



Opportunities
OPPORTUNITIES/Fall 2010
OPPORTUNITIES Opportunities



UK College of Nursing 50th Anniversary: **TWO VISIONARY LEADERS
Take a Look Back.**



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Meeting the Commonwealth's Need for BSN Nurses

Without a doubt, it is an exciting year in the University of Kentucky College of Nursing as we celebrate our 50th anniversary. In reflection, one might ponder how the time went by so fast. In reality, when exciting work is happening in nursing education, research, and practice there never is enough time!

The College of Nursing's founders laid a strong foundation for the work that has unfolded over the last 50 years. This foundation will continue to serve us well in the years to come as the College of Nursing strives to be one of the nation's top nursing programs through excellence in nursing education, research, practice, and service in an ever-changing health care environment.

The College's Strategic Plan for 2009-2014 sets the stage for our work. Our goals include:

- 1— Attract, retain, and graduate outstanding and diverse students while engaging them in nationally prominent nursing education programs.
- 2— Attain national and international prominence in practice, scholarship, and research.
- 3— Develop the human and physical resources of the College to achieve the institution's top 20 goals.
- 4— Support an environment that promotes diversity of thought, culture, gender, and ethnicity.
- 5— Enhance the health and quality of life of Kentuckians.

I hope that this inaugural issue of *Opportunities* captures the richness of our work over the past year and also provides wonderful memories. We know that times change but the College of Nursing's mission has not. Whether you are an alumnus, current student, friend, faculty or staff member, or a colleague within UK HealthCare, congratulations on all of your accomplishments and your ongoing commitment to excellence. I look forward to seeing you at one of our 50th anniversary celebration events (see page 34).

Jane Kirschling, DNS, RN, FAAN
Dean and Professor

Marcia A. Dake, EdD, RN
1958-1971

Marion E. McKenna, EdD, RN
1971-1984

Carolyn A. Williams, PhD, RN, FAAN
1984-2006

Jane M. Kirschling, DNS, RN, FAAN
2006-present

Latest Rankings

The UK PhD Program in nursing is ranked 10th out of 99 private and public PhD programs in nursing (2008 Academic Analytics, LLC Report).

The College was ranked 40th among all schools of nursing in National Institutes of Health (NIH) funding in 2009.

Our first-time pass rate for BSN graduates taking the NCLEX (National Council Licensure Examination) over the last nine years has been an average of 97 percent, compared with 86 percent nationally.

The College's Graduate Program is tied at 26th among graduate schools of nursing according to *U.S. News & World Report* in its 2008 edition of America's Best Graduate Schools.

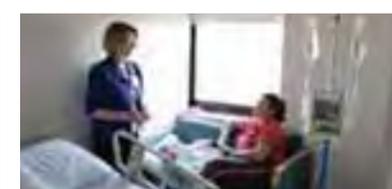


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DNP: Degree of Distinction



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- 34 50th Anniversary Events
- 36 Scholarship Banquet
- 40 Donors

COPD and Strength of Smoke-free Laws

Ellen Hahn (principal investigator), Mary Kay Rayens, and Susan Frazier; funded by the Flight Attendant Medical Research Foundation, 7/1/10-6/30/13, \$324,000

The goal of this study is to determine the impact of strength and extent of coverage of smoke-free laws on hospitalization and mortality for chronic obstructive pulmonary disease (COPD) in Kentucky. The long-term objective is to reduce exposure to secondhand smoke by enacting comprehensive smoke-free legislation in areas disproportionately affected by high smoking rates and relatively weak tobacco control laws. Since April 2004, 14 Kentucky communities have enacted smoke-free workplace laws with few or no exemptions, covering 30 percent of the state's total population. There are no known studies of the effects of enactment of smoke-free laws on COPD hospitalizations or mortality. A time series design will be used to analyze hospital discharges and mortality from COPD pre-and post-enactment of smoke-free laws using data from the Kentucky Hospital Association over a nine-and-one-half year period (July 2003 through December 2012). The impact of strength and extent of coverage of the law on the monthly adjusted COPD discharge and mortality rates for each county will be evaluated.

Efficacy of a Culturally Appropriate Outreach Intervention for Smoking Cessation in a Rural Community

Karen Butler (principal investigator) and Ellen Hahn; funded by the HEEL Program, UK College of Agriculture, 1/1/10-12/31/10, \$16,850

Tobacco use remains the single most preventable cause of death in the United States. Little is known about the most effective population-based strategies to reach rural smokers. This study examines fidelity, acceptability, practicality, effectiveness and reach of culturally sensitive interventions in motivating smokers in a rural southern community to participate in tobacco dependence treatment. Personal testimonials were developed from focus groups with 21 smokers/former smokers for use in interventions. Themes included access to tobacco cessation programs, quitting with support of family, faith, quitting for health, freedom of individual choice, and pride of place. Interventions included printed materials, earned/paid media and a quilt made by local artisans representing the themes. Cooperative Extension agents use a brief lay-delivered tobacco dependence treatment intervention and choose from a menu of intervention options. These pilot findings will guide future studies to improve rural health outcomes by testing the effects of the interventions to promote tobacco dependence treatment on enrollment, attendance, nicotine dependence and quit outcomes.

An Intervention for Promoting Smoke-free Policy in Rural Kentucky

Ellen Hahn (principal investigator) and Anna Kostygina (postdoctoral fellow); funded by the National Heart, Lung, and Blood Institute, National Institutes of Health, 7/1/09-6/30/11, \$276,884

The purpose of this study is to examine the effectiveness and reach of low-cost media campaigns and branding used in smoke-free campaigns in rural communities. While the intervention tested in the parent grant involves building demand through the development of low-cost media campaigns and branding strategies, the specific aims of this study are to: (1) Test the effects of direct mail and branding message framing in rural communities on perceived seriousness of secondhand smoke exposure, views toward smoke-free laws, and potential to prompt involvement in smoke-free campaigns, controlling for perceived social norms and self-efficacy to get involved in smoke-free campaigns; and (2) Evaluate reach and effectiveness of direct mail campaigns in rural communities on recall, recognition, frequency of exposure, level of understanding of the message, views toward smoke-free laws, and prompt to take action, including an analysis of how reach and effectiveness vary among demographic subsets within communities.

Chronic Inflammation of Oral and Cervico-vaginal Mucosa

Kristin Ashford (principal investigator), Jeffery Ferguson (Medicine), David Dawson (Dentistry) and M. John Novak (Dentistry); funded by the National Center for Research Resources, National Institutes of Health under a subproject of the Center for the Biologic Basis of Oral/Systemic Disease, Jeffery Ebersole (Dentistry, principal investigator), 8/1/09-7/31/14, \$891,000

Preterm birth (less than 37 weeks gestation) and low birthweight (less than 2,500 g) deliveries continue to increase in the United States resulting in substantial economic and societal costs. Adverse pregnancy outcomes are disproportionately expressed in ethnic and racial minority populations and historically underserved populations, particularly from rural regions of the nation. However, a substantial proportion of the general overall increase in incidence of preterm birth and low birth weight, including severe preterm birth (less than 32 weeks) and very low birthweight (less than 1,500 g), cannot be explained by classical risk factors for these negative birth outcomes. Thus, a broader view of the potential interrelationships leading to adverse pregnancy outcomes, including biologic markers or processes, could provide some predictive value allowing earlier intervention to reduce this burden in the population. This investigation will test the hypothesis that women who deliver preterm will have higher levels of prenatal inflammatory markers in whole saliva, serum, and cervico-vaginal fluid, measured early in pregnancy, compared to women who deliver term. The specific aims of this study of a multi-racial/ethnic sample are to: (1) Compare and contrast the expression of trimester-specific prenatal inflammatory markers in whole saliva, serum and cervico-vaginal fluid; (2) Evaluate if there are differences in the expression of trimester-specific prenatal inflammatory markers between women who do and do not experience preterm birth; and (3) Determine if trimester-specific prenatal inflammatory markers are linked with

psychosocial and biobehavioral variables that pose a significant risk for preterm birth (e.g., self-reported levels of prenatal depressive symptoms, anxiety, stress, urine cotinine, and self-reported prenatal secondhand smoke exposure).

Tobacco Prevention and Cessation Programs—GIFTS

Kristin Ashford (program evaluator); funded by the Kentucky Cabinet for Health and Families, 7/1/09-6/30/10, \$22,922

Kentucky ranks second highest in the nation in prevalence of women who smoke during pregnancy (26.3 percent). Complications including low birth weight, preterm birth, and Sudden Infant Death Syndrome are associated with smoking and secondhand smoke exposure during and after pregnancy. Smoking prevalence is much greater in low socio-economic status populations. The Kentucky Department for Public Health initiated a pilot project, Giving Infants and Families Tobacco Free Starts (GIFTS), in a nine-county region of Appalachia with pregnancy-smoking rates between 31-53 percent. GIFTS supporters offer an innovative bundling of research-based interventions at local health departments. Supporters who are trained in motivational interviewing counsel pregnant women using the 5 As, refer to the Tobacco Quit Line, screen for social support, depression, domestic violence, and secondhand smoke exposure and provide the women with gifts as incentives to participate at three time points. Biomarker validation of smoking status is captured via carbon monoxide monitors to determine the effects of the intervention on smoking status.

Strategies for Safety of Older Adult Farmers

Deborah Reed (principal investigator) and Pamela Teaster (Public Health); funded by the National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention, 7/1/10-6/30/12, \$370,247

Farmers over age 55 make up more than one-half of the operators of the 2.2 million U.S. farms. Fatalities to older farmers accounted for more than half of adult farm fatalities between 1992 and 2004. The long term goal of the project is to develop strategies to assist older farmers and their families in selecting appropriate and safe farm jobs acceptable to the farmers and families. The specific aims are to: (1) Identify the top 10 most hazardous tasks of older farmers; (2) Develop a job hazard analysis matrix that includes the task hazards, minimum ability set, personal risk factors, and action plan for the top 10 hazardous tasks; (3) Test the feasibility of developing work guidelines or other injury prevention interventions for these hazards; and (4) Establish sustainable work groups to design and test approaches to injury prevention.

Risk-taking and Use of ATVs by Older Farmers

Jessica Wilson, PhD candidate (subproject principal investigator) and Deborah Reed; funded by the National Center for Occupational Safety and Health via a grant to the Southeast Center for Agricultural Health and Injury Prevention, University of Kentucky, Robert McKnight, (Public Health) principal investigator, 6/1/10-9/30/11, \$10,000

The purpose of this study is to expand knowledge of all-terrain vehicle (ATV) use by farmers age 65 and older. The goals are to: (1) Examine older farmers' use of ATVs for farm work and leisure; (2) Explore older farmers' perception of farm injury and willingness to accept ATV-related risks; and (3) Provide preliminary data for an ergonomic study on older farmers' operation of ATVs (balance, load, and reaction time). Data from the Kentucky ATV Farm Safety Survey (N = 2,292) will be analyzed to address these aims.

A Model of Decision Making in Rheumatoid Arthritis

Elizabeth Salt (principal investigator) and Mary Kay Rayens; funded by the American College of Rheumatology, 7/1/10-6/30/12, \$125,000

Despite the number of effective medications available to treat rheumatoid arthritis, only 30 percent of patients regularly take their prescribed medications. The purpose of this study is to evaluate a process of decision making used by 100 rheumatoid arthritis patients as they decide to take medications for this disease and to determine if medication adherence impacts disease activity. In a university clinic setting, rheumatoid arthritis patients will complete self-report scales, record adverse effects, and provide demographic information. Self-report scales will measure pain, knowledge about rheumatoid arthritis and treatments for rheumatoid arthritis, functional status, a trusting patient-health care provider relationship, self-efficacy, social support, and medication adherence. Electronic medication monitoring devices will be used to measure adherence, and the Disease Activity Score 28 will be used to measure disease activity.

Biobehavioral Cardiovascular Health Promotion Intervention in a State Prison System

Debra Moser (principal investigator), Terry Lennie, Misook Chung, Mary Kay Rayens, Baretta Casey (Public Health), Allison Bailey and Allison Connell (Medicine), Maria Boosalis (Health Sciences), Nancy Schoenberg (Medicine); funded by the National Institute of Nursing Research, National Institutes of Health, 9/22/10-7/31/11, \$1,913,322

The purpose of this study is to test the effects of a behavioral cardiovascular risk-reduction intervention on health outcomes of male inmates in four Kentucky state-run prisons. The intervention is a 12-week cardiovascular health education/behavior change and aerobic physical training program delivered by certified health educators, cardiovascular risk-reduction trainers, and other trained professionals from the community. Moser and her team will test hypotheses to determine if there is a significant decline in mortality risk score and

improvement in modifiable risk factors, HgA1c for diabetics, and lipid profile. The data generated in this study will provide the basis for a proposal for state-wide testing and implementation of the intervention at all of the 13 state-run prisons in order to sustain the program.

HeartHealth in Rural Kentucky

Debra Moser (subproject principal investigator), Terry Lennie, Gia Mudd, M. John Novak (Dentistry), Subproject of Rural Health Outreach Special Initiatives, M. John Novak (principal investigator); funded by the Health Resources and Services Administration, 9/1/09-8/31/10, \$397,643

Cardiovascular disease is the number one killer of men and women in the United States and in Kentucky where it is responsible for 35 percent of all deaths. In 2005, cardiovascular disease accounted for 15 percent of all Kentucky hospitalizations, and Kentucky inpatient hospitalization costs for cardiovascular disease-related diagnoses totaled over \$2.2 billion. The goal of this project is to test the effects of a culturally appropriate, individualized, self-management intervention in decreasing cardiovascular disease risk factors and the incidence of cardiovascular disease, and to prevent the progression of existing cardiovascular disease to increase the quality and years of healthy life of 1,000 people residing in rural Appalachian Kentucky. This program involves adoption of basic healthy choices that should be used for life including eating behaviors, activity, adherence to prescribed medications, and self-management strategies to improve health outcomes. Individuals in the target communities who are at risk for acute cardiac events by virtue of having one or more cardiovascular disease risk factors or who have existing cardiovascular disease will be invited to participate.

