher to facilitator,

guiding and supporting the students and their preceptors, as the students "learn by doing" the nursing activities that are integral to their specialty area of interest.

The course coordinators are Darlene Welsh, M.S.N., R.N., C.S., and Melanie Hardin-Pierce, M.S.N., A.R.N.P.-C.S., both on the faculty of the College.

"One important outcome for this learning experience will be to bridge the gap between nursing education and the real world of clinical nursing," says Welsh. She adds that students may "experience less culture shock than other beginning nurses as they enter the profession."

Synthesis teaching and learning methods include seminar discussions and participation, clinical practice and instruction, and an oral presentation with critique.

SimMan

continued from page 7

According to Diebold, "Working with a manikin that breathes and has a heartbeat simulates real life situations so closely that students feel the urgency and stress as if they were working with a real patient."

Other patient simulation models the College has acquired for the Learning Resource Center are:

- IV Catheter Simulator
- Gatesville Child with Multi-Sounds Simulator
- Baby Code with Multi-Sounds Simulator
- Auscultation Trainer and Smartscope

The College has purchased several other new educational pieces:

- Chromosome Simulation Set
- Uterus and Fetal Model Set
- Nasogastric/intubation model

- Breast and testicle models

There are several important advantages to learning with patient simulators as opposed to real patients. Students "can practice diagnostic reasoning and 'hands on' skills with a patient simulator, thus developing the necessary skill competence and confidence to be able to deliver safer and more effective care to actual patients," says Melanie Hardin-Pierce, M.S.N., A.R.N.P., an instructor with the College.

Diebold notes another big plus to using patient simulation: "With SimMan we can pause the scenario that the students are responding to and allow them to problem solve and respond in a controlled environment."

What's practiced in the laboratory reflects what is done in real-world situations. The link between education, practice, and research is appreciated. In addition, agencies will be more confident in our students, knowing they have been

through realistic training at the laboratory level.

Hardin-Pierce says, "With the appropriate increase in agency and consumer consciousness of safety and quality surrounding patient care, it has become necessary for schools of nursing to look into simulation technologies as a means of teaching critical thinking, clinical decision making, and psychomotor nursing skills."

SimMan, and other patient simulation models, will be used across all undergraduate and graduate programs.

Undergrads experience professional growth in scholars program

It's a not-to-miss opportunity for gifted junior and senior nursing students. The Nurse Scholar's Program, begun in 2001, enables up to 16 selected students to participate in advanced seminars, hear from guest nurse researchers and clinicians, and prepare a final project on a specialized topic. Students apply to become a nurse scholar and are selected by a committee of faculty and student services personnel. These individuals are not only gifted academically — they have the qualities of leaders.

UK is designated by the Carnegie Foundation as a Research University of the First Rank and has a goal of becoming a top-20 research university by 2020. Toward that goal, the College provides these unique opportunities for gifted students during their undergraduate years by getting them involved in nursing research, professional issues and advanced clinical experiences.

The program has requirements beyond those required for the Bachelor of Science in Nursing (B.S.N.) degree. Students take a one-credit hour seminar each semester that permits them to examine clinical and professional issues in-depth. What a student takes away from it includes a chance for in-depth study of various subjects, enhancement of professional development, growth as a future leader, and preparation for graduate study in nursing.

Dorothy Brockopp, R.N., Ph.D., assistant dean for undergraduate studies, says, "I am quite certain that these students will be leaders within the nursing profession within the next five to ten years. They are bright, articulate and dedicated to the profession. The experiences they have as a nurse scholar will enable them to move quickly into a masters' program should they desire to do so."

Practice, practice is key to success

The College of Nursing has an active academic clinical program that significantly contributes to clinical, education, and research opportunities. Faculty and professional staff provide cutting-edge clinical services in 24 different locations throughout central and eastern Kentucky and will generate \$1.5 million dollars in grant and contract revenues during this academic year alone.