Community-based Education Model for Cardiovascular Risk Reduction in Rural Appalachian Kentucky

Debra Moser, Terry Lennie, Gia Mudd, M. John Novak (Dentistry), Allison Bailey (Medicine), and Baretta Casey (Public Health); funded by the University of Kentucky Commonwealth Collaborative, \$10,000

Kentuckians residing in rural Appalachia have an extremely high rate of cardiovascular disease and cardiovascular disease risk factors. The purpose of this initiative is to extend the HeartHealth Project, a one-on-one cardiovascular disease risk-factor management education and support program that is culturally appropriate for rural Appalachia. It focuses on promotion of individual and cultural strengths for risk reduction and elimination of barriers to risk reduction. The education component targets self-management of cardiovascular disease risk factors using state-of-the-art educational strategies to promote behavior change. Currently, the program is delivered on an individual basis to people with one or more cardiovascular disease risk factors and who live in Perry, Breathitt or surrounding counties. For the Commonwealth Collaborative initiative, the program will be expanded to be conducted with groups in these same areas. The group approach is more cost effective and has a larger reach.

Supporting Transition to Practice in Rural Kentucky

Jane Kirschling, Karen Hill (Central Baptist Hospital, Lexington, Ky.), Carla Bauman (Madison County, Ky. Health Department), Rosalie Mainous (University of Louisville School of Nursing), Cecelia Page (UK HealthCare), Suzanne Prevost (UK College of Nursing), Kim Dees (Kentucky Hospital Association), and Charlotte Beason (Kentucky Board of Nursing); funded by the RJW Executive Nurse Fellows Alumni Association, \$10,000

The purpose of this project is to design and pilot a residency program for registered nurses in rural parts of Kentucky. The residency program focuses on new nurses in rural hospitals with less than 150 beds.

SIMPROF: the Ultimate Faculty Simulation Experience

Suzanne Prevost (co-investigator), Elizabeth Weiner (principal investigator, Vanderbilt University School of Nursing); funded by the Health Resources and Services Administration, \$1,607,884

This project uses a combination of human patient simulation and web-based simulation experiences, including Second Life, to increase faculty competency in the use of simulation for nursing education.

Bridging the Gap to Quality Care: The ISAT (Informatics, Simulation, and Telehealth) Initiative for Nursing Faculty

Elizabeth Weiner (principal investigator, Vanderbilt University) and Suzanne Prevost (co-principal investigator, UK College of Nursing); funded by the Health Resources and Services Administration, \$1,367,082

The purpose of this project is to prepare nursing faculty to incorporate informatics, simulation and telehealth technologies into nursing curricula.

2009-2010 Student Awards

2009 Marie Cowan Promising Young Investigator Award from the American Heart Association Council on Cardiovascular Nursing
RECIPIENT: Jia-Rong Wu

Awarded third place in the Student Poster Division at the 2010 meeting of the Southern Nursing Research Society
RECIPIENT: Christin Huff

Accepted to the Summer Genetics Institute 2010, sponsored by the National Institute of Nursing Research
RECIPIENT: Demetrius Abshire

Young Investigator Award at the Heart-Brain Summit in Chicago in October 2009
RECIPIENT: Rebecca Dekker

Central Baptist Nursing Leadership Award
RECIPIENTS: Andrea Packer (Dec. 2009), Celeste Cross (May 2010)

CON Alumni Association Nightingale Award
RECIPIENTS: Susan Perry (Dec. 2009), Cheedem Kuzu (May 2010)

CON Undergraduate Student Faculty Award
RECIPIENTS: Kathryn Hughes (Dec. 2009), Megan Lanham (May 2010)

Omicron Delta Kappa (2010)
RECIPIENT: Jacob Adams

CON Alumni Association Presidential Award (May 2010)
RECIPIENT: Regina Rouse

CON Alumni Association Carolyn A. Williams Award (May 2010)
RECIPIENT: Rebecca Dekker

CON Alumni Association Sebastian/ Stanhope Award (May 2010)
RECIPIENT: Marjorie Wiggins

2009-2010 CON Annual Award Recipients

Louise Zegeer Award
RECIPIENT: Jennifer Cowley

Gloe L. Bertram Award
RECIPIENT: Sophia Weathers

Employee of the Year Award and UK Best Staff Member 2010
RECIPIENT: Kathy Begley

Excellence in Graduate Teaching Award
RECIPIENT: Sharon Lock

Excellence in Part-time Teaching Award
RECIPIENT: Sally Kinnaird

Excellence in Service Award
RECIPIENT: Ruth "Topsy" Staten

Excellence in Undergraduate Precepting Award
RECIPIENT: Rachel Clipson

Excellence in Undergraduate Unit/Agency Award
RECIPIENT: A.B. Chandler Medical Center MCC-2

Excellence in Graduate Precepting Award
RECIPIENT: Pam Branson

2009-2010 Other CON Special Distinctions

UK CON Undergraduate research intern option, developed in 2002, was recognized with the 2009 Innovations in Professional Nursing Education Award from the American Association of Colleges of Nursing

Community-Based Education Model for Cardiovascular Risk Reduction in Rural Appalachian Kentucky—selected as UK Commonwealth Collaborative 2010 **Principal Investigators:** Debra Moser (Nursing), M. John Novak (Dentistry), Baretta Casey and Allison Bailey (Medicine), Terry Lennie and Gia Mudd (Nursing)

2009-2010 Other Faculty/ Staff Awards

UK Provost's Award for Outstanding Teaching 2010 for Lecturer
RECIPIENT: Jennifer Cowley

Teacher Who Made a Difference Honoree 2009; UK Alumni Association
RECIPIENT: Mary Jayne Miller

Great Teacher Award 2010 UK Alumni Association
RECIPIENT: Darlene Welsh

Kentucky League for Nursing, Excellence in Nursing Education Award 2009
RECIPIENT: Darlene Welsh

Kentucky Nurses Association Nursing Education Cabinet Research Utilization Award
RECIPIENT: Patricia Howard

Kentucky Nurses Association Nurse Researcher of the Year
RECIPIENT: Debra Moser

2010 Distinguished Research Alumna Presentation, West Virginia University School of Nursing 50th Anniversary Celebration
RECIPIENT: Patricia Burkhardt

2009 Alumni Fellow Award from the School of Nursing at the University of Louisville
RECIPIENT: Patricia Howard

Inducted into Kentucky Institute of Medicine 2010
RECIPIENT: Ellen Hahn

Fellow of the American Academy of Nurse Practitioners
RECIPIENT: Kathy Wheeler

Inducted into Sigma Theta Tau International Nurse Researcher Hall of Fame 2010
RECIPIENT: Ellen Hahn

Inducted into American Academy of Nursing 2009
RECIPIENTS: Terry Lennie and Jane Kirschling

2009



Demetrius Abshire, MSN, RN

Abshire is a two-time graduate of the UK College of Nursing, earning his BSN and MSN,

and is currently enrolled in the BSN-PhD Option. He is a certified adult clinical nurse specialist, is teaching in the undergraduate program and is supporting simulation in health professions education. As an undergraduate student, Abshire was a research intern for five semesters.



Paula Roberts Kral, MSN, RN

Kral is a lecturer in the undergraduate program and is a graduate of our master's program,

where she specialized in adult nursing. She also is involved in the development and evaluation of nursing skills laboratory content for sophomore-level curricula.



Ana Maria Quelopana, DNS, RN

Quelopana, an assistant professor, teaches obstetric nursing in the

undergraduate program. Before coming to UK, she was on faculty at the Universidad de Tarapaca in Arica, Chile, where she was director of the midwifery school. Quelopana earned her DNS from the Universidad Autonoma de Nuevo Leon in Monterrey, Mexico. Her research interests are predictors of prenatal care initiation and violence against women in the prenatal period.



Elizabeth Salt, PhD, RN, ARNP

Assistant professor Elizabeth Salt is a three-time graduate of the UK College of Nursing (BSN,

MSN, and PhD). She is an advanced registered nurse practitioner in the UK Rheumatology Clinic and teaches pathopharmacology in our undergraduate program. Salt's research focuses on quality patient-health care provider communication and medication adherence in adults with rheumatoid arthritis.

2010



Mollie Aleshire, DNP, RN, FNP-BC, PNP-BC

Aleshire is a graduate of our master's and DNP programs and is an assistant

clinical professor in both the undergraduate and graduate programs. Before coming to UK, she worked as a nurse practitioner in private practice. She practices half time in the Department of Family and Community Medicine at UK.



Rebecca Dekker, PhD, ARNP, ACNS-BC, RN

Assistant professor Rebecca Dekker, a graduate of our PhD Program, teaches

pathopharmacology in the undergraduate program. She also completed our MSN program and is an adult health clinical nurse specialist. Dekker worked at A.B. Chandler Hospital prior to entering the PhD program. Dekker's research focuses on depression in heart failure inpatients using a brief intervention delivered by the bedside nurse.



Peggy El-Mallakh, PhD, RN

El-Mallakh is an assistant professor and coordinator of the Psychiatric/ Mental Health

Track in the Doctor of Nursing Practice (DNP) graduate program. She is a graduate of our MSN Program, specializing in adult psychiatric/mental health; she is also a graduate of our PhD program and completed a post-doctorate fellowship with a focus on evaluation research in mental health services. Before her teaching appointment at UK, she was an assistant professor with the University of Louisville School of Nursing.



Jan Odom-Forren, PhD, RN, CPAN, FAAN

Odom-Forren, an assistant professor, teaches our undergraduate

research/evidence-based practice course. She is a graduate of our PhD Program. Odom-Forren has extensive clinical experience in post anesthesia care and has presented and consulted widely on this topic both nationally and internationally. She has served as the co-editor of the *Journal of Perianesthesia Nursing* since 2001. Odom-Forren co-edited *Perianesthesia Nursing: A Critical Care Approach (5th ed)* which received a 2009 *American Journal of Nursing* Book of the Year Award. Her research interest is postoperative symptom management.



Mary Margaret Harrison, MSN, RN

Harrison has an MSN from UK, specializing in parent/child nursing. She is a clinical

instructor in the undergraduate program, providing student supervision on the pediatric clinical units.



Whitney Kurtz-Ogilvie, MFA

Kurtz-Ogilvie is a lecturer in the DNP and PhD programs. As a writing specialist in the

College and at UK HealthCare, she focuses on tutoring and mentoring graduate students and health care staff in scholarly writing and presentations. She holds a Master of Fine Arts in writing from the School of the Art Institute of Chicago.



Celeste Phillips-Salimi, PhD, RN, CPON

Assistant professor Celeste Phillips-Salimi is a PhD graduate of Indiana

University School of Nursing and a pediatric clinical nurse specialist. Before coming to UK, she worked in the stem cell transplant unit at Riley Hospital for Children in Indianapolis. Phillips-Salimi teaches pediatric nursing in the undergraduate program. Her research focuses on connectedness and communication among adolescents/young adults with cancer and health care providers and its effect on cancer survivorship.



Leslie Scott, PhD, ARNP, CDE

Scott is an assistant professor and coordinator of the Pediatric Nurse Practitioner Track in

the DNP Program. She is a graduate of both our MSN and PhD programs, specializing in primary care of pediatric patients. Scott is well known in the College from her years of teaching in the College's undergraduate program and from her work at UK HealthCare.



Deborah B. Reed

Reed has been promoted to professor in the College of Nursing.

She holds a joint appointment in the Department of Preventive Medicine and Environmental Health in the College of Public Health. She is known for her leadership in influencing public policy, research and education in the field of agricultural health and injury prevention, and is also known for her excellence as a teacher and

her extensive service to the College, University and profession.

Reed has sustained an active program of funded research since being tenured in 2003, including \$2.6 million as a principal investigator and \$8.8 million as a co-investigator.

Her expertise has greatly impacted the College's national reputation and it has also truly benefited our undergraduate and graduate students.



Misook Lee Chung

Chung has been promoted to Associate Research Professor in the College.

Since 2004, Chung has secured three grants from the American Heart Association and NIH/National Institute of Nursing Research, on which she has served as principal investigator.

Her program of research focuses on improving outcomes in persons with heart failure and their family caregivers. Chung's research contributions were recognized through her first place selection in the Oral Research Competition, American Association of Heart Failure Nurses in 2006.



Ruth "Topsy" Staten

Staten, associate professor, retired from the UK College of Nursing in May 2010 after 30 years of service.

During her tenure she made substantive contributions to the College, University and greater community as a psychiatric nurse, educator, researcher, and clinician. She has given back to her profession through long-standing leadership and service to the Kentucky Nurses Association, Sigma Theta Tau International Honor Society for Nurses (Delta Psi Chapter), and the American Psychiatric Nurses Association.

Staten was proactive in improving the mental health of all students campus-wide through her clinical work with University Health Service and through involvement with Stepping Up—Stepping Out, Alcohol Prevention Program, CAUSE, and as co-chair of the Presidents' Campus-Community Coalition on Reduction of High Risk Drinking among College Students. She was a board member for the Kentucky Agency for Substance Abuse Policy-Fayette County and served for many years on the Mayor's Alliance on Substance Abuse.

Her work in preventing substance abuse on campus, particularly high risk drinking, was done in partnership with University Health Service, the Office of the Dean of Students, the Testing Center, the Athletics Department, and many other entities at the University.

pre-1960

1956 President Dickey breaks ground on medical center—wants a nursing program from the beginning.

1957 Only 13 nursing schools in Kentucky; only one with baccalaureate program; rest were hospital diploma programs.

1958 Marcia Dake named dean—youngest dean of a nursing school in United States.

1960s

Fall 1960 First class—35 women (30 undergrads; five RNs). Only UK undergraduate program at the time to have a selective admissions policy (grades, ACT scores, interviews).

Fall 1963 First two-year program starts at Henderson Community College. By 1967, 36 percent of new nurses in Kentucky graduate from these programs.

1964 First class of 15 students graduates. Students choose own uniform and cap. College of Nursing inaugurates associate degree program through Kentucky community colleges.

May 22, 1965 Dake receives telegram announcing full accreditation for College of Nursing from National League of Nurses (NLN).

1965 College of Nursing faculty made up of 29 members (24 with master's degrees; two with doctorates; two BSN-degree teaching assistants).



UK College of Nursing 50th Anniversary:

TWO VISIONARY LEADERS Take a Look Back.

1960-2010

The seeds for a new kind of nursing school may have been planted in a Kentucky cornfield but today, 50 years later, UK's College of Nursing has grown considerably in size, scope and influence. Today, the College is a nationally recognized leader in virtually every aspect of the field—advanced practice, scholarship, research, education and leadership. Join us for a look back at the innovative nursing program founded in 1960 through the eyes of those who were there at the start, **Marcia Dake**, EdD, RN, the College's first dean, and **Robert Straus**, PhD, founder of the UK Department of Behavioral Science and one of the planners for the original UK Medical Center.



1970s

Fall 1969 Faculty Senate okays the master's program. First class of nine enrolls.

1971 Challenging recruitment period ends with six of 25 faculty members holding doctorates.

Dake leaves; replaced by interim dean Denman.

Winter 1971 Dean Marion McKenna appointed dean.

Size of classes growing. First decade: CoN freshman class was 85; by 1972: 250.

1971-1972 Planning stages for new building. CoN was in Medical Center; outgrew and moved into nearby Center Motel in 1966.

1980s

1975 New structure begins across from UK Hospital on Rose Street.

Renewed efforts to attract non-traditional students and those from rural communities to CoN. Renewed focus on RN-to-BSN efforts.

1979 New building dedicated. "Dream shared by many," says Dean emeritus Dake at an alumni event.

April 1980 CoN establishes Delta Psi Chapter of Sigma Theta Tau International.

Fall 1980 70 percent of CoN students are part time.

ROBERT STRAUS & MARCIA DAKE

Take a look back...

1 ROBERT STRAUS:

Starting a baccalaureate in nursing was a real first for Kentucky, a real bit of adventure and innovation.

I came onboard in the summer of 1955 at the invitation of William R. Willard, MD (founding dean of the UK College of Medicine) who was charged with starting the medical school by the governor at the time, Happy Chandler. The concept was expanded to a whole medical center that would include medicine, nursing, dentistry and, of course, pharmacy which was already there...

I had the job of doing the initial interview for potential candidates for nursing. The pool of qualified candidates for dean was very small—nurses with doctorates were rare and very much in demand. I went to New York to talk to Marcia Dake.

2 MARCIA DAKE:

I was fresh out of a doctoral program in nursing education at Teachers College of Columbia. Two days after I had returned from delivering my dissertation to the health powers in Albany, N.Y. I was told "you have an appointment"—and it was Dr. Straus.



College Of Nursing Program Approved



NEW UK DEAN—Dr. Marcia A. Dake, New York, has been named dean of the University of Kentucky College of Nursing, which will be included in the new Medical Center development. She will assume her duties Aug. 1.

4 MD: I drove from western New York to Lexington, Ky., with a U-Haul trailer behind my Pontiac to become the seventh medical center staff member. Our offices were in the farm house and we did our business for a year or year-and-a-half on the stairway.



5 RS: Back then, of course, nursing education was pretty much hospital-based. This was a very different thing we were doing. The whole idea of a medical center was a new idea. We did a lot of traveling throughout the state to interpret the medical programs back then. It was a time when the roads in Kentucky were very primitive. In fact, there were only two short stretches of four-lane highways. All those mountain roads! A trip from here to Hazard, Ky., would take five hours. Now it's just about two hours, I think.

3 RS: With almost everyone we recruited, we did our initial contact on their home ground, and then the next step was to invite them to Kentucky. The process was an interesting one. It usually took three or four days setting up interviews with people in the University. Dr. Willard had a style of interviewing candidates and we'd spend the evening, and by evening I mean five or six hours in the evening, just sitting around, raising questions. He had a very easy, gentle, intellectually penetrating way of asking questions. It was a lot of fun to be part of these projects; he was a tremendously able person. If I sound like a hero worshipper, you're right.



6 MD: Everybody in the state was wondering what that new young dean was doing. I remember vividly, not long after I came to Kentucky, I had an interview with a local newspaper. There was a hospital school of nursing in the community and I said after the interview, oh dear, tomorrow's headline is going to be "New Dean Says Hospital School Must Go." Because the full theme of this reporter's thing, you see, was well you can't exist side by side. You don't believe in hospital schools, you are going to help make it die. I thought, no, no, no, please, no.

8 MD: I daresay no one will ever go through the building stages that we did at Kentucky. It was everything, from the ground up. You know, back then Dr. Willard was referred to as the "dean of a cornfield." When I came, there was a hole in the ground but thankfully nobody ever referred to me as "dean of a hole in the ground"...



9 RS: Dean Dake had a big job. She was developing faculty, defining the program and selecting students—and she only had two years to do it.

10 MD: We were going to open a hospital and we needed to have graduates ready to work there two years from now thank you please. I think I had the courage of naiveté. We hired a new dean of dentistry and the publicity said he was 35, and I thought 35! Gee, he's young. Then I began to think, well, I wasn't much older...

NOV 29 1962 UK Dean Says Men Needed In Nursing



11 RS: One of the challenges she faced was recruiting qualified faculty and creating an atmosphere of excellence. She hit the ground running.



May 1981 College faculty votes unanimously to bring traditional BSN program back.

1984 Carolyn Williams named dean.

1985 Board of Trustees approves PhD program. Hope Center Clinic opens.

By 1987, College has 17 faculty members with doctorates; nine members working on theirs.

January 1987 four doctoral students enroll; six more join in spring.

1990s

1990s Addition of nurse case manager and pediatric nurse practitioner to master's program. Nurse practitioner program grows. PhD program grows.

1992 First PhD graduates. Undergraduate enrollment is 450.

1998 Good Samaritan Nursing Center opens.

1999 *U.S. News & World Report* ranks UKCoN #48 in nation for master's degree.

12

MD: I was one of the first 100 nurses in this country to have a doctoral degree. I say this not to compliment myself but to take you back to where nursing was at that stage in our history. We did not have doctoral programs in nursing. We did not have doctorally prepared nurses to teach in such programs. We were able to find young nurses with great creativity, sharp minds and the desire to create along with very seasoned, expert clinicians and educators. Put the two together, and step back. It was, for me, fascinating to see those two areas of strengths knock out curriculum ideas.

13

RS: I think about the third year we started an undergraduate course called Behavioral Factors in Health and Disease, and as far as I know, that course, or its successor, is still being taught. And gradually it got expanded as nursing programs were started in most of the community colleges. As a faculty we would sometimes drive 80, 90 miles to teach that course in the nursing program.

UK College Of Nursing, In Its First Year, Looks To Two Major Frontiers



14

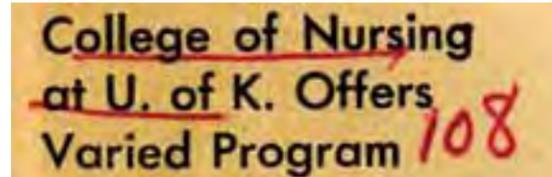
MD: At that time, in the mid and late sixties, any subject matter taught in the community college was under the administration, management and development of that department on campus, which was totally unusual. It meant that the College of Nursing had both the responsibility and the opportunity to control the quality right from the beginning.

15

MD: (upon learning by telegram that the College had received NLN accreditation in 1965) I think we all took big deep breaths. It meant a great deal. A program was not a program if it wasn't accredited; you could not really sell it full strength if it did not have national sanction. That was a day for celebration.

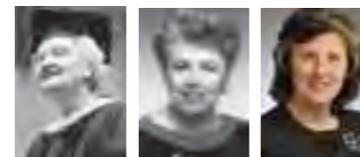
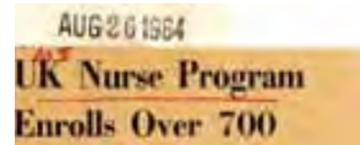
RS: Looking at the College today, from the outside, it's just so positive, so impressive, the rankings, the national attention. It really is quite a program.

16



17

MD: There's been so much high quality leadership since I left. Sure, I'll take credit for starting the program but when you're talking about the kind of quality you are talking about now, you have to think of those who followed me, Marion (McKenna), Carolyn (Williams) and now Jane Kirschling. And when you think that in this span of time we're only on our fourth dean—what does that say? It says that numbers two and three really did quite a job. The program has just skyrocketed in quality to astounding levels.



FRIENDS OF THE COLLEGE OF NURSING

What others are saying...

JAMES W. HOLSINGER, JR., MD, PHD

Chancellor-emeritus, Wetbington Chair in the Health Sciences, College of Public Health

As I reflect on the fifty-year history of the University of Kentucky College of Nursing, I am struck by the quality of the students attending and graduating from its various programs. As chancellor of the Medical Center (1994-2003), I particularly enjoyed the opportunity to interact with undergraduate nursing students. For me the key event each semester was the Pinning Ceremony for the new graduates. As a medical student and young physician working with nurses I quickly came to understand the pride with which they wore the pin of their school or program. To be sure, I was always more than a bit envious of the symbolism contained in those pins. As a consequence, as chancellor, attending the Pinning Ceremony each semester was a priority. While watching the pride on the faces of each new graduate, as well as the pride on the faces of their family and friends, it was obvious to me and all attending that, once again, the faculty of the College of Nursing was sending out a well-trained, dedicated group of nurses, prepared to provide outstanding care to patients. A highlight of my time as chancellor was being presented with a College of Nursing pin, an honor not given nor received lightly! Like all its graduates, I treasure my pin.

KUMBLE R. SUBBASWAMY, PHD

Provost, University of Kentucky

The University of Kentucky has a mandate to be counted among the Top 20 public research universities in the country in order to better serve the Commonwealth. The College of Nursing has enthusiastically embraced the University's challenge and has made great progress in serving the needs of the Commonwealth. It has doubled the number of BSN nursing students while maintaining admission standards and student success. The College has added more doctorally prepared faculty and increased research output. And, College faculty members have taken the lead in improving health outcomes for Kentuckians through advocacy for smoking cessation, for example.

CAROLYN WILLIAMS, PHD, RN, FAAN

Professor and Dean Emeritus, UK College of Nursing

Over the years, I had a very good team—both the faculty and administrative team. And I feel like, if anything, they deserve more credit about the positive things that happened than I do. You're sort of the director of the orchestra so to speak. You've got strength here and you lead with that. You try to choose and interact within the environment in such a way that you can help everybody be successful.

Remembering when... Contributors

Patricia Calico, PhD, RN

BSN 1965
Faith community nurse and nurse educator
Editorial Board Member of the Rehabilitation Nursing Journal and the Kentucky Nurse
Stanford, Ky.

Nancy Dickenson Hazard, MSN, RN, FAAN

BSN 1968
NDH Agency
Carmel, Ind.

Marcia Hughes-Rease, MSN, MSOD, ACC, RN

BSN 1972
Herndon, Va.

Gretchen LaGodna, PhD, RN

Professor Emerita
PhD 1975

Carol Riker, MSN, RN

MSN 1974
Associate Professor, UK College of Nursing

Sherry Warden, PhD, RN

PhD 1990
Associate Professor, UK College of Nursing

Elizabeth Weiner, PhD, RN-BC, FACMI, FAAN

PhD 1982
BSN 1975
Senior Associate Dean for Informatics
Centennial Independence Foundation
Professor of Nursing
Professor of Biomedical Informatics
Vanderbilt University
Nashville, Tenn.

Gail Wise, EdD, MSN, RN-C

EdD 1980
MSN 1975
Associate Provost and Dean Nursing and Allied Health Gateway Community and Technical College
Edgewood, Ky.

K. Jane Younger, MSN, RN

MSN 1973
Younger Consulting
Louisville, Ky.

2000s

2000 82 percent of tenured faculty have doctorates.
U.S. News ranking rises to #36 out of 270 master's programs.

2001 Linda C. Gill Chair in Nursing is established.
 First Doctor of Nursing Practice (DNP) Program in nation is opened at UK.

2002 Good Samaritan Chair in Community Health Nursing is established.

2003 Marcia A. Dake Professorship in Nursing Science is established.

Summer 2004 First class of Second Degree BSN students is admitted.

2006 Jane Kirschling named dean.

2007 First alumni inducted into College of Nursing Hall of Fame.
 UK Dream, Challenge, Succeed Capital Campaign concludes; CON exceeds goal by 89 percent.

Fall 2007 Enrollment doubled for traditional BSN Program.
 First BSN-PhD Option students were admitted.

2010 36 nursing faculty and staff practice.

COLLEGE OF NURSING ALUMNI Remembering when...

Over the past 50 years, the University of Kentucky College of Nursing has produced more than 5,000 outstanding BSN and advanced degree nursing professionals. Here, students from earlier years, and the faculty members who taught them, remember their own experiences at UK.

Sherry Warden: I was in high school and one of my teachers told me about UK and the College of Nursing and showed me a picture of the uniforms and the cap. I looked at the cap and thought, *Wow, that's strange-looking.* It looked like a mortar board with four corners and the front one was bent over and the back corner was sort of pinned down. The four corners stood for the baccalaureate degree. It was set on a circle that stood for continuous education.

Nancy Dickenson Hazard: What drove me to consider the BSN program was the wisdom of my parents. I knew I wanted to become a nurse and they were adamant about collegiate education... I felt the promise of attending a relatively new school and being at a medical center where I would have all sorts of experiences not otherwise had in a community school.

Patricia Calico: Attending a diploma program to become a registered nurse was the only option for nursing education in Kentucky at that time. Then, during my senior year in high school my family and I read a newspaper article about the new BSN program at the University of Kentucky. The opportunity to participate in an innovative nursing education program was an adventure that I wanted to experience. My father was a big UK sports fan and was excited for his daughter to attend the University.