The College works with a number of UK departments, including inpatient nursing at the University of Kentucky Hospital and University of Kentucky Children's Hospital, University Health Service, UK Associates in Women's Health, and the UK Departments of Psychiatry, Pediatrics, Family Practice and the Division of Cardiology. College of Nursing faculty also work collaboratively in community-based clinics, including the Family Care Center in Lexington, four Healthy Kids Clinics in local elementary schools, and the

primary care clinics operated by Our Lady of Bellefonte Hospital in Ashland, Ky.

In addition to these interdisciplinary sites, the College takes an innovative approach to health care services through its nurse-managed Good Samaritan Nursing Center for Health Promotion and Illness Prevention. This initiative includes individual, family, and population-based care delivery in 11 different locations, including elementary schools and one middle school, the Hope Center Nurse-Managed Clinic for the homeless, four clinics for low income families, and a mental health nursing service for high risk adolescents.

Students from each of the College's academic programs have the opportunity to work with faculty in their day-to-day clinical practices. Not only does this provide students with the opportunity to see their faculty as practicing professionals, but it also exposes students to new models of care delivery. Graduate students have creative laboratories from which to generate clinical research questions and to test the effectiveness of new models of care.



Leslie Scott, MS.N., A.R.N.P., provides primary care for children. Her doctoral research topic grew out of her clinical work with school-age children.

New faculty



Steve Browning, Ph.D.
Assistant Professor teaching in Ph.D. and D.N.P. programs. Research interests: environmental and occupational epidemiology.



Karen Butler, M.S.N., R.N.
Lecturer teaching in undergraduate program. Is also a student in College's Ph.D. program.



Jennifer Cunningham, M.S.N., A.R.N.P.
Instructor teaching in the undergraduate program. Also works at the Family Care Center as part of faculty practice.

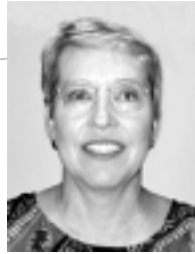


Wanda Lovitz, M.S.N., A.R.N.P.
Lecturer teaching in the undergraduate program. Also is a nurse practitioner working in adult health.



Debra Moser, D.N.Sc., R.N.
Professor teaching in the Ph.D. program. Linda C. Gill Chair in

Nursing. Research interests: improving outcomes and quality of life in people with cardiovascular disease.



Kay Muegenburg, M.S.N., R.N.
Assistant Professor teaching in the undergraduate program. Area of interest: public health.



Kittye Roberts, M.S.N., A.R.N.P.
Instructor teaching in the undergraduate program. Area of interest: preventive care.

A good friend and nurse leaves legacy

Elizabeth Morgan, known to most as Betty, was an absolutely delightful woman. She passed away in October 2000, leaving \$250,000 to the College of Nursing in her will.

Many will remember Betty Morgan because she generously shared stories of working as a nurse in the southwest Pacific islands during World War II. She met her husband, William Morgan, M.D., during this time and they returned to Kentucky where together they cared for patients in Bourbon County for 30 years.

In her later years Mrs. Morgan wrote poetry, even publishing three books, was an active community volunteer and was a Donovan Scholar and Fellow here at UK.

We hope her story will inspire others to think about their own estates, whatever size they may be, and how a bequest might help in the forming of future nurses and the work that they may do to help others. She shared her thoughts most poignantly in the following poem in making this bequest to the College.



Betty Morgan

Will

*I have placed myself into a trust,
my securities are no longer boxed.
But are in a bank
watched over by a stranger
named McCabe.*

*I have been wined and dined
by these professionals taking over,
They seem eager to do it for me.*

*My lawyer says it is wise
to do this now
While all the choices are my own.*

So he rewrote my will.

*Half of what I have
I will leave to my closest kin –
nieces, nephews and sibling.
With three smaller bequests
To my favorite charities.*

*The other half I willed to the University
for the College of Nursing there.
It will establish a Chair in the field of
nurse practitioner.*

*Each year some qualified person
Will be able to become a professor.
Then she will go out to teach
other nurses
All that she has gleaned.*

*The gift will be from Bill and me.
I know he would have approved –
he always did
like nurses.*

Reprinted by permission from the author.