Warden: I had grown up in a really small town with 3,500 people, and then I came to UK. I looked in the coliseum and thought, *Wow, you could put my hometown in that section over there.*

Gail Wise: The nursing administration and faculty were held in great respect by the students. I can remember specific faculty who I particularly held up as excellent role models and helped me develop into the nursing educator and administrator I am today.

Warden: I remember we had, I think they were called circle electric beds—a big circle with a stretcher in the middle. They were for people with burns or needed to be turned but couldn't be moved very much. We actually got on them ourselves to see what the experience felt like to patients.

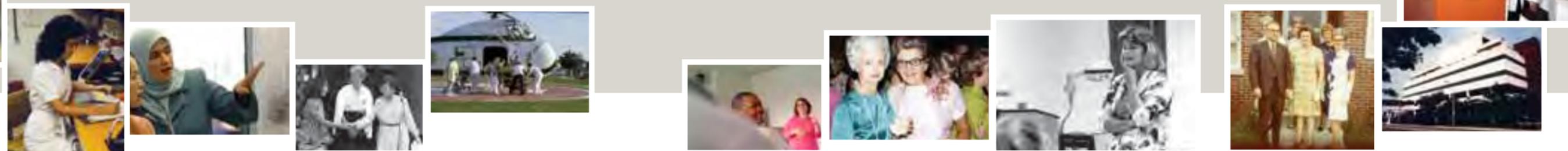
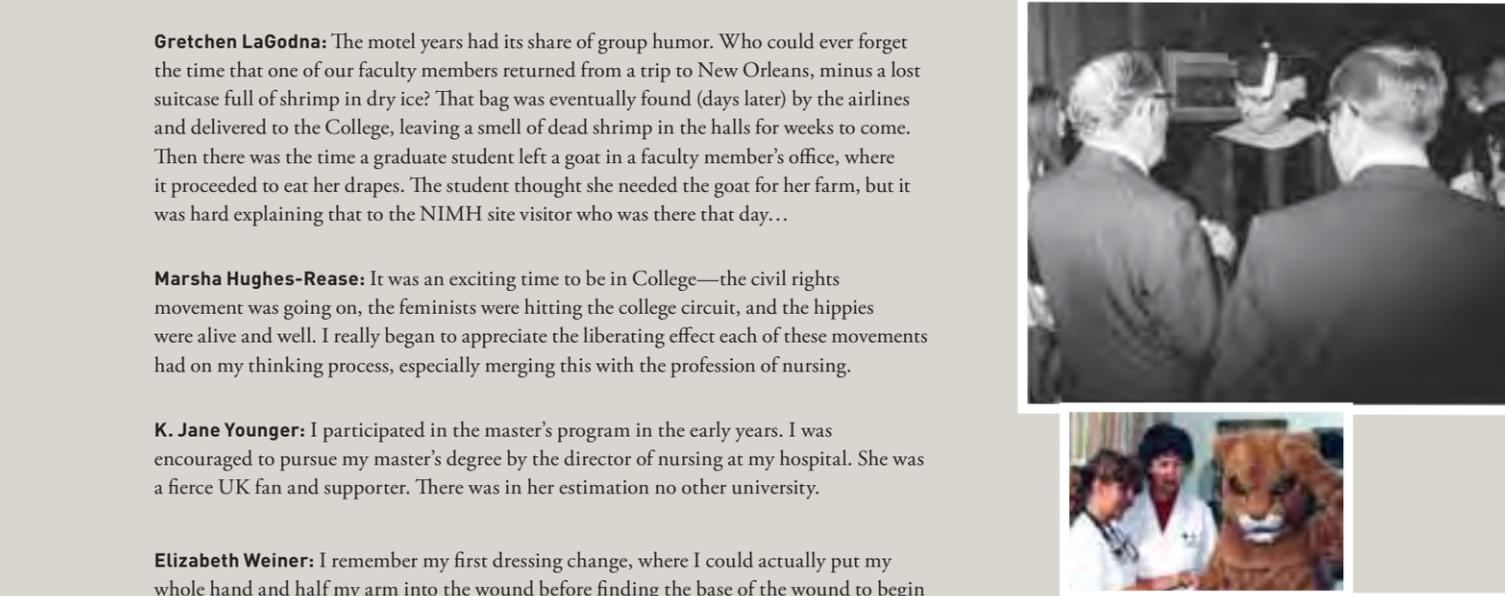
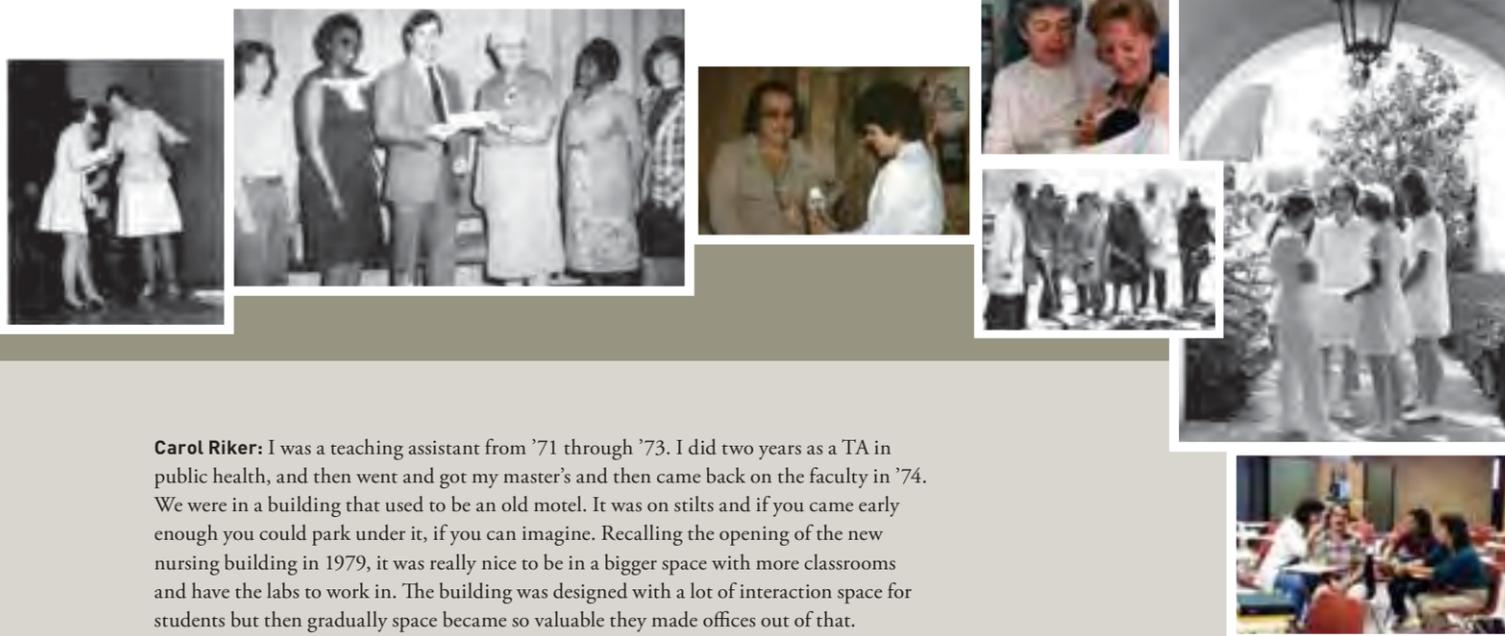
Carol Riker: I was a teaching assistant from '71 through '73. I did two years as a TA in public health, and then went and got my master's and then came back on the faculty in '74. We were in a building that used to be an old motel. It was on stilts and if you came early enough you could park under it, if you can imagine. Recalling the opening of the new nursing building in 1979, it was really nice to be in a bigger space with more classrooms and have the labs to work in. The building was designed with a lot of interaction space for students but then gradually space became so valuable they made offices out of that.

Gretchen LaGodna: The motel years had its share of group humor. Who could ever forget the time that one of our faculty members returned from a trip to New Orleans, minus a lost suitcase full of shrimp in dry ice? That bag was eventually found (days later) by the airlines and delivered to the College, leaving a smell of dead shrimp in the halls for weeks to come. Then there was the time a graduate student left a goat in a faculty member's office, where it proceeded to eat her drapes. The student thought she needed the goat for her farm, but it was hard explaining that to the NIMH site visitor who was there that day...

Marsha Hughes-Rease: It was an exciting time to be in College—the civil rights movement was going on, the feminists were hitting the college circuit, and the hippies were alive and well. I really began to appreciate the liberating effect each of these movements had on my thinking process, especially merging this with the profession of nursing.

K. Jane Younger: I participated in the master's program in the early years. I was encouraged to pursue my master's degree by the director of nursing at my hospital. She was a fierce UK fan and supporter. There was in her estimation no other university.

Elizabeth Weiner: I remember my first dressing change, where I could actually put my whole hand and half my arm into the wound before finding the base of the wound to begin the dressing. My professor talked me through it in such a calming and thorough way that I never felt intimidated. I would graduate and work as a post-op surgical nurse before going on to become a MSN Nurse Clinical Specialist in Medical-Surgical Nursing because of her influence.



WRITTEN BY:
Rebekah TilleyPHOTOGRAPHS BY:
Richie Wireman

ALONG LIFE'S HEALTH JOURNEY,
Nursing Researchers

LEAD THE WAY



As the national conversation about health care emphasizes preventive care, nurse scientists in the UK College of Nursing are already providing a wealth of new research that will shape health care of the future.

The idea of nurses as researchers may surprise those outside the health care community. Nursing is still largely perceived as a supportive, care-based profession. Yet in the last 30 years, nursing research has rapidly evolved, and the findings of nurse scientists are filling critical gaps to improve health outcomes.

Men generally enter nursing at an older age, often as a second career. For women, nursing education has followed the trajectory of the growing family—staff nursing while their children are small and advanced degrees later in their career, particularly doctoral degrees with a research focus. Researchers in other health care fields start their research careers in their late 20s and early 30s, whereas nurse scientists' careers often begin in their mid-to-late 40s.

"We as a discipline are trying to get nurses to come back earlier for their advanced degrees and PhDs, and to take nurse faculty and nurse scientist positions much earlier," said Jane Kirschling, dean and president-elect of the American Association of Colleges of Nursing. Over the course of their career, "the research footprint they will leave will be much firmer."

Nationwide, the practice-oriented Doctor of Nursing Practice (DNP) degree is replacing master's programs, and nurses committed to careers as nurse scientists are earning a Doctor of Philosophy in Nursing (PhD).

With the first DNP program in the country and one of the first PhD programs in the region, the UK College of Nursing is uniquely positioned to produce the next generation of advanced practice nurses and nurse scientists.

And it all starts with looking at the *patient experience*.

“Nursing tends to be a very holistic profession because nurses take care of the whole patient rather than just the kidney of the patient,” said Nancy Schoenberg, a medical anthropologist in the UK Department of Behavioral Science and mentor to College of Nursing Assistant Professor Jenna Hatcher (*see next page*).

The majority of medical research focuses on medical intervention. A patient has a problem and that problem is corrected with an intervention like surgery or a new drug. But that’s just scratching the surface of the problem.

“When you think about it, 90 percent of a patient’s care is self-managed, particularly if the patient has a chronic disease,” said Terry Lennie, associate dean for PhD studies. “They see a health care provider two to three times a year for 15 minutes. Most of the time they are at home trying to manage themselves. Improving self-management is where nurse researchers and clinicians are positioned to have a powerful impact on outcomes.”

As clinicians with a considerable amount of patient interaction, nurses have long been aware of disconnects in patient care. It does not help to give an illiterate patient a pamphlet on how to stop smoking. Or, as assistant professor and nurse practitioner Elizabeth Salt discovered, it is not beneficial to prescribe medications if patients are not willing to take them (*see page 20*).

“Nurses have started demonstrating that these are things that need to be attended to,” said Lennie. “Nurses have raised the consciousness of thinking that there are other factors besides the disease process. It’s a holistic approach.”

It’s an approach that is unique to most of the health care professions. “Our research questions potentially have more breadth to them,” explained Kirschling. “When the nurse comes to the question, it is more informed by the complexity of the continuum of care and the management of an illness than ‘How do I deal with this today in the ICU?’”

The complexity of the issues naturally leads nurse scientists to take both an interdisciplinary and multifaceted methodological approach to research. The nurse researchers highlighted in this article all developed relationships with mentors from other disciplines who

continue to inform their research today as faculty members. In addition, their survey research or field studies are first grounded in qualitative, personal interviews or focus groups.

Doctoral students in the College of Nursing are also encouraged to get a jump on their research careers with a manuscript option dissertation. Rather than one large dissertation, PhD candidates can choose to write three or more complete, publication-ready research articles that are packaged into a dissertation with an introduction and conclusion.

“It’s been a wonderful model to move students’ programs of research forward and to make them competitive in the job market,” said Lynne Hall, associate dean for research and scholarship. In addition, the College has developed a range of support services, under the leadership of Hall and Dean Emeritus Carolyn Williams, to support faculty research. In 2009, nursing faculty received \$2.5 million in research funding and collaborated on another \$6.5 million with researchers from other UK colleges and other institutions.

“I think we are getting the word out that nurses do research, we are interested in improving outcomes for patients, and that our studies have the potential to lead to findings that will improve health outcomes,” said Hall.

The accompanying stories of UK nurse scientists demonstrate their commitment to improving the lives of Kentuckians while at the same time build the national research reputation of the College.

“We could focus our resources on only conducting research that federal funding agencies want us to conduct and achieve that Top 20 research goal. We can do that and fail the people of Kentucky,” said UK President Lee Todd, Jr. “The College of Nursing continues to conduct the right type of research—the kind of research that is positively changing the lives of our fellow Kentuckians. The College’s passion for improving patient care is driving its research success.”

It is something all nurses share: *a passion to take a patient by the hand and walk side-by-side with them on the journey to health.*



JENNA Hatcher

In her 22-year nursing career, Jenna Hatcher’s work in hospitals on both coasts, in the Deep South and in Appalachia caused her to realize one very important thing.

“There are real differences in people’s health based on their culture and it affects how they take care of themselves,” said Hatcher, an assistant professor in the College of Nursing. “Consequently, different people are getting different levels of health care.”

This interest in health disparities led Hatcher to complete a PhD in Nursing at UK in 2006. As a doctoral student, Hatcher became a research assistant to Nancy Schoenberg, a medical anthropologist in the UK Department of Behavioral Science. Through this mentorship, Hatcher became interested in disparities in breast cancer among African-American women.

“There are huge disparities in cancer,” Hatcher explained. “African-American women die three times more than white women from breast cancer. How can this be? Obviously there are some cultural things going on, including access to care, discrimination, and a whole can of worms that you could spend the rest of your life trying to fix.”

With 46 million Americans without health insurance, the emergency room is often used for non-urgent care: migraines, lacerations, and other painful but non-critical ailments. This will be the setting of a culturally tailored intervention Hatcher is developing to encourage African-American women to have a mammogram.

“The assumption is, if you talk to me when my health care awareness is heightened,

then I have a teachable moment where I can say, ‘Here’s another area you might want to think about.’” Hatcher explained. “While you’re thinking about your health you might want to think about having a mammogram. Let me help you do that while you’re here taking care of your health.”

With a grant from the National Institutes of Health, for the last two years Hatcher has conducted one-on-one qualitative interviews with African-American women of all ages and socio-economic backgrounds, and found that one of the major roadblocks to mammography is fear.

“They may have fear of the health care system, fear of rejection in the system, fear of different treatment, fear of the test, fear of cancer, fear at all different levels,” explained Hatcher. “So my intervention needs to address fear in a different way than it would for the majority population.”

Based on feedback from focus groups conducted this fall, Hatcher will develop materials for peer-educators to present to her target population. The goal is that increased mammography will help to solve a small but very important part of the reason such a disproportionate number of African-American women die of breast cancer every year. For Hatcher, it’s a deeply personal quest.

“Belonging to the minority group I’m trying to help is the thing that has motivated me most. My mother, my sister, my people that I go to church with are not getting what they need. I’ve got the skills and the privilege of going into this community and raising the standard of care.”

“There are real differences in people’s health *based on their culture* and it affects how they take care of themselves. Consequently, *different people* are getting different levels of health care.”



ELIZABETH *Salt*



Crutches clipped across the floor of the clinic with a slow, steady rhythm. A patient with rheumatoid arthritis had come seeking treatment. After weeks on evidence-based medication, there were no signs of improvement.

"I thought she would feel so much better, but every time she would come back in she would still be on the crutches. I couldn't figure out what I was doing wrong," said Elizabeth Salt, who was working at the clinic as an Advance Registered Nurse Practitioner (ARNP).

"It turned out she wasn't taking the medicine."

Salt began to try to figure out what would cause some patients who were experiencing symptoms to not take the medicines that were proven to offer relief. Day after day she handled patient calls to the clinic and a theme slowly started to emerge.

"I discovered that a trusting patient-health care provider relationship was really, really important when it came to whether patients decided to take medications or not," the Paducah, Ky., native explained.

Salt completed her Bachelor of Science in Nursing at UK in 2001. After becoming an ARNP, she was hired by Leslie Crofford, chief of the Division of Rheumatology and director of the Center for the Advancement of Women's Health, and physician in the UK Rheumatology Clinic. Salt's interest in research was fostered by Crofford, ultimately culminating in Salt earning a PhD in Nursing in 2009.

"She was supportive of the PhD program, and she's been supportive in directing where my next step should be as far as my research career goes," Salt said of her mentor. "She gave me direction in where my

research as a nurse could fill a gap."

Salt was awarded mentored grants from the American College of Rheumatology/ Association of Rheumatology Health Professionals—one to develop a scale to measure quality patient-health care provider communication from the patient's perspective and another to empirically evaluate a process of decision making used by patients with rheumatoid arthritis as they decide to take medications for this disease and to determine if medication adherence impacts disease activity. Over the next three years, she will conduct the latter project.

"It was very clear from the beginning that she really had that drive to go above and beyond clinical practice," said Crofford of Salt. "It is an incredible opportunity for us as an institution to have College of Nursing faculty that are clinically trained who can lead in conducting clinical and translational research."

Now a member of the UK College of Nursing faculty, Salt's clinical experience continues to inform her teaching in the undergraduate program and her research as she practices one day a week in the UK Rheumatology Clinic. In this way, Salt is a model of the next generation of nurse scientists who complete their PhDs earlier in their career without sacrificing the critical clinical element that nurse scientists bring to the table.

"It keeps your ideas fresh and keeps you grounded in why you're doing what you're doing," said Salt of being both an active researcher and practitioner. "You don't want to get in a rut. That's not why I'm doing research. I'm interested because of why I got into nursing in the first place: to help people."



KRISTIN *Ashford*



Doing rounds as a high-risk obstetrical case manager, nurse practitioner Kristin Ashford quickly noticed that she was seeing a lot of familiar faces year after year. These mothers had conditions like early-ruptured membranes and spontaneous preterm labor in pregnancy after pregnancy.

"Preterm birth is really an epidemic and it's one of those few conditions in our developed country that is not improving," explained Kristin Ashford, now an assistant professor in the UK College of Nursing. "When you look at global health, North America ranks fifth out of six inhabited continents in the rate of preterm birth. Only Africa suffers from a higher preterm birth rate."

"We have worse preterm birth rates than other third world countries."

There are a number of known factors that impact preterm birth: smoking, low socioeconomic status, depression. But how these and other factors fit together in a "preterm birth puzzle" is still a mystery.

"When researchers looked at preterm birth in the past, they just looked at one piece of the pregnancy," explained Ashford. "There are a lot of gaps and the research is very fragmented. We need to take a more holistic approach to this multi-faceted problem because preterm birth is not a single gene disorder. It's not caused by one thing."

Ashford's search for answers led her to pursue a PhD in Nursing. In her dissertation, she collected hair samples from mothers and infants shortly after birth to determine if there was a connection between smoking and preterm birth. Not only did mothers who smoked during pregnancy have a greater chance of going into preterm labor, but so did non-smoking mothers who were exposed to second-hand smoke. The findings of Ashford's dissertation research ultimately led to collaboration with College of Nursing Professor Ellen Hahn to develop the Kentucky-based GIFT (Giving Infants and Families Tobacco-free Starts) Program.

After graduation in 2007, Ashford was the first College of Nursing faculty member to receive a prestigious BIRCWH (Building Interdisciplinary Research Careers in Women's Health) grant that provided pilot data for an ongoing five-year multi-site study funded by the National Institutes of Health.

"What's innovative about this project is we look at several different inflammatory markers in several different types of fluids," explained Ashford.

Inflammation is known to be a factor in preterm birth, but how it precisely works is still unknown. Ashford's study is looking at several different types of inflammation during multiple stages of the pregnancy and postpartum, as well as several modifiable risk factors like depression, stress, smoking and sleep.

"We're collecting all of those variables at various time points so hopefully we'll be able to come up with a more predictive model of preterm birth and identify the woman at risk earlier in pregnancy," said Ashford.

Ashford's study is part of a larger Center of Biomedical Research Excellence (COBRE) grant headed up by Ashford's BIRCWH mentor Jeffrey Ebersole, associate dean for research at the UK College of Dentistry and director of the UK Center for Oral Health Research.

"There is a reasonable amount of evidence that bacteria from the oral cavity can end up infecting the fetus, by infecting the fetal membranes," said Ebersole, explaining the possible connection between preterm birth and oral health. "The mother's body responds to that foreignness, whether be it a bacteria or a kidney transplant, with the same general response: 'It's not me!'"

Ashford hopes that through her research, preterm birth in this country will decline, and nurses and other health care professionals will see fewer familiar faces experiencing weeks or even months in inpatient obstetrical units.

"When researchers looked at preterm birth in the past, they just looked at one piece of the pregnancy. There are a lot of gaps and the research is very fragmented. *We need to take a more holistic approach to this multi-faceted problem* because preterm birth is not a single gene disorder. It's not caused by one thing."

"I discovered that a *trusting patient-health care provider relationship* was really, really important when it came to whether patients decided to take medications or not."



Meeting the **COMMONWEALTH'S** *need for BSN prepared nurses*

The class of 2010—
*preparing BSN prepared
nurses for the Commonwealth.*



Currently, there are approximately 3,000 UK-educated nurses in Kentucky, both BSN prepared and advanced practice. The majority of graduates stay in the state.



When first-year nursing student Celeste Cross entered the UK College of Nursing Building for summer orientation, the rising sophomore from Elizabethtown remembers being awestruck. “There was this huge banner that said, ‘University of Kentucky College of Nursing faculty, #9 in the nation,’” she says. “I thought, wow, this is a really big deal. It gave me chills.”

Three years, hundreds of hours and a lifetime of experiences later, Celeste Cross and 78 other passionate, dedicated UK undergraduate nursing students received their nursing pins—and the distinction of being among the first graduates in what will become, by year’s end, the largest graduating BSN class in UK history.

The College of Nursing began doubling annual enrollment in the fall of 2007, from 80 traditional first-year students each year to 160. Enrollment of second degree students and those in the RN to BSN program also increased. “This graduating class represents the first group to finish the newly expanded program,” says Dean Jane Kirschling of the May 2010 graduating class. A second cohort, admitted in the spring of 2007, will graduate this December.

The inspiration behind the expansion came straight from the top. “Anyone who has heard President Todd speak about the University and its role in Kentucky knows how we feel. No matter how many national rankings we earn or how much national attention our students and faculty receive, if we haven’t made a difference in the life of Kentucky and Kentuckians, we haven’t succeeded.”

The growing nationwide need for nurses has been well-documented.

While analysts for the U.S. Bureau of Labor Statistics project that more than 581,000 new RN positions will be created through 2018, renowned nurse economist Peter Buerhaus predicts a significant shortfall of RNs starting in 2018 that could grow to as many as 260,000 by 2025. In the Commonwealth, the challenge is already compounded by the difficulties in reaching

a diverse population with higher than average rates of illness and disease and the difficulty of making care available in Kentucky’s beautiful but often remote rural countryside. “The need is definitely there,” says Kirschling, “and we’re growing to meet it.”

The College has always played a national leadership role in the field of nursing, especially in scholarship and advanced practice.

The nation’s first DNP program was piloted at UK. The nursing faculty is nationally ranked for scholarship and participates in high-profile research on everything from cardiovascular and tobacco treatment interventions to wellness programs to best practices in care delivery. And that’s good news for the Commonwealth. Kentucky is consistently among the country’s top 10 states for lung cancer, cardiovascular disease, diabetes, obesity and other illnesses and diseases, many of them lifestyle-related. Much of the research being led by College faculty members has a direct tie to these very health issues. As many as 30 undergraduates each semester assist faculty in leading-edge research and some students even earn publishing credits and the opportunity to participate in national conferences. Last year, the College’s pioneering Undergraduate Research Intern Program was recognized by the American Association of Colleges of Nursing (AACN) with its prestigious Innovations in Professional Nursing Education Award.

What sets our undergraduate program apart are the experiences these students have here at UK,” says Kirschling.

The dean lists a wide range of enrichment opportunities available to BSN students,

including a Nursing Skills Lab Internship program, inaugurated last year, and the Nurse Scholars program. These opportunities not only offer peer-to-peer tutoring but a chance to participate in nursing scholarship and skill building as nurse leaders. Summer programs offer clinical practice opportunities at UK’s nationally ranked A. B. Chandler Hospital as well as a statewide network of health and community care facilities. The College even collaborates with nursing services to offer a BSN residency program through UKHealthCare to help BSN graduates, regardless of where they did their undergraduate work, transition to the real-world of nursing practice. Says Kirschling, “A BSN student at the University of Kentucky will have had a professional experience that is beyond the norm.”

But there was one “norm” no one wanted to see change.

One of the hallmarks of the UK program is the intimacy and camaraderie that exists among students and faculty. Would an increase in numbers change all of that? Not in the least. “It’s just like it always was,” says Patricia Burkhart, associate dean for undergraduate studies at the College. “You could walk down these halls on any given day and think—How do they get anything done? Office doors are open and students and faculty are talking and sharing stories. Everyone is just so passionate about nursing,” she says. “Every student survey says the same thing. The program’s biggest strength is faculty, faculty, faculty.”

And it is quite a faculty. “We hire experts in their fields and they teach in their fields,” says Burkhart. “Our undergraduates are studying directly under nursing professionals whose knowledge and clinical practice expertise are at such a high level.”

The caliber of the program shows. The national average for first-time NCLEX pass rates is 86 percent. At the UK College of Nursing, it’s 97 percent—and has been for the past nine years.

Still, an expansion of this magnitude did require some adjustments.

In addition to eight new full-time faculty members, a two additional academic advisors and more part-time, master’s-level clinical instructors, the expansion required significant renovations to the existing building. A new \$3.2 million construction project is underway. Adjusting for larger numbers inside the classroom was another challenge. “We were the guinea pig class,” laughs Cross who graduated as president of the May 2010 senior class, and also received the Central Baptist Leadership Award in May 2010. “It worked out great, though. They asked for our feedback and opinions and they

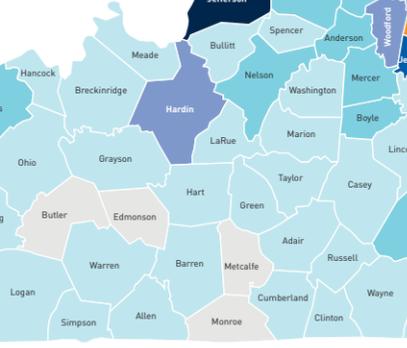


were very good listeners.” In some of the larger lecture classes, for example, students now use “clickers” that allow them to electronically respond to questions on a projected screen. A professor can immediately evaluate overall knowledge level on a concept—and so can the individual student. A high fidelity simulation lab allows students to practice skills on life-sized “patients” that can be programmed for a variety of presenting symptoms and conditions. “This generation is very comfortable with technology and new ways of doing things,” says Burkhart. “Students also had new ideas for expanding our study groups and other valuable input that we put into practice.” Another plus in preparing for expansion was the relationship between the College and nationally ranked UK HealthCare. “UK’s hospitals give us a valuable edge and not just in clinical experiences,” says Burkhart. “Their practitioners sit on our committees

and we sit on theirs as well. It keeps us all on the forefront of the latest advances in care and instruction.”