Former Dean Dies

Marion E. McKenna, Ed.D., second dean of the College, died in July 2001 at her home in Niceville, Fla. McKenna was 79.

McKenna was the second dean of the College, serving from 1972 to 1984. She simultaneously served as acting dean of the University of Louisville School of Nursing from 1981 until 1983, while a search was conducted for a permanent dean.

During McKenna's tenure at UK, the College of Nursing/Health Sciences Learning Center was planned, built, and dedicated in October 1979. The Master of Science in Nursing program was begun and planning for the Doctor of Philosophy in Nursing program was started.

She had a long career in nursing service and education. As a member of the Army Nurse Corps, she served in both World War II and the Korean War.

McKenna retired as a colonel after collectively serving 37 years in the U.S. Air Force Reserves and the U.S. Army Reserves. After retiring from the Air Force Reserves, the Surgeon General of the Air Force presented her with the Legion of Merit Award. The award is the second highest given by the military for noncombatants.

She taught science at the Delaware Hospital School of Nursing in Wilmington, Del.; and served as assistant director of nursing services at the Duval Medical Center in Jacksonville, Fla., educational director of the Florida State Board of Nursing, and director of the Department of Nursing for Daytona Beach Junior College in Florida. Just before joining UK, McKenna was director of graduate studies at the University of Florida College of Nursing in Gainesville, Fla.

While at UK, she was a member of Kentucky Board of Nursing from 1979 to 1981 and served as president of the board from 1980 to 1981.

She received a diploma in nursing from the Worcester City Hospital School of Nursing in Massachusetts in 1943; a bachelor's degree in nursing from the University of Pennsylvania in 1949; a master's degree in education from the University of Florida



Marion McKenna, Ed.D.

in 1955; and a doctorate in education from the University of Florida in 1970.

“Dr. McKenna was a remarkable person and outstanding professional. With sensitivity and a keen sense of humor, she led the College of Nursing through a period of much change. It was Dr. McKenna's vision for the future and her persistent effort that laid the foundation for the development of our research initiatives and our Ph.D. program,” said Dean Carolyn A. Williams, R.N., Ph.D., F.A.A.N. “The College's continued growth and development is an important part of the legacy she left to the University of Kentucky and the profession of nursing.”

“Marion McKenna, through her leadership skills, her vision for the future of nursing, and her compassion and concern for people, enhanced nursing care in many important ways. Her service to education and the military will long be remembered,” said Peter P. Bosomworth, M.D., who was chancellor of the UK Chandler Medical Center during McKenna's tenure.

College establishes professorship in memory of Dean McKenna

We invite you to join others in honoring Marion McKenna by contributing to a fund establishing the Marion E. McKenna Professorship in Nursing Leadership. This unique opportunity honors this outstanding nursing leader who contributed so much to the College's development by giving a gift that will continue to perpetuity, making a difference in the quality of education provided by the College.

The creation of an Endowed Professorship in Nursing Leadership helps position the College to be highly competitive in recruiting and retaining a faculty member of distinction in the profession.

Our initial goal is to raise at least \$50,000 in private support.

If we are successful in achieving or surpassing the \$50,000 goal, we will be eligible to receive matching dollars from the Research Challenge Trust Fund provided by the state, which would double the endowment.

Your investment in this endeavor has the potential of doubling in monetary terms, and is guaranteed to provide an important resource for the College to continue providing excellence in nursing education, research, and practice.

Contributions to the Marion E. McKenna Professorship Fund should be sent to: University of Kentucky College of Nursing, 315 CON/HSLC Bldg., Lexington, KY 40536-0232. Make checks payable to the University of Kentucky. Note “McKenna Fund” in the memo section.



Spring 2002 Graduates

43 Bachelor of Science in Nursing

31 Master of Science in Nursing

4 Post-master's Clinical Scholars

6 Doctor of Philosophy

Good luck to all our graduates!