Assistant professor Karen Butler, who received her DNP from UK in 2006, is a course coordinator in the undergraduate program.

Butler talks about the focus of that first critical year in nursing school and how the UK curriculum is structured to make the most of it. “The focus is on health promotion across the lifespan and the science behind the nursing process,” says Butler. “Many students come in thinking they should be going straight into an



emergency department,” she says. “But by focusing on health promotion and showing them what normal development looks like at all ages and stages, they’ll know what isn’t normal when they see it later on.” In addition to classroom lectures and labs for fundamental skills, students engage in experiential learning activities with low acuity clients in supervised settings. They’ll work with area elementary schools, for example, to create individual care plans for at-risk children on issues like nutrition and exercise. During the H1N1 influenza crisis last year, students created activities to educate children on hand-washing and other tactics to help them avoid the flu. “They’re putting into practice what they’ve been learning about the therapeutic nurse relationship and how to effectively communicate with diverse audiences,” says Burkhart, adding that students are also involved in clinical experiences in community health settings, elder care facilities and other care environments. They

see patients of all ages, from infants to seniors, and focus on interventions that promote health, wellness and prevention. “First-year students learn that nursing process is based on science and decisions are evidence-based,” says Butler. “They learn to identify risk factors in a population and how to use the nursing process to intervene for wellness.” For many, it’s an eye-opener. BSN graduate Cross was one of them. “I didn’t see it then but I do now,” she says. “Everything you do in nursing school is a building block and that first year really did lay the foundation for everything that followed.”



If the first year is about getting grounded, the second is about hitting the ground running.

Junior year is “welcome to hospital life,” says faculty member Jennifer Cowley, a lecturer and clinical instructor in the adult medical-surgical course. This is the year students get a real-world taste of 12-hour hospital shifts and the pace of clinical practice. “You can lecture all day long but there’s nothing like being there, on the floor, to get a true feel for what it’s like to be a nurse and see firsthand the importance of on-your-feet critical thinking.” Cowley, who recently received one of the first-ever UK Provost Lecturer awards, coordinates a talented team of clinical instructors who oversee the students in their rotations. And while the Kentucky Board of Nursing mandates a 10-to-1 student to nurse ratio, the College is committed to keeping it 8-to-1 for clinical instruction. “Ours is a

AUDREY DARVILLE

The Perfect Blend

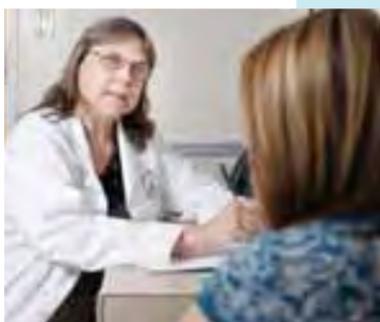
of Practice, Research, Education & Policy

Kentucky has a complicated relationship with tobacco, admits Assistant Professor Audrey Darville. The Commonwealth is one of the nation's leading tobacco-producing states. It's also a national leader in tobacco-related illness and disease. Darville, a certified tobacco treatment specialist at UK HealthCare, believes you can change behavior, without stigmatizing it, through evidence-based interventions that can help motivate even long-time users to quit. Darville's expertise on tobacco treatment practice and strategy has not only earned her awards and accolades but has helped her build a nursing career that blends her interests in practice, research, education and even government policy.

A family nurse practitioner since 1998, Darville has been the lead health care provider for the Hope Clinic and Pharmacy in central Kentucky since its inception in 2006. The clinic serves a six-city area and offers free services to uninsured individuals with chronic illnesses such as diabetes. Nearly half of the patients she sees also have tobacco dependency issues. She's also involved in teaching, research and the groundbreaking work of the College's Tobacco Policy Research Program. "Nursing has not only allowed me to do different things but has also been an avenue to do new things and carve out new territory."

Darville is particularly interested in the psychology and behavior of long-time tobacco users and has made that the focus of her PhD studies at the College of Nursing. "Initiation of tobacco use is really a pediatric problem, especially in states like Kentucky where tobacco is such a big part of the tradition and the economy," says Darville who has written or contributed to an impressive body of published work. "Many tobacco users in our state, particularly the older generations, have a relationship with tobacco that started when they were very, very young." Darville spoke with one patient who told her he'd smoked his first cigarette at age six months. It was part of his family's tradition. "As soon as a baby could sit up, they would put a cigarette in his mouth," says Darville. "It was a rite of passage, a sort of 'coming of age' ritual." Another older patient, a woman from rural Kentucky, told Darville that when she was growing up, all sixth graders were given the choice—they could go to the playground or to the "smoking tree" at recess.

"Working with tobacco dependent patients requires sensitivity, understanding and solid, science-based treatment practice," says Darville. In fact, when the UK campus went entirely smoke-free last year, Darville's position as a tobacco treatment specialist played a key role in its successful implementation. "We knew we needed to have cessation programs in place for our own students and faculty," says Suzanne Prevost, associate dean for practice and community engagement. "Audrey is a very strong, very talented advanced practice nurse and has a specialized and unique set of interventions for individuals with tobacco addictions." According to Medical News Today, close to 100 colleges and universities across the nation have implemented tobacco-free or smoke-free policies since the University of Kentucky became smoke-free last November. Many of those institutions called on UK to find out about the University's policy and the steps UK took to implement it. "Audrey blends all of her roles so effectively," says Prevost. "She's a great role model for today's student who can see the really interesting career you can have by combining your research and teaching with a practice area in which you are expert."



very student-centered program," explains Cowley. "These are achievers, great students, and we ask a lot of them. But we ask a lot of ourselves, too. We know we're shaping tomorrow's top professional nurses and we take a great deal of pride in that at UK."

In the third and final year of undergraduate nursing, it all comes together.

It's called "Synthesis", a one-on-one preceptorship experience in a clinical specialty area with high acuity patients. It takes place during the last half of the last semester and by the time the seven weeks

are over, students will have logged 222 hours, nearly double the hours required by the Kentucky Board of Nursing for clinical practicums.

Cross was placed at A.B. Chandler Hospital in the Surgical Intensive Care Unit. While her RN preceptor was there for advice, Cross took the lead in completing nursing interventions for patients, administering oral and intravenous medications, communicating with patient families, collaborating with physicians and other practitioners and handling shift reports. "That's when it really hit home," she says of

the experience, "I felt like a nurse." Cross, who married soon after graduation and is now Celeste Barry, began her nursing career last summer at Norton Hospital in Louisville, the same hospital she worked for as a summer extern after her junior year at UK. "I definitely felt ready," says Barry. As for the banner that greeted her at orientation and the nationally recognized program she just completed: "Now that's me, I'm part of that tradition," she says. It still gives her chills.

Anatomy of a Nurse

//JACOB ADAMS



Jacob Adams is a stand-out—and not just because he was one of two men to graduate with this year's first newly expanded BSN class. The 21 year-old native of Paducah Ky., was named the Maurice A. Clay Award (Omicron Delta Kappa Leadership Award) recipient as the student who has demonstrated outstanding commitment to the College and the community and performs at a high-level academically. Growing up, Adams' mother was an ICU RN at the local hospital. As an elementary school student, he remembers going to his mother's workplace at the hospital after school and being thrilled by the activity and excitement of the ICU. It still gets his pulse racing. After graduation, Adams accepted a position in the Cardiac/Thoracic ICU at UK A.B. Chandler Hospital, his top choice in both specialty and location. It wasn't a surprise. As part of the Student Nurse Academic Practicum (SNAP), he'd already spent 10 weeks of his summer there. SNAP is an innovative College collaboration with UK HealthCare's A.B. Chandler, Good Samaritan and Kentucky Children's Hospitals to give qualifying students a hands-on clinical experience, with pay as well as credits, the summer before senior year. This past summer, 50 BSN students "snapped" at UK or in similar programs at other medical facilities in Kentucky. Programs like these give employers and new graduates a chance to 'test drive' one another, say SNAP coordinators Jennifer Cowley and Darlene Welsh, who also coordinates the senior Synthesis experience. They call it a win-win situation for everyone. "They may be new hires but they've already gone through a pretty amazing orientation," says Cowley.

DEGREE OF DISTINCTION

The National Movement to the *Doctor of Nursing Practice* Has Strong Roots at UK

Today, there are 120 Doctor of Nursing Practice (DNP) programs at colleges and schools of nursing in 36 states and Washington, D.C., with another 161 in the planning stages. But in the beginning, when the profession was searching for a program to serve as the DNP model, *there was only one.*



“THE UK COLLEGE
OF NURSING
PROVIDED EARLY
LEADERSHIP FOR
THE NATIONAL
MOVEMENT
TOWARD
THE DNP.”

When it was over, you could have heard a pin drop.

Carolyn A. Williams, then-president of the influential American Association of Colleges of Nursing (AACN) had just finished her talk at the 2001 AACN doctoral conference in Sanibel, Fla. Her topic: a bold new initiative to advance nursing practice. Williams, dean of the University of Kentucky College of Nursing at the time, was persuaded by other forward-minded nurse professionals in the organization to talk about the innovative DNP program she had helped launch at UK that very year. The wisdom behind a doctoral degree with a focus on nursing practice should not be hard to argue, but it was. The health care environment was becoming more and more complex. A shortage of medical professionals, nurses and doctors alike, wasn't just a trend—it was real and it was here to stay. Health care delivery systems, many of them broken or inaccessible to populations that needed them the most, were desperate for change. There was a crying need for nurse leaders in clinical management and practice who were prepared at the doctoral level, yet the idea of a practice doctorate for nursing was difficult for many in nursing to accept. Williams' address was an eye-opener if not a mind-opener to the assembled AACN audience, many of them academic leaders of the nation's top nursing PhD programs. She remembers the reaction well. “It was either ‘that's ridiculous,’” she recalls. “Or ‘that's interesting.’”

The idea of a doctorate in nursing practice wasn't entirely new.

Boston University opened a doctorate program leading to a DNSc in 1960 which had a clinical orientation but also had a research focus and required a dissertation. Case Western Reserve University began offering a Nursing Doctorate (ND) in 1979 as entry to nursing practice. However, over the years programs that offered a doctorate in nursing science similar to the one at Boston University evolved into research intensive programs and looked very much like PhDs. At the time that UK developed the DNP program the terminal degree for advanced practice was the MSN degree. But the expanding length of MSN programs and the need for even more content in the face of a rapidly changing health care environment made the requirements for a master's degree in nursing look more like those of a doctorate in other fields. Williams and other early DNP pioneers knew it was time for change. And so began the journey, one that would place the College at the helm of a national movement.

“UK provided early leadership for the national movement toward the DNP,” says Jane Kirschling, dean of the UK College of Nursing.

Williams' highly-regarded research background had already attracted top faculty and national attention to the University and its master's and PhD programs. Still, in those early years, Williams believed the College could do—and be—more. One of her first tasks as dean had been to encourage faculty participation in clinical practice as part of the faculty role and the development of a program of faculty practice for the College of Nursing. “In our efforts to move nursing practice forward, it became apparent that people wanted and needed a broader set of tools to work with—those that a doctoral-level education could provide,” Williams says. With the support of UK administration, an internal taskforce began exploring the idea for a doctorate in nursing practice—and examining the possibility from all sides. Finally, in the fall of 2001, with Williams and faculty members Marcia Stanhope, Juliann Sebastian and others leading the way, the College began accepting post-master's students into the new DNP program.





Tukea Talbert was one of them. “It was always my goal to be doctorally prepared,” says the Lexington native who was managing UK HealthCare’s Markey Cancer Center when she began the DNP program in 2001. Talbert says that a PhD in nursing, with its traditional focus on research, scholarship and the preparation of nursing educators, didn’t really fit her desire to lead and manage in the clinical setting. When Talbert learned of UK’s DNP Program and a degree track concentrated on populations and organizational system leadership, she knew she’d found her answer. Talbert says the DNP’s emphasis on the whole clinical picture—from management to financial systems to evidence-based practice and process change—has given her a knowledge base that is deep as well as wide on the professional skills she needed—from strategic planning to budget analysis to clinical supervision. Talbert, who keeps a framed picture of her cohort, “the original six,” in her office, was awarded her doctorate in 2005. She now serves as chief nursing officer for Clark Regional Medical Center in Winchester, Ky. “Until the DNP, I might have had to pursue a doctorate outside of nursing for nursing,” she says.

That was one of the unintended consequences of a practice discipline without a doctorate level. Williams herself remembers the talented young MSN graduate who came to her for advice on his career in nursing administration. “He wanted to pursue a doctorate but he didn’t see how a PhD in nursing would really fit,” she says. “He was considering a law degree or even business.”

Meanwhile, as UK’s first DNP students were preparing for graduation, AACN was preparing a position paper on the practice doctorate. In the fall of 2004, the organization released a ground-breaking document calling for “nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills...able to critique nursing and other clinical scientific findings and design programs of care delivery that are locally acceptable, economically feasible, and which significantly impact health care outcomes.” The paper called for the practice doctorate to be considered the terminal degree for advanced practice nursing with AACN member institutions voting to move the current level of preparation required for advanced nursing practice from the master’s degree to the doctorate level by 2015. Two task forces were appointed to move the initiative forward. *The Essentials of Doctoral Education for Advanced Nursing Practice* was published in 2006 and outlined the key DNP concepts and offered guidelines on curriculum evaluation and content mapping. The second task force, chaired by Williams, released their report that same year. *The Task Force on the Roadmap to the DNP* was a comprehensive overview of the DNP program process and included recommendations for securing institutional approval to transition the MSN into a DNP program; preparing faculty to teach in DNP programs and addressing regulatory licensure, accreditation and certification issues. Among its conclusions and observations was a recognition of the differences between the PhD and the DNP and the importance of each. “What we really wanted to do with the DNP was shape the practice environment for health care delivery and for health outcomes for the populations we serve,” says College faculty member Marcia Stanhope, another pioneer from UK in the

DNP movement who worked on several task forces and committees in connection with the effort. Stanhope explains that while PhD research studies impact the clinical environment, there can be a significant time lag. “It takes an average of 16 to 18 years to actually put research into practice,” says Stanhope, citing published statistics by the national Institute of Medicine (IOM). “A collaboration between PhD and DNP graduates could change that dynamic dramatically,” says Stanhope. “The DNP graduate might identify a problem in the practice arena. The PhD graduate could then do the research and make some suggestions for changing the practice. The DNP graduate could then evaluate the results and put solid, evidence-based interventions into practice right away.”

Zeb Koran was a clinical nurse specialist in the emergency department of an Illinois hospital in 2002. She was on the hospital’s leadership team and was involved in everything from implementing and monitoring competencies and coordinating quality improvement initiatives to developing evidence-based guidelines and house-wide education modules. She’d been “kicking around” the idea of getting her doctorate for awhile but couldn’t really see herself in a PhD program. Then she heard about the DNP at a conference for advanced practice nurses. “It was like a light went off—this was perfect,” she says. “The curriculum was just amazing. These people were talking about everything I was passionate about—things like quality of life and being able to put numbers to it, measuring outcomes and evidence-based nursing practice...I went home and told my husband, ‘I’m going for my doctorate and I’m going to Kentucky.’” The program’s Web-enhanced model requires on-campus attendance for weekend classes four times a semester. “You ask how big a believer I am in the program?” asks Koran. “I drove back and forth from Illinois for four years and was excited to do it!” Koran received her doctorate in 2006 and is currently the director of professional practice at Northwest Community Hospital outside Chicago. Her career has been filled with acclaim in research, management and in education. In addition to her work at the hospital, Koran teaches in two MSN programs. “At UK, we had permission to be who we are and to explore.”

While a number of other DNP programs focus exclusively on direct care practice, the UK model includes the full spectrum—five direct-care clinical tracks as well as an executive management track focused on populations and care systems. Williams and her colleagues believe that today’s doctorally-prepared nurses need a full complement of tools. “This is not a zero-sum game,” says Geraldine Bednash, chief executive officer of the American Association of Colleges of Nursing (AACN) and an early collaborator with Williams and other UK faculty members on development of DNP programs. “It takes a team and the integrated skills of prepared professionals to meet today’s needs.”

The last class of MSN students at UK was admitted in 2009, the same year the College began admitting BSN nurses directly into the DNP program. Molly Gadd, a nurse care co-coordinator for the St. Elizabeth Health Center Vascular Institute in Fort Thomas, Ky., was invited to “bridge” to the DNP program on the first day of her MSN classes. She jumped at the chance. “I was the first person in my family to even go to college and now to be part of this program, it’s an incredible privilege.” Gadd is in the



Molly Gadd & her mentor Carolyn Williams

Acute Care Nurse Practitioner Track and will be the first doctorally-prepared advanced practice nurse at her hospital. She expects to finish the program in 2011.

The move to the BSN-to-DNP degree was a big decision, one that Patricia Howard, associate dean for MSN and DNP studies, calls the next logical step in the evolution of the DNP. “We need advanced practice nurses in the workforce and we need nurses with practice doctorate preparation to lead as well as prepare nursing students in the clinical arena,” she says. While many of UK’s current BSN-to-DNP students have several years of experience in the field, the goal is to encourage new graduates to enter the pipeline as well. To those who say that nursing shouldn’t be focusing on terminal degree standards for nurses but rather on entry-level standards, Williams, Howard, Stanhope and other leaders in the profession have the same answer: we need skilled, professional, doctorate-prepared nurse professionals in practice, in the classroom and in leadership roles to help influence decisions like these.

WHAT’S AHEAD FOR THE DNP NATIONWIDE?

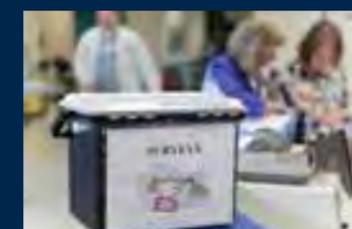
“More graduates in the workplace from accredited DNP programs,” says Bednash. The Consensus Model for APRN Regulation, published in 2008 and endorsed by the AACN and more than 45 professional nursing organizations nationwide, outlines the requirements and standards for DNP licensure and accreditation. To date, 32 programs have been accredited (including UK’s program) with 90 more actively pursuing accreditation. Bednash also wants to see new legislation to open up scope of practice limitations so that doctorally prepared nurses in practice can make full use of their skills and abilities. Even the title “Dr.,” which many states don’t permit qualified nurses to use in the hospital setting, needs a serious look. “The needle has moved,” says Bednash, pointing to a new position paper from the powerful AARP that calls for statutory and regulatory barriers to be lifted at the state and federal level that prevent nurses from practicing to the full extent of their licensure. “This is an exciting time to be in nursing,” she says, crediting UK pioneers with helping lead the way in what might arguably be called the biggest development in nursing education in modern history. “*Our time has come.*”

UNIVERSITY OF KENTUCKY COLLEGE OF NURSING DNP PROGRAM

Since 2005, UK has awarded 33 DNP degrees to advanced practice nurses throughout the United States.

Current BSN to DNP specialties include:

- Population and Organizational System Leadership
- Adult Clinical Nurse Specialist
- Acute Care Nurse Practitioner
- Primary Care Nurse Practitioner
- Pediatric Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner



For UK’s DNP students, exploration and challenge begin on day one. The rigorous program has two entry points—the baccalaureate (BSN) and master’s (MSN). Both entry options culminate in the capstone, a residency project that focuses on a population with target health problems. Candidates develop proposals, write Institutional Review Board applications, implement their projects in practice and evaluate the effects of the implementation. Here, DNP student Jo Blevins, a nurse educator and lab instructor from Somerset, Ky., collects data for her study on the level of oral hygiene in hospitalized children, a health issue that has attracted little to no research until now.

Building Healthy Communities

CAROL RIKER



Can one nurse make a difference? Absolutely—especially if it's one with the heart, mind and spirit of Associate Professor Carol Riker. In 2007, Riker was named a UK Distinguished Service Professor and awarded \$10,000 each year for the three-year appointment. Riker, who teaches community and public health nursing in the undergraduate program and is one of the first two University professors to win the first-ever Distinguished Service Professor designation, speaks instead of what the financial award has allowed her to do for a public health program close to her heart.

The Gainesway Community Empowerment Center in Lexington is located in a storefront in one of Lexington's most at-risk communities. The center offers health promotion programs and initiatives that support local children and families. Riker has worked in clinical practice with the center for more than a decade, both as a volunteer and with her nursing students. "The College of Nursing has been a leader in the kind of public health that really engages the community," says Riker who spent the majority of her award on community assessment research, professional development funding, and health classes and programs for residents.

The community assessment piece was led by a graduate student in the BSN-to-PhD program and included demographic mapping and focus groups with local residents. Results from the assessment were instrumental in earning a policy-change grant that placed more nursing students at a new neighborhood community center and helped launch more exercise opportunities and nutrition education for residents. Today, adults, children and entire families come to the center for line dancing, health lessons, healthy snacks and other community-building activities. The assessment also got the wheels turning on an ambitious community garden project. "In focus groups, residents told us that one of the biggest obstacles to healthy eating was access to fresh food," says Riker. "There wasn't a single grocery store in the community where people could buy produce." Residents told Riker they had to travel outside the area if they wanted fresh food and then had to carry it long distances by bus and by foot. "Produce is heavy," says Riker. "There were just so many obstacles for them." With the help of nursing graduate students and a group of local Boy Scouts, Riker's award helped fund the design and implementation of a large community garden. Now in its second growing season, residents have access to fresh peas, tomatoes, sweet potatoes, beans, lettuces and more. "Right now, anyone can harvest and anyone can help," says Riker. "The community will decide how it wants to operate the garden because it's for them." Everyone is excited about the garden, not just because of the healthy eating benefits but for the sense of community it's building among neighbors. "Carol Riker has really gotten to know the community well over the years," says Suzanne Prevost, associate dean for practice and community engagement. "They've built a trusting relationship. She understands their concerns as well as their needs."

While the work she's doing today at the Gainesway Center has earned her the respect of her peers and the community she serves, Riker has been serving the greater Kentucky community for years through her involvement in health research and policy. In the seventies, Riker worked on getting a seat belt law in place for Kentucky, one of the last states in the nation without one at the time. Today, she's a leader in UK's Tobacco Policy Research Program, a collaborative initiative spearheaded by the UK College of Nursing to help educate legislators and the public on the importance of smoke-free environments. "As nurses, it's our role to translate the science behind health issues to constituents and policymakers to help them understand why it's important to wear seat belts, why it's important to be smoke-free in a way they can really understand," she says.



Artist statement Bluebird & Dogwood

by Marcus C. Thomas



Commissioned by the University of Kentucky College of Nursing as part of the 50th Anniversary Celebration

ARTIST STATEMENT:

"I accepted with great pleasure and enthusiasm the generous offer to create a painting for the University of Kentucky College of Nursing's 50th anniversary celebration.

"Having dedicated the past 24 years to wildlife painting I have developed an awareness and fascination for the powerful symbolism present in nature. This cherished knowledge allowed me to clearly express the joy and privilege surrounding such an important project. The visual beauty, rich folklore and biblical history associated with the bluebird and dogwood tree provided the perfect tools for delivering a message of hope, strength and endurance.

"Living for the past 25 years as a quadriplegic has reinforced a deep appreciation for the nursing profession. During the critical stages of recovery, dedicated nurses provided the necessary strength for my wife Anne and me to continue forward. We will always be grateful.

"With the strokes of my paintbrush, the word 'disability' loses meaning and a comforting strength prevails."



The commission of this artwork was made possible by a grant from the Herman Lee and Nell Stuart Donovan Memorial Endowment on the occasion of the 50th anniversary of the University of Kentucky College of Nursing.

Limited edition prints may be purchased at www.marcusthomasartist.com. (Follow the UK 50th Bluebird link at the top of the home page.) A percentage of the proceeds from the sale of the Bluebird and Dogwood will be donated to the New Opportunity Fund at the University of Kentucky College of Nursing which provides support for students through scholarships, travel funds and other academic-related expenses.

Events

50TH ANNIVERSARY EVENTS CALENDAR

/2010-2011

December 17

BSN Pinning Ceremony and Reception

4 p.m., Singletary Center

We invite you to attend the pinning ceremony and reception in honor of the December 2010 BSN graduates.

Reservations are not necessary.

Alumni who are interested in marching in regalia are invited to contact Laurel Martin at (859) 323-6635 or laurel.martin@uky.edu to learn more about how to be a part of the celebration.



February 22

Ribbon Cutting with McConnell

9-11 a.m., College of Nursing Third Floor Patio

We invite you to attend a ribbon cutting ceremony with Senator Mitch McConnell and other government and campus dignitaries as we celebrate the renovation of the College of Nursing third floor balcony and the opening of this dedicated space for nursing students. **Reservations are not necessary.**



May 6

Graduate Hooding Ceremony and Reception

10 a.m., Singletary Center

We invite you to attend the graduate hooding ceremony and reception in honor of the 2011 MSN, DNP and PhD graduates.

Reservations are not necessary. Alumni who are interested in marching in regalia can contact Laurel Martin at (859) 323-6635 or laurel.martin@uky.edu to learn more about how to be a part of the celebration.

BSN Pinning Ceremony and Reception

1 p.m., Singletary Center

We invite you to attend the pinning ceremony and reception in honor of the May 2011 BSN graduates. **Reservations are not necessary.**

Alumni who are interested in marching in regalia can contact Laurel Martin at (859) 323-6635 or laurel.martin@uky.edu to learn more about how to be a part of the celebration.

50th Anniversary Gala and Hall of Fame Inductions

6 p.m., Student Center Grand Ballroom

Following the College of Nursing Pinning Ceremony, graduates and their families are invited to the 50th Anniversary Gala. We will conclude our yearlong anniversary celebration with a special evening that will allow us to reflect on all that has been accomplished during our first 50 years and anticipate all that is possible in the years ahead. The College of Nursing will induct five alumni into the College of Nursing Hall of Fame during this event. Tickets are \$50. **For reservations, please contact Laurel Martin at (859) 323-6635 or laurel.martin@uky.edu .**

UK Hall of Distinguished Alumni

ELIZABETH "BETSY" WEINER

BSN '75 Nursing, PhD '82 Education

The University of Kentucky Alumni Association welcomed 20 new inductees into its Hall of Distinguished Alumni, which included Elizabeth "Betsy" Weiner, BSN '75 (Nursing), PhD '82 (Education). Weiner was inducted into the College of Nursing's Hall of Fame in 2007, the inaugural class.

Weiner is the senior associate dean for informatics at the Vanderbilt University School of Nursing in Nashville, Tenn. Considered a pioneer in multimedia development, she is responsible for the distance learning programs in nursing and the informatics tools that help to tie together the research, practice and academic arenas. Currently, she is the principal investigator of \$3 million in grants for faculty development, working in conjunction with the UK College of Nursing.

Early in her career, she was selected as a research fellow in the IBM Institute for Academic Technology. Her informatics-based project focused on labor and delivery simulation and included the measurement of learning and clinical confidence outcomes. This innovative product has been used continuously for more than 20 years and holds the record for the most widely distributed product of the IBM Healthcare Consortium.

Weiner is a leader in the American Medical Informatics Association (AMIA). She was recognized as a Pioneer in Nursing Informatics by the AMIA Nursing Informatics Working Group. She received the Virginia K. Saba Nursing Informatics Award from AMIA in 2008. She is an expert in the development of online informatics-based programs for nurses in emergency planning and response for which she received the 2007 Sigma Theta Tau International Computer-based Professional Education Technology Award. She has published extensively on this topic and has received approximately \$2 million in grant funding to develop informatics programs on this topic.

She has worked with Sigma Theta Tau International Honor Society in Nursing to facilitate the use of technology in building the knowledge base for nursing and providing nurses with access to that knowledge.

The UK Alumni Association Hall of Distinguished Alumni was established in 1965 in celebration of the University's centennial year. Every five years the UK Alumni Association recognizes a select group of outstanding alumni and honors them with induction into the Hall of Distinguished Alumni. This honor acknowledges UK alumni who deserve recognition for personal and professional endeavors and community leadership.



Scott Davis, national president of the UK Alumni Association, Elizabeth "Betsy" Weiner and Lee Todd, UK President

Scholarship Banquet 2010

At the 2010 College of Nursing Scholarship Banquet, more than 150 donors, their families and the students and faculty who benefit from their generosity enjoyed a brunch at the historic Spindletop Hall. Guests heard remarks from Louise J. Zegeer, professor emerita at the University of Kentucky College of Nursing, who shared several of her memories of the College and that she continues to be involved in the life of the College because she is so proud of all that is being accomplished. Her husband established the Louise Zegeer Award in her honor and that award is given to a full-time faculty member who demonstrates a commitment to excellence, undergraduate education and mentors students in a successful transition into practice and graduate education.

This event allows us to “Celebrate the Future of Nursing” and is hosted by the University of Kentucky College of Nursing and the College’s Emeriti Faculty. At this year’s event, we announced six scholarships which were awarded for the first time during the 2010-2011 academic year.



TOP: Molly Gadd, center, is a recipient of a University of Kentucky Medical Center DNP Academic Excellence Scholarship. She is pictured here with Dean Jane Kirschling (left) and Molly’s niece, Madison Fennell (right), who is a UK pre-nursing student.

BOTTOM: Meghan Elder (front row, center) is the recipient of the 2010-2011 Peggy S. McClintock Scholarship Fund. The McClintock’s daughter, Martie Steinfeld, is a 1993 graduate of our BSN Program. Meghan is joined by the McClintock family.

Dr. Patricia A. Calico Nursing Scholarship

This annual scholarship was given in 2010 by Patricia A. Calico as part of the 50th Anniversary Scholarship Campaign. This renewable scholarship shall be awarded to students who are from Lincoln County, Ky., or if not from Lincoln County then from one of the five counties contiguous to Lincoln County: Garrard, Boyle, Rockcastle, Pulaski and Casey, or from Clay, Whitley or Knox County. Recipients should have demonstrated financial need and be in good academic standing. **Awarded to Sheena McGuffey.**

“My experiences at the College and while working as a nurses’ aide at UK Hospital have provided me with so many experiences. I love helping people and plan on becoming an acute care nurse. It means so much to have your support so I can accomplish my dreams and goals.”

—Sheena McGuffey

Everly-Highgenboten Nursing Scholarship

Established in 2010 as part of the 50th Anniversary Scholarship Campaign by Sheila E. Highgenboten, MS, RN, FACHE, and Carl L. Highgenboten, M.D. This scholarship is awarded to an undergraduate student majoring in nursing who is in good academic standing and has financial need. **Awarded to James Grau.**

“I have enjoyed every experience I have had while attending the University of Kentucky and cannot wait until I graduate so I will be able to practice the many skills I have learned through my classes and clinical experiences. It means so much to have this support as I pursue my degree and professional goals in nursing. I could not do it without the help of you and others around me.”

—James Grau

Vicki Beekman Gorman Undergraduate Nursing Scholarship

Given in 2009 as part of the 50th Anniversary Scholarship Campaign by Vicki Beekman Gorman and F. Chris Gorman, this renewable scholarship will be distributed over the next four years as an undergraduate scholarship beginning with the 2010-2011 academic year. The scholarship shall be awarded to a student who is enrolled in the traditional BSN program and has qualified for “guaranteed freshman admission” into the College of Nursing, with preference given to a student from Kentucky. **Awarded to Jamie Hatcher.**

“Thank you so much for the Vicki Beekman Gorman Scholarship! I look forward to beginning my nursing education this year. My cousin is an RN and inspired me to pursue nursing. I hope to be as skilled and compassionate as she is. Thank you again for your support; I appreciate it more than you know.”

—Jamie Hatcher

Martha Neal Moore RN-BSN Nursing Scholarship

Awarded for the first time during the 2010-2011 academic year, the Martha Neal Moore RN-BSN Nursing Scholarship is given by Kathryn M. Moore in honor of her paternal grandmother who always wanted to be a nurse. This award is given to a student who is enrolled in the RN-BSN option and has demonstrated financial need. **Awarded to Cheryl Marrs.**

“It is with sincere gratitude that I thank you for your scholarship given in honor of your namesake. I have such a strong desire to pursue my goal of helping an underserved population as a psychiatric nurse practitioner and your gift helps me to realize that goal and dream.”

—Cheryl Marrs

Allison Loesevitz brought remarks on behalf of the students who have received scholarships. Allison received the Casiana R. Schmidt Undergraduate Nursing Scholarship. Allison acknowledged that “Nursing school is definitely not something that can be done alone. It requires hard work and dedication. And it is amazing to have someone that believes in us and has made an investment in us.”

Teresa Ann Free Pediatric Nurse Practitioner Scholarship

Given in 2010 to celebrate the life of Teresa Free by her family and friends, this scholarship shall be awarded to a student who is enrolled in the pediatric nurse practitioner track. Free was a beloved professor, colleague and friend who served as the coordinator of the PNP track from 2002 until 2009. **Awarded to Judy Harrison.**

“Dr. Free was the person who interviewed me when I applied to the program and she served as my advisor for a brief period of time. She exemplified what a nurse practitioner should strive to be in their life and that is to be the best you can be for children. I hope that I can do the same thing as I begin my career.”

—Judy Harrison

Marcia A. Dake Undergraduate Nursing Scholarship

This annual scholarship was given in 2010 by Marcia A. Dake, EdD, RN, as part of the 50th Anniversary Scholarship Campaign. Dake served as the first dean of the College of Nursing at the University of Kentucky and led the College from 1958 until 1971. Under her leadership, the college celebrated many milestones and laid the foundation for our first fifty years. This scholarship is to be awarded to a nursing student with preference given to a second degree student. Dake is making this gift in honor of Marcia Scofield, her niece, who has recently graduated with a master’s in nursing. **Awarded to Serah Kimama and Kelly Leech.**

“I chose to return to UK to pursue a second degree in nursing after volunteering at a rural hospital in Kenya where I worked with HIV/AIDS patients. As a child, I lived in an impoverished third world country where many could not access health care services and died from illnesses that could be easily treated or avoided through immunizations. I am excited to give back to these communities as a nurse.” —Serah Kimama

2010-2011 COLLEGE OF NURSING PHONATHON: New Opportunity Fund Scholarship

The 2010 College of Nursing phonathon was held in March and April and concluded with a record number of gifts and pledges committed for a record \$36,400 raised during this year’s event. If you didn’t get a call, we will be sending follow up letters in the next few days and we hope that you will be a part of this year’s effort.

Unless a donor specifies another fund, all gifts received during the phonathon are directed to the College of Nursing New Opportunity Fund. This fund is designed to provide recurring funds that allow the College to be responsive to new opportunities in a timely fashion and to provide support to students through scholarship, travel funds and other academic related expenses.

This year, Kayla Cooper received the New Opportunity Fund Scholarship. Kayla Cooper is a first semester sophomore from Independence, Ky., where she graduated from Simon Kenton High School.

“When it became time in my senior year of high school to choose the profession that I wanted to dedicate my life to, I could only think of the love and altruism that nurses express throughout every day to dozens of patients.”

—Kayla Cooper



Kayla Cooper with her parents, Barry and Susan Cooper.

Lynn Garman Au Scholarship

RECIPIENT
RACHEL DICKMAN



Rachel Dickman, center, with the Au family at the 2009 Scholarship Banquet. She also received the Au Scholarship in 2010.

Rachel Dickman received the inaugural Lynn Garman Au Scholarship. This scholarship was established by Greg H. Au in memory of his wife, Lynn. Greg and Lynn decided to create a scholarship at the College of Nursing because of the quality nursing care they received during her battle against breast cancer. They had both attended the University of Kentucky for their undergraduate degrees and decided to create this scholarship at their alma mater.

It was their hope to support students who had a passion for service to others and to provide a full academic in-state tuition scholarship for the next six years. As the recipient of this scholarship, Rachel Dickman was expected to initiate, grow or lead a health care education, health screening or a community-based outreach program or event.

For her project, Rachel chose to partner with the staff at the Florence Crittenden Home. This private non-profit, residential treatment facility provides medical, nutritional, educational and counseling services in a home-like environment for Kentucky's young women facing single pregnancy and parenting, abuse and neglect. Rachel selected this facility because she has a passion for helping pregnant teenagers and mothers in need, and, with support and guidance, she helped to create and deliver a presentation about nutrition during pregnancy. Along with the help of the nursing staff at the home, Associate Dean for Practice and Community Engagement Suzanne Prevost served as a faculty mentor for the project.

At the presentation, the expectant mothers received a goodie bag with a laminated magnet that listed the top 10 foods to eat while pregnant, some healthy snacks and pens and notepads with the UK College of Nursing logo on them. At the end of the presentation, several young women got College of Nursing shirts for answering questions correctly during a "quiz show" that Rachel created for them using material from the presentation. When asked about her experience, Rachel indicated that it had been an awesome experience.

"I am extremely grateful for this scholarship, excited to continue my nursing education and hope, in some small way, I have honored the memory of your wife through this program."

—Rachel Dickman

Lyman T. Johnson Award

WINNERS
ANDREA PACKER
&
ROSLYN YOUNG



At the 19th Annual Homecoming Awards Banquet held in October 2009, the College of Nursing was proud to recognize Andrea Packer, BSN '09, and Roslyn Young, BSN '89, with the 2009 Lyman T. Johnson Awards.

Packer is an outstanding BSN alumnae who demonstrated leadership and service, while going above and beyond the commitment required of her while in nursing school. She began her undergraduate work as a dual-degree student from Georgetown College, later transferring to UK for her last two years. As she moved through the program and gained confidence, one faculty member describe her as having "taken off like a rocket!" Packer was on the Dean's List for the College and while working as a peer tutor, she not only taught test-taking strategies and helped students review nursing content, she provided encouragement and support. She said her philosophy was to "lead by example and help them adjust to life as a nursing student." Faculty commented that she was delightful in her approach, calm in her presence and sincere in her interactions.

As a junior, Packer was asked to serve as the student representative to the College of Nursing faculty search committee. Faculty commented that she did an exceptional job and encouraged other students to attend the candidates' interview presentations. She said the experience provided her with a new perspective on the College of Nursing and that she was impressed with the degree to which faculty valued the students' perspective and opinions. She was an officer in the Undergraduate Nursing Activities and Advisory Council and served as vice president of her class. In Spring 2009, Andrea and another student initiated a student organization named OATH—The Organization for Awareness of Trafficked Humans—and were instrumental in providing awareness training to other students.

Packer was honored as a William C. Parker Scholar and as a recipient of a University of Kentucky Medical Center Undergraduate Enhancement Scholarship. She received the Main Street Salute Award from UK's Regional Office of Undergraduate Admissions for demonstrating character, achievement, tenacity and spirit. She was one of 15 students, from more than 300 applicants, selected to participate in the Summer Partnership Integrated Clinical Experiences and Education program at Central Baptist Hospital. She logged over 310 hours as a nurse extern in the Cardiothoracic ICU and was awarded the Central Baptist Nursing Leadership Award at graduation. She began her nursing career at Central Baptist and recently assumed a position in a cardiovascular intensive care unit at Johns Hopkins Hospital in Baltimore, Md. In August, Packer was married to James Reginald Powell.

Roslyn Young received the 2010 Torch of Excellence Award. Throughout her career, she has exemplified the criteria for this award: Faith, hard work and determination that has positively affected the lives of those around her. In her current role as the director for advanced practice nursing for the Bluegrass Regional Mental Health–Mental Retardation Board, Young serves as the regional coordinator for advanced practice nursing and conducts psychiatric evaluations and provides medication management for children and adolescents in four counties. She has served in several similar roles and built a career around caring and advocating for children and their families. Her professional involvements have included memberships in the Kentucky Nurses Association, American Nurses Association, International Society of Psychiatric and Mental Health Nurses as well as being appointed by Governor Fletcher to the Kentucky Community Crisis Response Board. In addition to her BSN and MSN, Young is credentialed as a clinical specialist in child and adolescent psychiatric and mental health nursing by the American Nurses Credentialing Center. Her nominator, Patricia Howard, associate dean for MSN and DNP studies, said, "Roslyn Young is a model for all health care providers who care for children with emotional problems and their families. She is a genuine advocate for this vulnerable population and many families have experienced improved quality of life because of her work with them."

TOP: C.B. Akins, Sr., keynote speaker, Andrea Packer and Emmett "Buzz" Burnam, director of recruitment for diversity initiatives

BOTTOM: Akins, Roslyn Young and Burnam



Thank you for generously supporting our 50th anniversary celebration!



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The following alumni have kindly and generously given to the College of Nursing during the 2009-2010 fiscal year which ran from July 1, 2009 until June 30, 2010. We thank each and every one for helping to make a difference.

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